

**THE IMPLEMENTATION OF HERRINGBONE TECHNIQUE TO
IMPROVE STUDENTS' READING COMPREHENSION**

THESIS

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2020 M / 1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-raniry Banda Aceh
In Partial Fulfillment of the Requirements for the Degree
Bachelor of Education in English Language Teaching

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On:

Tuesday, 30 June 2020
9 Dzulqa'idah 1441 H

In Darussalam, Banda Aceh

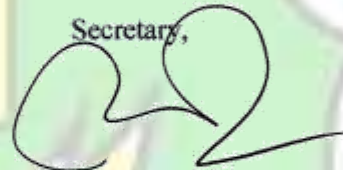
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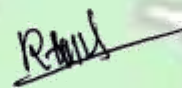
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**The Implementation of Herringbone Technique to Improve students' Reading
Comprehension**

adalah benar-benar karya asli saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 17 Juni 2020

Yang Menyatakan,



Desi Riana
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ACKNOWLEDGEMENT

My deep gratitude goes first to Almighty Allah, who always gives me a blissful life to live in this world, air to breathe, chance to try on, inspiration and power to write and finish this thesis. *Shalawat* and *salaam* may always grant to the noble Prophet Muhammad SAW and his family and companions have struggled wholeheartedly to guide his *ummah* to the right path.

On this occasion with great humility, I would like to thank all of those who have given me help and guidance, so that this thesis can be finished in time. Completion of writing this thesis, I would like to thank you, Mr. Drs. Lukmanul Hakim, MA and Mrs. Yuni Setia ningsih, M. Ag, as my supervisors who have given me direction as well as the encouragement that are very useful and helpful for the preparation and writing this thesis. Also, my special thanks are directed to my academic advisor Mr. Rahmat Yusny, S.Pd.I., M.TESOL, who has supervised me since I was in the first semester until now. Then, my thanks to all of the lecturers and all staff of English Department who helped and guided me during my study in English Education Department of UIN Ar-Raniry.

Then, I would like to express my gratitude and high appreciation to my Beloved parent Nursidah and Razali for their love, also my sister Maya Nurliza for their love patience, attention, support, and care. Moreover, a lot of thanks also addressed to the headmaster, staffs of administration, English teachers and students of

SMAN 1 Kuta Cot Glie. Then, special thanks for first grade students who gave much help for my research.

Afterward, I would like to thanks all my classmates and all of my friends in the English Department academic year 2015, especially for Unit 05. My appreciation is addressed to Cut Rizka Fadhlina, Putri Zaharatul Baiza, Ahmad Zaman Huri and Harry Azhar Ramli also my amazing second family “Santuy” and “Wonderful Shalihah”, and all of those whom I cannot mention names, who have been stayed with me in sadness and happiness during completing this thesis. I also thank so much for my beloved friends, Sofia, Neri, Dima, Ani and Afi who have supported me to finish this struggle through and kindly help me in doing my research.

Finally, I believed that this thesis still needs improvement and critical idea to complete it to be useful especially for the Department of English Language Education of UIN Ar-Raniry.

Banda Aceh, 3rd March 2020
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ABSTRACT

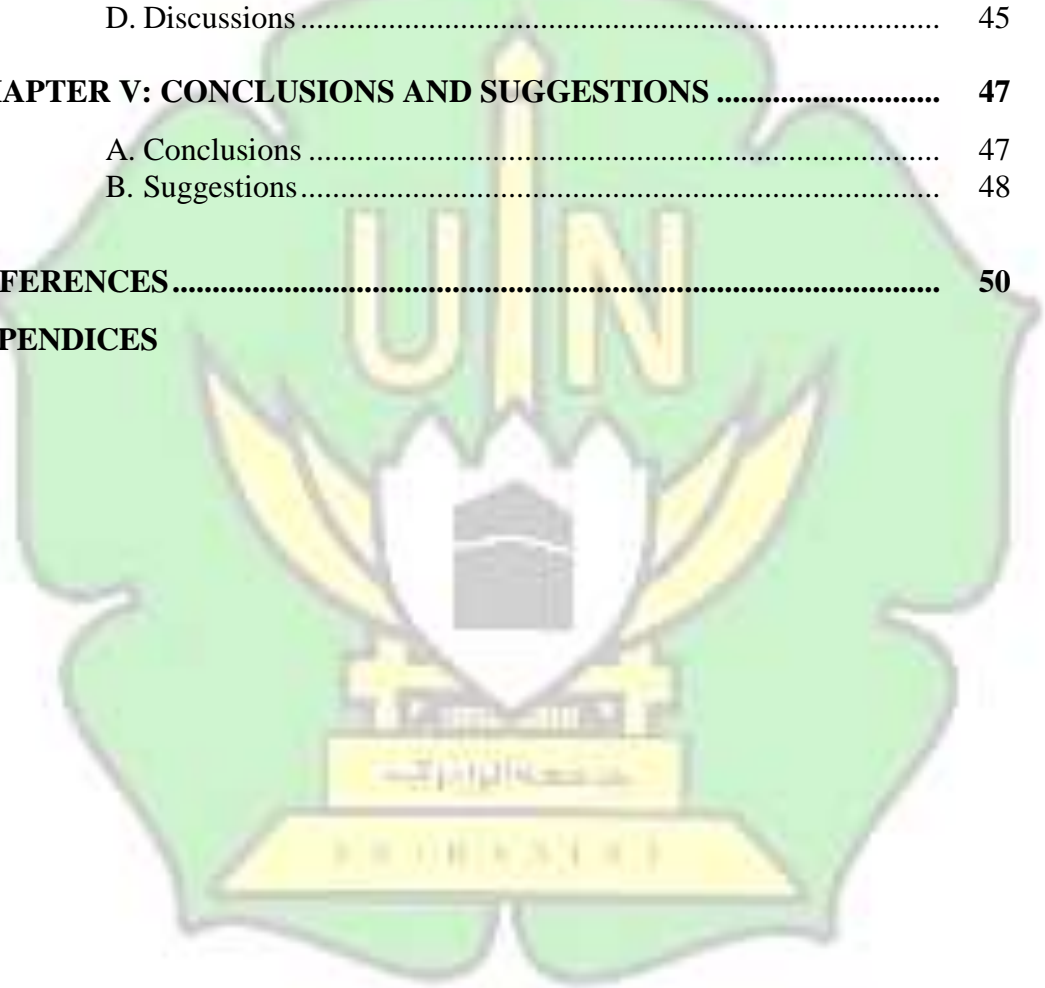
Name : Desi Riana
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Thesis Working Title : The Implementation of Herringbone Technique to Improve Students' Reading Comprehension.
Main Supervisor : Drs. Lukmanul Hakim, MA
Co-Supervisor : Yuni Setia Ningsih, M. Ag
Keywords : Herringbone Technique; Reading Comprehension

This research is about the use of Herringbone technique to improve students' reading comprehension at SMAN 1 Kuta Cot Glie. The aim of study was to know the improvement of the students' reading comprehension after the implementation of Herringbone technique, and to know the students' perception on Herringbone technique in improving their reading comprehension. The population of this study was students in the first grade of SMAN 1 Kuta Cot Glie. The samples were the students of class X IPS-1 as the experimental class and X IPS-2 as the control class. In collecting the data, the writer used tests and the questionnaire. The tests were used to know the improvement of the students' reading comprehension after the implementation of Herringbone technique. Meanwhile, the questionnaire was used to know the students' perception on Herringbone technique in improving their reading comprehension. The results of the research were analyzed by using several statistic formulas. According to the results of the study, using the Herringbone technique could improve students' reading comprehension. It was proven by the improvement of the mean score of the experimental class which was shown higher (25.11 to 59.56) than the mean score in the control class (23.64 to 42.23). It means that this research's alternative hypothesis (H_a) was accepted and that the null hypothesis (H_o) was rejected and there is a significant difference in the students' reading comprehension after they are taught by using the Herringbone technique. Besides, the result of the questionnaire also proved that using the Herringbone technique is effective in improving students' reading comprehension especially the first year students of SMAN 1 Kuta Cot Glie.

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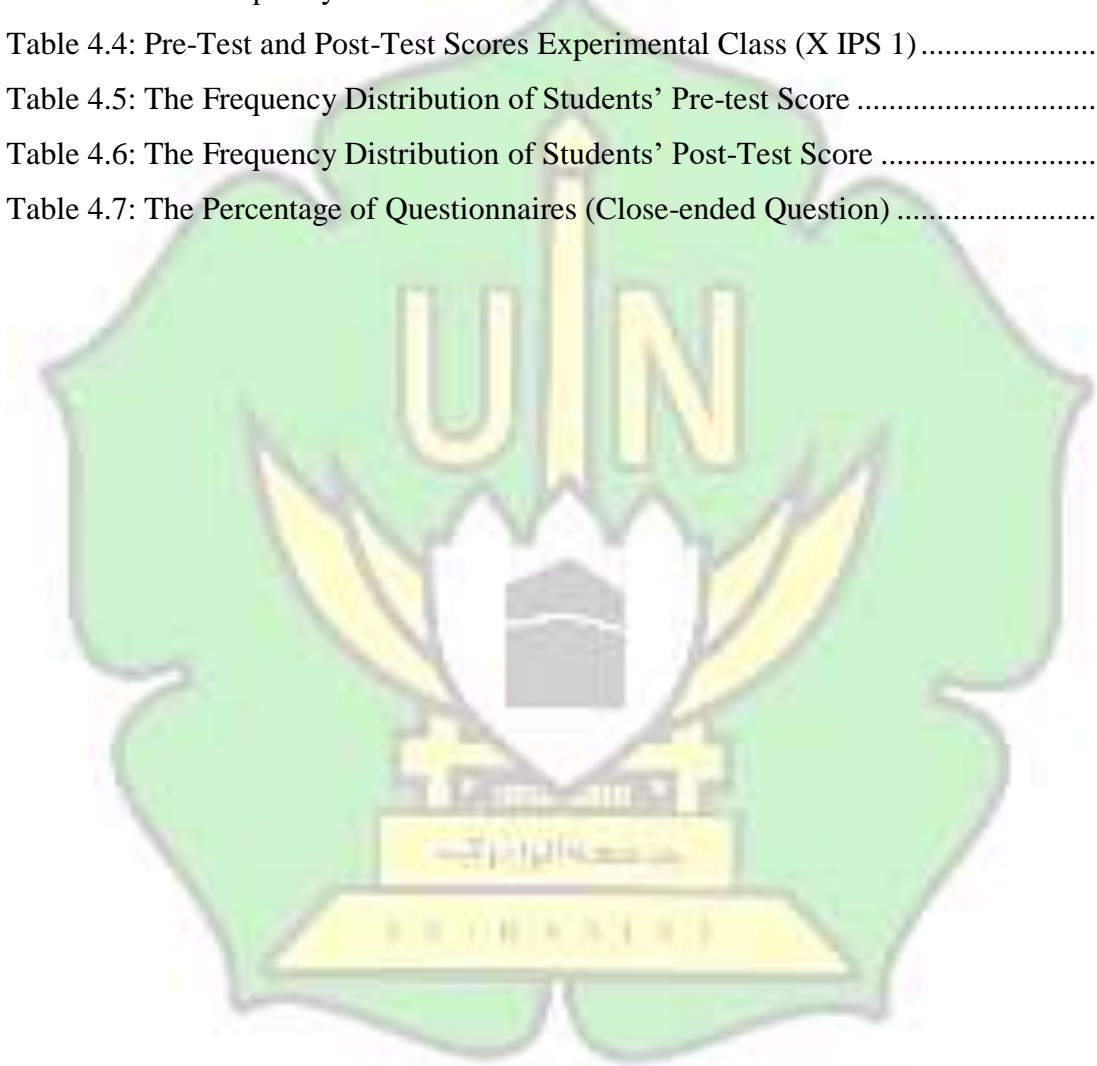
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Chapter I

Introduction

A. Background of the study

Reading is one of the skills that needs to be learned for several critical reasons. Harmer (2007) stated that reading is useful to get information to understand the article in English, and so on. Through reading, the learners get a lot of knowledge about things happening around them and also get interested in many aspects of life, such as science, technology, industry, politics, as well as social-cultural and educational. Second, reading can help students learn certain language skills, including listening, speaking, and writing. In addition, reading can also entertain the learners, for example reading novels, stories and interesting things. Therefore, reading is very essential for students.

According to Richard(2002), one of the objectives in teaching reading is comprehension. Students can not advance academically from one learning phase to the next without knowing the written text.. Therefore, students must also learn to comprehend written text as a way to extracting information and ideas from the reading text. The comprehension is derived from the connection between the written words and the reading. It is assumed that humans have a fixed reserve, a defined threshold for information attention and absorption, commonly referred to as

processing capacity. Because of this, it is generally believed that the ability to recognize words quickly and effortlessly relies on skillful learning.

Based on the Standard of Contents for Senior High School (SMA/MAN) stated in Badan Standar Nasional Pendidikan (2006, p.13), English is one of the compulsory subjects to be studied. There are four skills that students have to master, they are listening, speaking, reading, and writing. Ideally, teachers should be able to help students interpret understanding as stated in the norm of reading skills. One of the ways is by developing reading comprehension questions. Questioning is such an essential aspect of education (and general communication). In other words, the creation of concepts includes questions of great importance. Such questions help students pass through a series of carefully crafted questions from one cognitive stage to another. Pupils should be encouraged to generate new concepts and build on current knowledge and understanding.

Because of the importance of reading skill in language learning as discussed above, the Education Ministry of Indonesia includes reading as one of the important skills in Curriculum 2013. Based on this curriculum, the basic competence of reading at senior high school is a skill to comprehend and understand the meaning of the text. In senior high school, students learn some texts. When these words are combined to convey a sense, a text piece is formed. A text is created when you speak or write to convey a message. When reading, listening or view a piece of text, there are interpreting its meaning (Andersons, 2003).

Even though, all of the students have learned English since they were in junior high school, even there were some students who have started studying English since elementary school, they still find difficulties in reading. The researcher observed the condition of students in the school and also interviewed the teachers at SMAN 1 Kuta Cot Glie. It was found that they still faced difficulties in reading comprehension.

The previous studies related to this study, the first was conducted by ChoirinTriaKartika (2015) “ Improving The Students’ Reading Comprehension Through Herringbone Technique (A classroom Action Research of Second Grade of SMPN 1 Bergas, Central Java)”. The results show that the students’ reading comprehension improves significantly. The T-calculation results shows that the T-calculation of cycle I is 6,73, and cycle II is 6,9. The second was conducted by LatifahListiyanti (2017) “The Use of Herringbone Technique to Improve The students’ Reading Comprehension in Recount Text of The Eight Grade Students of SMPN 2 Tuntang in The Academic Year 2016/2017”.The result of the research shows that there is an improvement of students’ reading comprehension in recount text. It can be seen from the result of the score, where in the cycle I post-test is higher than pre-test ($69,33 \geq 67,23$) and in cycle II ($84,03 \geq 75,33$). The t calculation is 2,80 also shows that is higher than t table 2,04. And the third was conducted by Sandra ApriliaPratiwi (2018) “The Implementation of Herringbone in Teaching Reading Comprehension at SMKN 2 Kediri”. The result showed the students' reading comprehension increased after being taught using Herringbone on students' reading

comprehension. It was proven by the mean after being taught using Herringbone (76,83) was higher than the mean score before being taught using Herringbone (64,50). The result was reported that the t-test was higher than t-table ($12,577 > 2,045$) it means that H_0 was rejected and H_a was accepted. All the results of the researches showed that the students who were taught by the Herringbone technique could improve their comprehension in reading a text. The researcher wants to conduct this research with a similar technique, considering the different background of the student. The research that will be conducted is taken in SMA Negeri 1 Kuta Cot Glie.

Based on the problems cited this study is designed above, to apply the Herringbone technique in teaching reading to improve students' reading comprehension.

B. Research questions

Considering the background of the research, the problem statements are:

1. To what extent does the improvement of the students' reading comprehension after the implementation of the Herringbone technique?
2. What are the students' perceptions on the implementation of the Herringbone technique to improve students' reading comprehension?

C. The Aims of Research

The aims of the study can be stated as follows:

1. To know the extent of the improvement of the students' reading comprehension after the implementation of the Herringbone technique

2. To know the students' perception on Herringbone Technique in improving their reading comprehension.

D. Significance of the Study

1. Student

The positive impact of the researcher can support the student to learn English. It can help the student to improve their reading comprehension. The students also enjoy the process of teaching. The technique in Herringbone makes identifying the key and the supporting concept simpler for students. Moreover, the student will improve their knowledge and comprehension in reading.

2. Teacher

This research is very useful for the teacher, especially for those who are teaching English language. This research will help teachers to determine the best technique to create an attractive and active class in English language, especially in reading text. The teacher may also motivate the student to learn English. They will learn and use innovative approaches to appreciate and comfort students in the course of teaching. In this case, they will not use the traditional technique in teaching. The technique of graphics of Herringbone is given by teachers and the students will be feeling comfortable. It can give positive effects to the teacher to improve their competence in teaching.

E. Terminology

To avoid misinterpretation of the readers, the researcher would like to clarify the terms used in this study and they are valid for this research only.

1. Herringbone Technique

The technique is so called Herringbone because it resembles a fish skeleton. It is a useful technique for analyzing a single idea or text. The Herringbone technique is the graphic organizer supports comprehension of the 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 by Bouchard (2005, p.54). It means the answers to the questions organized in the Herringbone pattern can lead the readers to get the topic of the text that they read. The technique also can improve the reader's vocabulary because of using the Herringbone technique, the reader allows them to discuss the unknown words found while reading the text. The pattern of the Herringbone technique creates a framework for students to take notes and to sort the information. After the information has been gotten, then the students synthesize and summarize the information. The goal is to make students understand all of the information, so the students will be easily identify the main ideas based on the text.

2. Reading Comprehension

Reading is the process of constructing meaning from writing texts. According to Nunan (2003, p.68), reading is a fluent process of readers, combining information of a text and their background knowledge to build meaning. It means the reader must

be able to translate the written words into meaningful language. The reader can recognize the text to construct the meaning of the text that reads and builds the meaning of the text to identify words. The comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to find a way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea. It means the reader and the text have interaction in extracting meaning. So, the reader will understand the real meaning from a text by combining the information gained by their knowledge

F. Hypothesis

Based on the research question and purpose of the study, there are two forms of hypotheses in this research, they are; Null hypothesis (Ho) and Alternative hypothesis (Ha) as follows:

1. Ho: There is no significant difference in the students' reading comprehension after they are taught by using the Herringbone technique.
2. Ha: There is a significant difference in the students' reading comprehension after they are taught by using the Herringbone technique.

CHAPTER II

LITERATURE REVIEW

A. The Nature of reading

Reading is one of four skills that every person must know. Reading is an activity that enriches students' knowledge. According to Linse (2005), reading is a collection of skills involving making sense out of the written word and deriving meaning. So, the learners are not said to read until they could get a sense of what they are reading. Reading should not be a passive practice, but reading is an active process where readers connect knowledge to what they already learn in the text.

Besides that Nunan (2003), stated reading is a continuous process in which readers combine textual information with their own context knowledge to create significance. According to Harmer (2002), when the learners read a story or a newspaper, they deploy a range of respective skills. This means that reading is the respective abilities that warrant the ability of readers to communicate with language literacy and world knowledge.

From the definition above, reading is an efficient process of getting the meaning of printed words or verbal expressions in writing text, learning can be inferred. To get the intended meaning from the message a reader must know what they have read. In the process, a reader combines their language skills and context information to understand the meaning.

B. Concept of Reading Comprehension

Comprehension is an active process in the construction of meaning and the process of deriving meaning from connecting text. It involves word knowledge as well as thinking and reasoning. Therefore, according to Elizabeth (2003), comprehension is not a passive process, but an active one. This means comprehension is system operation to get the meaning of that active process from text or vocabulary information.

According to Klingner (2007), reading comprehension is "the process of constructing meaning by coordinating several complex processes, including word reading, word and world knowledge, and fluency". It refers to the ability to read terms, understand the context and the relations between ideas in a text. In addition, the researchers summarized the teacher's reading comprehension instructions as three steps: description, practice, and assessment.

Comprehension is a process that begins before the book is opened, and then it changes as the material is read, and it continues to change even after the text is finished. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Broek, 2012). Comprehension depends not just on the reader's features, including prior experience and working memory, but also language processes, including basic reading abilities, comprehension, vocabulary, responsiveness to text structures, inference and motivation. Skills

also includes the active use of operational methods, such as metacognition and control of knowing.

From the definitions above, reading comprehension can be inferred as being able to find in the text the concept of the mentioned or unstated author. The essence of reading comprehension knows all of the writer's material. It also refers to the ability to connect the words in a text, knowing the ideas and connections between the ideas expressed in a text.

C. The Types of Reading Comprehension

Experts categorize reading comprehension in different types. It will be further explained by Westwood (2008), Reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example, as literal, inferential, and critical.

1. Literal Comprehension

Literal comprehension answers the question about who, what, and where by inferring information from the text. Literal comprehension the processing of factually clear material. Examples of literal comprehension tasks include the recollection or identification of key concepts, descriptions of event cycles, contrast, character characteristics and cause and effect relations specifically stated in a plot. A child will be expected to give the experimenter an idea or ideas.. Recognition on the other hand would require the child to decide whether or not specific information was presented in the story. Recall questions are usually more difficult to answer than recognition

questions. A recall question calls for the student to produce a response from remembering what was read. Questions assessing literal comprehension skills examine how well students can identify and understand information that is directly stated in a text. This idea is supported by Clymer (1968, p.17, as cited in Brassel (2008)) that literal comprehension will help the reader can either remember the details from the text in response to a literal question.

2. Inferential Comprehension

The inferential level of understanding is when the reader gives meaning which goes beyond specific knowledge. Similar to literal comprehension, a lowering of key concepts, sequences, descriptions, attributes, etc. can be inferential. This detail is not clearly specified, but it is the key difference. Students must "read between the lines" in order to understand inferentially. According to Clymer (1968, p.17, as cited in Brassel (2008)), the readers' representation of ideas goes beyond the recall of explicit text information. In some instances of inferential comprehension, readers would probably elaborate on ideas and in others they might have to abstract them. Also, it would seem necessary that these ideas must first be integrated and they used as a basis for making inferences. Inference requires an integration of the context of a selection which alone can lead to inferences about the material. It involves a

combination of conjecture and explanation based on a synthesis of the literal context, personal knowledge, intention, and imagination.

3. Critical Comprehension

The reader is able to assess what he or she is reading – for example, to discern the author's good writing style, to identify when certain claims in the text are misleading or wrong, to understand the author's point of view, to compare and contrast details with other facts he or she has read elsewhere, and to comment on the significance or otherwise of the views presented. Poor readers who still struggle with word recognition have immense difficulty moving beyond a basic level of understanding because most of their cognitive effort is needed to access the text. According to Clymer (1968, p.17-18, as cited in Brassel (2008)), in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical questions are highly dependent on the reader's background, interest, and disposition, it is not easy to determine the level of the reader and the quality of the reader's inferential and critical understanding.

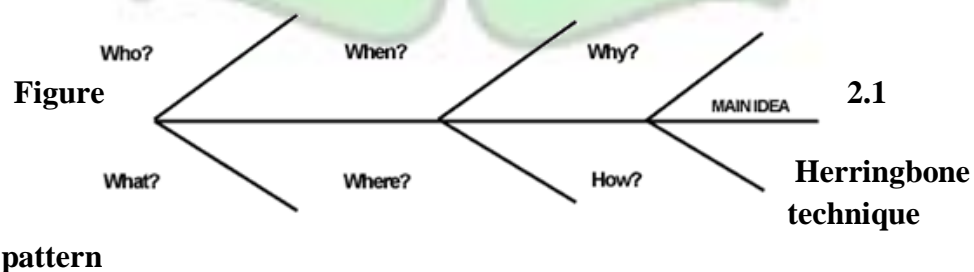
From several explanations about types of reading that has defined before, it can be concluded that reading has many types depending on what people need. The types of reading comprehension categories by Westwood in three types. There are literal comprehension, inferential comprehension, and critical comprehension. The

best type that the researcher used, is literal comprehension. Literal comprehension is suitable for this research, because the tip guides the reader to get information from the text by answering the question of who, where, when, how, when, and why. So, the recall question calls for the students to produce responses from remembering what was read.

D. Concept of the Herringbone Technique

1. Definition of Herringbone Technique

The Herringbone technique was introduced first by Tierney, *ET. alin* 1980. They say the Herringbone technique is a structured outline procedure to obtain important information from a text which is read by using six basic comprehension questions (who, what, when, where, why, and how). All answers are put in a provide Fishbone pattern. After getting information on the text by answering those questions, the students create a topic sentence of the text. During doing the reading, they work in pairs while sharing their ideas. The Herringbone technique is used for establishing, supporting details for the main idea. It can be used to organize information for all content areas (McKnight, 2010).



From the figure, it can be seen that Herringbone consists of a short graphic organizer which McKnight (2010), found it as an effective tool for establishing supporting details to find the main idea in a reading text. “The fish-bone pattern guides the students to make a statement which represents a topic sentence of the text in the graphic organizer” (Young & Hadaway, 2006). The researcher can conclude, it is an effective teaching and learning tool for the learners.

2. The procedure of the Herringbone Technique

The Herringbone technique is a useful graphic organizer for students to organize the information. According to Deegan (2006), Herringbone technique is a technique that develops comprehension of the main idea by plotting who, what, when, where, how, and why questions on a visual diagram of a fish skeleton. By using the answers of the WH-questions, the students write the main idea across the backbone of the fish diagram. The procedures of Herringbone techniques are:

1. The teacher selects a text at the appropriate reading level.
2. The teacher constructs a visual diagram of the Herringbone.
3. The teacher tells the student to record the answers to the questions on the diagram. He will look for answers to:
 - a. Who is the author talking about?
 - b. What did they do?
 - c. When did they do it?
 - d. Where did they do it?

- e. How did they do it?
 - f. Why did they do it?
4. The student reads to find the answers and records the answers on the diagram.
 5. After the information is recorded, the teacher shows the student how each answer fits into a slot in the main idea sentence.
 6. The student writes the main idea, using the information from the Herringbone diagram.
 7. The teacher duplicates sheets with the diagram, and students complete the diagram on their own.
 8. The diagram becomes a tool for story discussion. During the discussion, the teacher and students compare their answers and their rationales.

3. The Advantages and Disadvantages of the Herringbone Technique

An advantage of the Herringbone technique is to help the students for encoding the information in a manner that enhances their ability to answer essay questions. Tierney in Rafain, et.al (2013, p.2) Herringbone technique also helps the students spend a few times while they are reading the text. The Herringbone technique provides several advantages for reading comprehension process as follows:

1. Herringbone technique facilitates the students with a fish-bone pattern that makes students actively in the learning process.

2. Walker (2005) states that the Herringbone technique is used to help the students organize information on the text.

3. Deegan (2006) states that the Herringbone technique:

- Helping the students encode the information in a manner that enhances their ability to answer essay questions.
- Constructs the main idea from the facts in the paragraph.
- Helping students understand the relationship between various pieces of information that they may fail to identify.
- Helping students have an ability in remembering details.

On the other hand, the Herringbone technique provides disadvantages for reading comprehension process. There are some disadvantage of Herringbone Technique (Herber 1978, as cited Nurlinda 2017) such as :

1. Some instructors found creating an answer key for the graphic organizer to be time-consuming.
2. Students might have different ideas about what the main idea is and make confused their peers with different answers.
3. Students may get off the topic while working in groups.

To sum it up, the advantages and disadvantages of the Herringbone technique in reading comprehension have been mentioned above. The advantage is can help the student to encode the information in a manner that enhances their ability to answer the essay question and spend a few times while they are reading the text. While the disadvantage of Herringbone is that students learn the content

by means of graphic representations, graphics are that. As a consequence, when revising content, these students may relate to the absence of a detailed guide.

E. The procedure of Teaching Reading Comprehension through the Herringbone Technique

According to Edwards (2003, p.32) mentioned some steps of the Herringbone technique, the steps can be seen as follows:

1. The students fill in all the lines of the pattern with six questions.
2. They will search and identify the answer of the six questions while they are reading the text.
3. When modeling, the teacher has to remind students who? Will not always be answered with a person's name, proper noun, then they will discuss topics that may be considered a character or subject of the text.
4. After reading, the students should fill in the answers to six questions, such as: who is the author talking about? Where did they do? What did they do? When did they do? how did they do? why did they do?
5. After all, six questions have been answered; the students should create a main idea from the information they have organized.
6. The teacher duplicates sheets with the diagram and students complete a diagram of their own.
7. The diagram becomes a tool for story discussion and during the discussion; the teacher and students compare their answers and their rationales.

8. Besides, the implementation of the Herringbone technique can be changed from finding the facts first to the main idea and then looking for the facts that support this main idea.

There were eight procedures while teaching the text through the technique. The procedures are followed by the instructor selecting a text at the correct reading level and drawing the Herringbone visual diagram. The instructor then asks the student to write the answers to the diagram questions. The instructor should explain how each answer fits into the slot in the main idea sentence after the knowledge is registered.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is about using the Herringbone technique to enhance the students' reading comprehension. The study used quantitative analysis in this work. There are three structures of quantitative research according to Creswell (2012), experimental, correlation, and survey. The researcher used an experimental design, and the purpose of the method in this study was to gather the data. And this study employed quantitative research. The experimental method was the pre-experimental design of the study in the form of pre-test, treatment, and post-test. At the conclusion of the report, the researcher also distributed a series of questionnaires to the students. The students were the subject of this research in first year of senior high school. The first class was named as the experimental class. The second class has been known as the control class. The researcher taught reading in the experimental study, using the Herringbone technique. While using the Herringbone technique, the researcher will do the experimental teaching and figure out whether or not the students' reading comprehension has improved.

B. Research Site and Participant

1. Location

The present of the study was conducted at SMAN 1 Kuta Cot Glie, which located in Lamtui Banda Aceh - Medan KM 32, Aceh Besar, Aceh Province. The school was established on April 6, 2006. It has a total land area of 11,578 m^2 . The headmaster of SMAN 1 Kuta Cot Glie is Ulfa Aini, A.Ma.Pd, S.Pd.I, M.Pd. The total of teachers is 35 and including 4 English teachers.

2. Population

The population is a collection of elements about which we wish to make an inference. As Best and Kahn (2006) said that population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher. Therefore, the participants of the study are students in the first grade of SMAN 1 Kuta Cot Glie. Three classes for the first-grade student, namely: class X MIPA, X IPS-1, and X IPS-2.

3. Sample

According to Arikunto (2010) sample is part of the population. The sample is a limited number of elements from a proportion to represent the population. The sample of this study was X of SMAN 1 Kuta Cot Glie. The sampling technique that is used by the researcher here is simple purposive

sampling, which is a part of non-probability sampling. According to Arikunto (2010, p.183), purposive sampling is the process of selecting a sample by taking subjects that is not based on the level or area, but it is taken based on the specific purpose. The sample of this research is the students in class X IPS of SMAN 1 Kuta Cot Glie. The research identifies the sample in two classes. They are X IPS 1 and X IPS 2 consists of 40 students. This research was conducted in five meetings. The first meeting was for the pre-test. The second, the third and the fourth meeting were for treatment by using the Herringbone technique. After that, the last meeting was for the post-test.

C. Method of Data Collection

In gaining data needed in the research, the researcher conducted experimental teaching, test, and questionnaire.

1. Test

According to Arikunto (2012), a test is a tool or procedure used to know or measure students' performance by using a set of ways and rules. The pre-test and post-test were applied in this study, which the pre-test was given before experimental and post-test was given after the experimental teaching. In analyzing the data that will be collected from the test, the researcher used some statistical analysis formulas. Moreover, the researcher will give a post-

test to know how far is the improvement of students' reading comprehension about the text after applying this technique.

2. Questionnaire

A questionnaire is several written questions used to get information from the respondent. According to Sugiyono (2018) Likert Scale is used to measure attitudes, opinions, and perceptions of a person or group of people on social phenomena. The questionnaire was given at the last meeting to investigate the students' perception of using the Herringbone technique in reading. In this research, the questions of the questionnaire are provided in the students' native language in order to make them easily understand the question. Measurement using a Likert Scale which is assumed to be five statements, those are, strongly disagree; disagree; neutral; agree; and strongly agree.

D. Method of Data Analysis

1. Test

The researcher used to test as the instrument to find out how Herringbone technique improves students' reading comprehension at SMAN 1 Kuta Cot Glie defines test as an instrument or procedure that proposes a sequence of tasks to obtain students' responses. In this case, there are two tests, pre-test, and post-test. The pre-test was

administered to know the preexisting capacity of the subjects to understand the lecture and at the end of the session the post-test was administer to recognize enhancing the use of the Herringbone technique to enhance the reading comprehension of students in general texts. The researcher analyzed the pre-test and post-test data through statistical analysis. The researcher refers to the data analysis method to Metode Statistika written by (Arikunto, 2010). In analyzing the test score, the researcher will calculate the mean score of the students. To classify the score, the means' pattern is used. The pattern in the following explanation.

a. Mean

Mean has been used to find out the entire sample's average. To understand the average, the formula was used as suggested by (Arikunto,2010). The mean was the average or arithmetic mean (arithmetic mean), the formula was:

$$\bar{X} = \frac{\sum x}{N}$$

Which:

\bar{X} : mean

$\sum x$: the sum of scores

N : total students

b. Standard Deviation

Steven (2007) asserted that the standard deviation was a statistic formula described the total variation in the characteristics of the process being measured. In particular, it is calculated how individual measurements should be expected to deviate from the mean on average. The higher the standard deviation is, the more dispersion in the information of the method it is, as shown below. The formula of standard deviation was as follows:

$$SD^2 = \frac{\sum f (X - \bar{X})^2}{N - 1}$$

Which:

SD : standard deviation

$\sum f$: the sum of the frequency

\bar{X} : mean

$\sum x^2$: the sum of score squared

N : the number of samples

c. T-score

T-score was used to determine the important differences between pre-test and post-test, the formula for t-score was as follow:

$$t - score = \frac{\bar{x}^1 - \bar{x}^2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

Which:

\bar{X}^1 : mean of the post-test

\bar{X}^2 : mean of the pre-test

SD^1 : standard deviation of post-test

SD^2 : standard deviation of pre-test

N : total students

2. Questionnaire

There are ten questions, offer to the students which are related to the use of the Herringbone technique in reading class. I will use the closed questioner. The acquired data of the questionnaire are also analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. To count the percentage of the answers chosen by the participants, the researcher refers to MetodeStatistika which was written by (Sudjana, 2018). The formula used is:

$$P = \frac{F}{N} \times 100\%$$

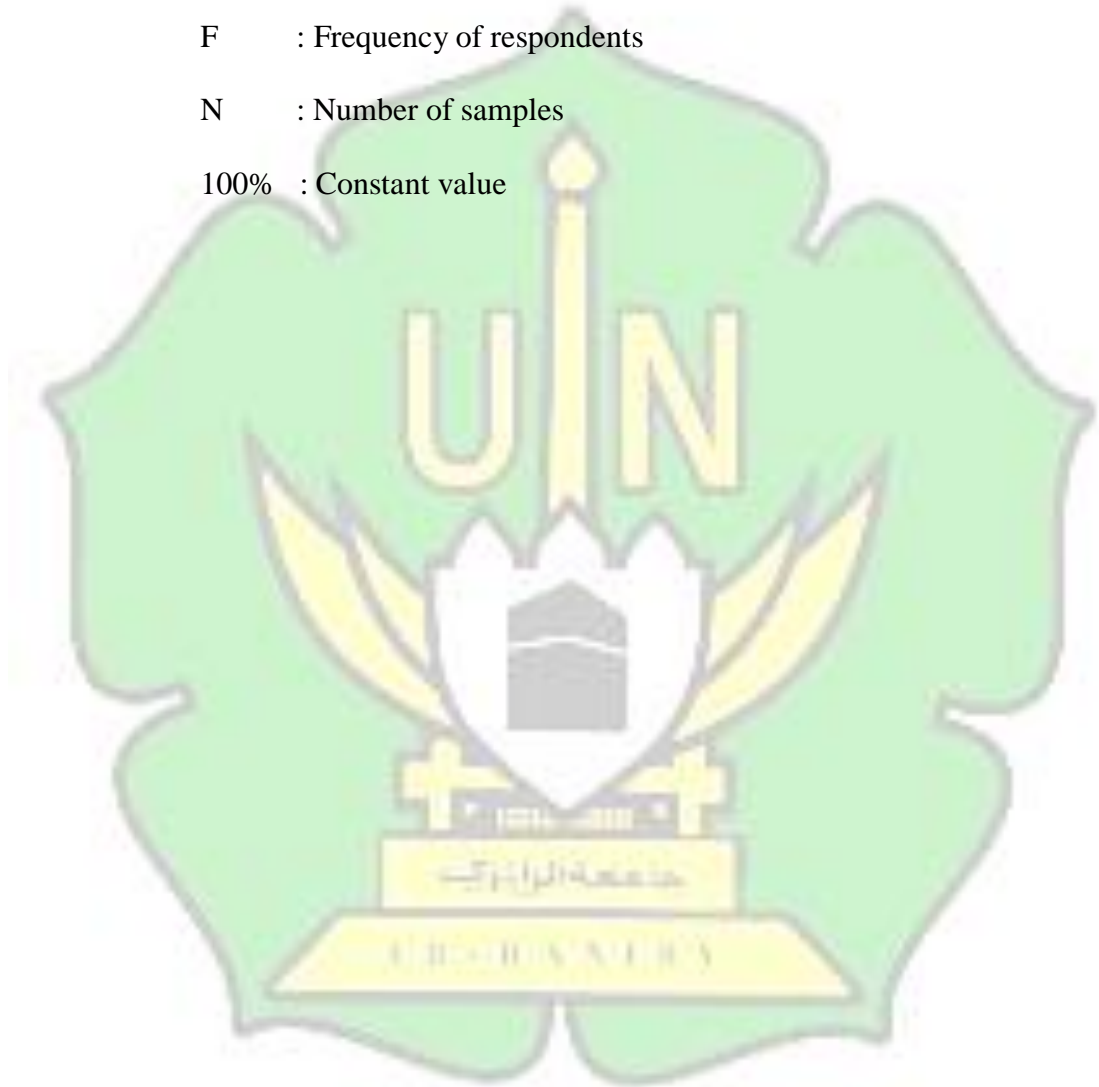
Note:

P : Percentage

F : Frequency of respondents

N : Number of samples

100% : Constant value



CHAPTER IV

FINDING AND DISCUSSIONS

A. The Analysis of Test Finding

After conducting the pre-test and post-test in control and experimental class, the obtained data were calculated statistically to identify the mean scores and analyze whether the pre-test and post-test scores differed significantly after treatments. Scores can be seen in the following table:

Table 4.1 Pre-test and Post-test Scores Control Class (X IPS 2)

No	Initial of Students	Pre-test	Post-test
1	AK	30	50
2	AA	20	30
3	DFM	30	50
4	FY	30	40
5	HM	30	50
6	H	20	50
7	HK	10	30
8	IN	20	40
9	IM	40	60
10	MH	30	40
11	M	20	40
12	R	20	40
13	RMA	50	70

14	RMU	40	60
15	SA	10	30
16	WS	20	30
17	Y	30	50

Based on the table presented above, the lowest score of the pre-test was 10 and the highest one was 50. Meanwhile, the lowest post-test was 30 and the highest one was 70.

1. Result of Pre-test

First, the researcher to calculate the mean of pre-test score, the researcher arranged the score from the lowest and the highest score as follows:

R	10	10	20	20	20	20
20	20	30	30	30	30	30
30	40	40	50			

Then the researcher determined the range of the pre-test showed above by using the formula below:

$$\begin{aligned}
 R &= Hs - Ls \\
 &= 50 - 10 \\
 &= 40
 \end{aligned}$$

After finding the range score, the researcher finds out the number of class interval (K), and the result was:

$$\begin{aligned}
 K &= 1 + 3.3 (\log n) \\
 &= 1 + 3.3 (\log 17) \\
 &= 1 + 3.3 (1.23) \\
 &= 1 + 4.05 \\
 &= 5.05 \text{ (taken 5)}
 \end{aligned}$$

Thus, the length of the interval was 5. The next step, the researcher determined the range of interval class by the following formula:

$$\begin{aligned}
 \text{Range of interval Class } (p) &= \frac{\text{Range}}{\text{Interval}} \\
 &= \frac{40}{5} \\
 &= 8 \text{ (taken 8)}
 \end{aligned}$$

Based on the data calculated above, the frequency distribution of the pre-test can be formulated as follows:

Table 4.2 The Frequency Distribution of Students' Pre-test Score

No	Students' Score	f_1	X_1	$X_1 - X$	$(X_1 - X)^2$	$f_1 (X_1 - X)^2$
1	10-17	2	13.5	-10.14	102.81	205.62
2	18-25	6	21.5	-2.14	4.57	27.42
3	26-33	6	29.5	5.86	34.33	205.98

4	34-41	2	37.5	13.86	192.09	384.18
5	42-49	0	45.5	21.86	477.85	0
6	50-57	1	53.5	29.86	891.61	891.61
Total Score		17	-	-	-	1714.81

$$\begin{aligned}
 \bar{X} &= \frac{\sum X}{N} \\
 &= \frac{(10 \times 2) + (18 \times 6) + (26 \times 6) + (34 \times 2) + (42 \times 0) + (50 \times 1)}{17} \\
 &= \frac{20 + 108 + 156 + 68 + 0 + 50}{17} \\
 &= \frac{402}{17} \\
 &= 23.64
 \end{aligned}$$

After counting the mean of the students' pre-test, the researcher used a standard deviation to calculate how individual measurements should be expected to deviate from the mean on average. The formula of standard deviation in the pre-test was presented below:

$$SD^2 = \frac{\sum f(x - \bar{x})^2}{N - 1}$$

$$SD^2 = \frac{1714.81}{17 - 1}$$

$$SD^2 = \frac{1714.81}{16}$$

$$SD^2 = 107.17$$

$$SD = \sqrt{107.17}$$

$$SD = 10.35$$

2. The Result of Post-Test

In order to calculate the mean of the post-test score, the researcher arranged the score from the lowest up to the highest score as follows:

R	30	30	30	30	40	40
40	40	40	50	50	50	50
50	60	60	70			

Then the researcher determined the range of the post-test showed above by using the formula below:

$$\begin{aligned}
 R &= Hs - Ls \\
 &= 70 - 30 \\
 &= 40
 \end{aligned}$$

After finding the range score, the researcher finds out the number of class interval (K), and the result was:

$$\begin{aligned}
 K &= 1 + 3.3 (\log n) \\
 &= 1 + 3.3 (\log 17) \\
 &= 1 + 3.3 (1.23) \\
 &= 1 + 4.05 \\
 &= 5.05 \text{ (taken 5)}
 \end{aligned}$$

Thus, the length of the interval was 5. After that, the researcher counted the class of interval by using the following formula:

$$\begin{aligned}
 \text{Range of interval Class (p)} &= \frac{\text{Range}}{\text{Interval}} \\
 &= \frac{40}{5} \\
 &= 8
 \end{aligned}$$

Based on the data calculated above, the frequency distribution of the post-test can be formulated as follows:

Table 4.3 The Frequency Distribution of Students' Post-test Score

No	Students' Score	f_1	X_1	$X_1 - \bar{X}$	$(X_1 - \bar{X})^2$	$f_1(X_1 - \bar{X})^2$
1	30-37	4	33.5	-8.73	76.21	304.84
2	38-45	5	41.5	-0.73	0.53	2.65
3	46-53	5	49.5	7.27	52.85	264.25
4	54-61	2	57.5	15.27	233.17	466.34
5	62-69	0	65.5	23.27	541.49	0
6	70-77	1	73.5	31.27	977.81	977.81
Total Score		17	321	-	-	2015.89

$$\begin{aligned}
 \bar{X} &= \frac{\sum X}{N} \\
 &= \frac{(30 \times 4) + (38 \times 5) + (46 \times 5) + (54 \times 2) + (62 \times 0) + (70 \times 1)}{17} \\
 &= \frac{120 + 190 + 230 + 108 + 0 + 70}{17} \\
 &= \frac{718}{17} \\
 &= 42.23
 \end{aligned}$$

After accounting the mean of the students' pre-test, the researcher used a standard deviation to calculate how individual measurements should be expected to deviate from the mean on average. The formula of standard deviation in the pre-test was presented below:

$$SD^2 = \frac{\sum f (x - \bar{x})^2}{N - 1}$$

$$SD^2 = \frac{2015.89}{17 - 1}$$

$$SD^2 = \frac{2015.89}{16}$$

$$SD^2 = 125.99$$

$$SD = \sqrt{125.99}$$

$$SD = 11.22$$

3. T- score Calculation

T-score was used in order to find out the significant differences between pre-test and post-test. The calculation was as follows:

$$t - score = \frac{x_1 - x_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

$$t - score = \frac{42.23 - 23.64}{\sqrt{\left(\frac{107.17}{17}\right) + \left(\frac{125.99}{17}\right)}}$$

$$t - score = \frac{18.59}{\sqrt{6.3 + 7.41}}$$

$$t - score = \frac{18.59}{\sqrt{13.71}}$$

$$t - score = \frac{18.59}{3.7} \quad t - score = 5.02$$

Table 4.4 Pre-test and Post-test Scores Experimental Class (X IPS 1)

No	Initial of Students	Pre-test	Post-test
1	A	20	40
2	AR	30	50
3	CP	20	40
4	FT	30	60
5	H	20	50
6	I	20	70
7	IK	30	80
8	KA	30	50
9	LS	60	80
10	MK	20	50
11	MN	20	40
12	MR	50	80
13	MA	40	80
14	MU	40	80
15	RM	40	70
16	RY	20	60
17	R	20	40
18	SM	50	80

Based on the table presented above, the lowest score of the pre-test was 20 and the highest one was 60. Meanwhile, the lowest score for the post-test was 40 and the highest one was 80.

The following part showed a further statistical analysis result of pre-test and post-test.

1. Result of Pre-test

In order to calculate the mean of the pre-test score, the researcher arranged the score from the lowest up to the highest score as follow:

R	20	20	20	20	20	20
20	20	30	30	30	30	40
40	50	50	60	60		

Then the researcher determined the range of the pre-test showed above by using the formula below:

$$\begin{aligned}
 R &= H_s - L_s \\
 &= 60 - 20 \\
 &= 40
 \end{aligned}$$

After finding the range score, the researcher finds out the number of class interval (K), and the result was:

$$\begin{aligned}
 K &= 1 + 3.3 (\log n) \\
 &= 1 + 3.3 (\log 18) \\
 &= 1 + 3.3 (1.25) \\
 &= 1 + 4.125 \\
 &= 5.125 \text{ (taken 5)}
 \end{aligned}$$

Thus the length of the interval was 5. After that, the researcher counted the class of interval by using the following formula:

$$\begin{aligned} \text{Range of interval Class } (p) &= \frac{\text{Range}}{\text{Interval}} \\ &= \frac{40}{5} \\ &= 8 \text{ (taken 8)} \end{aligned}$$

Based on the data calculated above, the frequency distribution of the pre-test can be formulated as follows:

Table 4.5 The Frequency Distribution of Students' Pre-test Score

No	Students' Score	ff_1	X_1	$X_1 - X_2$	$(X_1 - X_2)^2$	$f_1(X_1 - X_2)^2$
1	20-27	8	23.5	-1.61	2.59	20.72
2	28-35	4	31.5	6.39	40.83	163.32
3	36-43	2	39.5	14.39	207.07	414.14
4	44-51	2	47.5	22.39	501.31	1002.62
5	52-59	0	55.5	30.39	923.55	0
6	60-67	2	63.5	38.39	1473.79	2947.8
Total Score		18	261	-	-	4548.38

$$\begin{aligned} \bar{X} &= \frac{\sum X}{N} \\ &= \frac{(20 \times 8) + (28 \times 4) + (36 \times 2) + (44 \times 2) + (52 \times 0) + (60 \times 2)}{18} \\ &= \frac{160 + 112 + 72 + 88 + 0 + 120}{18} \\ &= \frac{452}{18} = 25.11 \end{aligned}$$

After counting the mean of the students' pre-test, the researcher used a standard deviation to calculate how individual measurements should be expected to deviate from the mean on average. The formula of the standard deviation in the pre-test was presented below:

$$SD^2 = \frac{\sum f (x - x^2)}{N - 1}$$

$$SD^2 = \frac{4548.38}{18 - 1}$$

$$SD^2 = \frac{4548.38}{17}$$

$$SD^2 = 267.55$$

$$SD = \sqrt{267.55} \quad SD = 16.35$$

2. The result of Post-test

In order to calculate the mean of the post-test score, the researcher arranged the score from the lowest up to the highest score as follow:

R	40	40	40	40	50	50
50	50	60	60	70	70	80
80	80	80	80	80		

Then the researcher determined the range of the post-test showed above by using the formula below:

$$R = Hs - Ls$$

$$= 80 - 40$$

$$= 40$$

After finding the range score, the researcher found out the number class interval (K), and the result was:

$$\begin{aligned}
 K &= 1 + 3.3 (\log n) \\
 &= 1 + 3.3 (\log 18) \\
 &= 1 + 3.3 (1.25) \\
 &= 1 + 4.125 \\
 &= 5.125 \text{ (taken 5)}
 \end{aligned}$$

Thus, the length of the interval was 5, after that, the researcher counted the class of interval by using the following formula:

$$\begin{aligned}
 \text{Range of interval Class } (p) &= \frac{\text{Range}}{\text{Interval}} \\
 &= \frac{40}{5} \\
 &= 8 \text{ (taken 8)}
 \end{aligned}$$

Based on the data calculated above, the frequency distribution of post-test can be formulated as follows:

Table 4.6 The Frequency Distribution of Students' Post-test Score

No	Students' Score	f_1	X_1	$X_1 - X_2$	$(X_1 - X_2)^2$	$f_1(X_1 - X_2)$
1	40-47	4	43.5	-16.09	257.92	1031.68
2	48-55	4	51.5	-8.06	64.96	259.84

3	56-63	2	59.5	0.06	0.0036	0.0072
4	64-71	2	67.5	7.94	63.04	126.08
5	72-79	0	75.5	15.94	254.08	0
6	80-87	6	83.5	23.94	573.12	3438.72
Total Score		18	381	-	-	4855.64

$$= \frac{(40 \times 4) + (48 \times 4) + (56 \times 2) + (64 \times 2) + (72 \times 0) + (80 \times 6)}{18}$$

$$= \frac{160 + 192 + 112 + 128 + 0 + 480}{18}$$

$$= \frac{1056}{18}$$

$$\bar{X} = \frac{\sum X}{N}$$

$$= 59.56$$

After counting the mean of the students' post-test, the researcher used a standard deviation to calculate how individual measurements should be expected to deviate from the mean on average. The formula of standard deviation in the post-test was presented below:

$$SD^2 = \frac{\sum f (x - \bar{x})^2}{N - 1}$$

$$SD^2 = \frac{4855.64}{18 - 1}$$

$$SD^2 = \frac{4855.64}{17}$$

$$SD^2 = 285.62$$

$$SD = \sqrt{285.62}$$

$$SD = 16.9$$

3. T-score Calculation

T-score was used in order to find out the significant differences between pre-test and post-test. The calculation was as follows:

$$t - score = \frac{x_1 - x_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

$$t - score = \frac{59.56 - 25.11}{\sqrt{\left(\frac{267.55}{18}\right) + \left(\frac{285.62}{18}\right)}}$$

$$t - score = \frac{34.45}{\sqrt{14.86 + 15.86}}$$

$$t - score = \frac{34.45}{\sqrt{30.72}}$$

$$t - score = \frac{34.45}{5.54}$$

$$t - score = 6.21$$

B. Test of Hypothesis

The researcher used the result of the t-score analysis in testing the hypothesis. Based on the t-table at the level significant α 0.05 (5%). According to Bungin (2005, p.185), the research criterion used to assess the result of the experiment is; if $t\text{-test} > t\text{-table}$. Then, alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected, it means that there is a significant difference in the students' reading comprehension after they are taught by using the Herringbone technique.

While, if the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected, it means that there is no significant difference of the students' reading comprehension after they are taught by using the Herringbone technique.

After t -score examined the hypothesis, the result of t -score in control class was 5.02 and t -score in the experimental class was 6.21. Therefore, the next step was to interpret the t -score in the control class by determining the *degree of freedom* (df). $Df = N-1 = 17-1 = 16$. As the result, the researcher comparing the score to significant t -table with df 16 with value $t_{t.sv} 5\% = 2.12$ and $t_{t.sv} 1\% = 2.92$. So, t -score was bigger than t -table. After that, interpret the t -score in the experimental class by determining the *degree of freedom* (DF). $Df = N-1 = 18-1 = 17$. As the result, the researcher comparing t -score to significant t -table with df 17 with value $t_{t.sv} 5\% = 2.11$ and $t_{t.sv} 1\% = 2.89$. So, t -score was bigger than t -table.

Control Class : $2.12 < 5.02 > 2.92$

Experimental Class : $2.11 < 6.21 > 2.89$

Furthermore, refer to the above criteria, because t-test was higher than t-table, it could be concluded that this research's alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

C. The Analysis of Questionnaires

No	Statement	Frequency (F)					Percentage (%)				
		SA (5)	A (4)	N (3)	DS (2)	SDS (1)	SA (5)	A (4)	N (3)	DS (2)	SDS (1)
1.	Learning by using reading text can be interesting.	11	3	3			61	17	22		
2.	Learning by using Herringbone technique can be interesting in the reading	10	8				56	44			
3.	Learning by using Herringbone technique makes my time more efficient in the reading.	11	6	1			61	33	6		
4.	Herringbone technique can help me organize information when reading English text.	9	7	2			50	39	11		
5.	Learning by Herringbone technique can help me to find the main idea in reading English text.	14	4				78	22			
6.	Learning by Herringbone technique could help me to remember	10	6	2			56	33	11		

specific information.

7.	I feel bored reading English text using the Herringbone technique.		2	2	10	4		11	11	56	22
8.	I prefer learning to read alone rather than in groups	7			8	3	39			44	17
9	Learning by using Herringbone technique motivates me to more actively read English text.	13	3		2		72	17		11	
10.	I agree to apply the Herringbone technique in learning to read English text in school.	13	3	2			72	17	11		
Total		98	42	12	20	7	545	233	72	111	39
Equation Degree		9.8	4.2	1.2	2	0.7	54.5	23.3	7.2	11.1	3.9
Percentage							77.8	7.2			15

Table 4.7 The Percentage of Questionnaires (Close-ended Question)

Notes:

SA : Strongly Agree

A : Agree

N : Neutral

D : Disagree

SDS : Strongly Disagree

The questionnaire was distributed in order to gain information of the students' responses on the implementation of the Herringbone technique in the experimental class. The questionnaire was distributed to the students. It consisted of 10 close-ended questions related to the implementation of Herringbone technique.

From the table presented above, it was found that 18 students that were taught in the class X IPS 2 of SMAN 1 Kuta Cot Glie could be seen in the frequency of their answer as follows:

1. Strongly Agree (5)	: 54.5 %
2. Agree (4)	: 30.2 %
	<hr/>
	77.8 %
3. Neutral (3)	: 7.2 %
4. Disagree (4)	: 11.1 %
5. Strongly Disagree (1)	: 3.9 %
	<hr/>
	15 %

From the explanation of the students' answer above, it was found that the percentage of positive answers (strongly agree and agree) were 77.8%, neutral 7.2%, while in the negative answers (disagree and strongly disagree) were 15%, it means that the positive answers were higher than in the negative answers. This proved that using the Herringbone technique could improve students' interest in reading.

D. Discussions

The researcher implemented the Herringbone technique in teaching reading comprehension in text. The researcher got the data showing the significant difference between the students who were taught with and without the Herringbone technique and proved that the improvement happened to the students' understanding of the text.

Based on the result of the pre-test in the experimental class and control class, the pre-test mean showed was 25.11 in the experimental class while in the control class was 23.63. The data showed that the mean scores of both classes were slightly different. After that, the mean score in the post-test was 59.56 in the experimental class while in the control class was 42.23. It means the result of the post-test score showed that the experimental class had higher improvement (25.11 to 59.56) than the improvement the control class had (23.64 to 42.23). Therefore, these data which had been analyzed answered the first research question that the Herringbone technique could improve students' reading comprehension at the 10th grade of SMAN 1 Kuta Cot Glie.

The second research question asked the students' responses after they learnt reading comprehension through the Herringbone technique. The researcher distributed the questionnaire to the experimental class who were taught by using the Herringbone technique to know specifically their opinions, whether the Herringbone technique helped them in improving their understanding of the text or not. The questionnaire was formed in 10

questions starting from general to specific questions. In addition, the percentage of their success in the positive answers was 77.8 %. The researcher found that most of the students were interested and motivated in learning reading with the Herringbone technique. The data also showed that students agreed that the Herringbone technique could help them in understanding the text. This technique made the students more enthusiastic because it made them feel more curious to continue the reading text. It shows that most students had positive responses through the learning process using the Herringbone technique to improve reading comprehension. Based on the questionnaire, it indicated that students were represented by 7.2 % of neutral answers. The researcher found that some students are still doubt to choose their decision. They confused to choose answers for the questions. However, there were 15 % of negative answers, it was caused by some students to get off the topic while working in groups. So, not all the students are able to follow the information that is to be conveyed through the discussion.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the result of the research discussed in the previous chapter, the writer draws some conclusions of teaching reading comprehension by using the Herringbone technique as follows:

1. Teaching the reading by using the Herringbone technique can attract the students in reading comprehension. It is proven by the improvement of the mean score in the experimental class which was taught by using the Herringbone technique was higher (from 25.11 to 59.56) than the control class which was taught without Herringbone technique (from 23.64 to 42.23). Thus, it can be concluded that the use of Herringbone technique to 10th-grade students of SMPN 1 Kuta Cot Glie can improve their ability in reading comprehension. Therefore, the researcher concludes that using the Herringbone technique encouraged students in teaching reading comprehension. Moreover, it is also proven by the result of examining the hypothesis which *t*-score was higher than *t*-table. It means, there is a significant difference in the students' reading comprehension after they are taught by using the Herringbone technique.

2. From the questionnaire, students were interested in the implementation of the Herringbone technique as it encouraged them in reading. It could be seen from the questionnaire result in the experimental class showed the self-improvement from each student not only in their reading comprehension but also in their positive responses. For example, working together and students learn how to work together (student's cooperation), most of the students paid their attention to the teacher and the students were actively participating in the class. Thus, The Herringbone technique can improve the students' reading comprehension, especially the first year students of SMAN 1 Kuta Cot Glie.

B. SUGGESTIONS

Based on the result of the study, the writer proposes some suggestions concerning the research finding as follows:

1. For the English teacher

The researcher expected that the teacher should use a technique or strategy to make the teaching and learning process more enjoyable for students. The English teachers should arrange the class in a friendly situation so that the students will always have the intention to study without being forced. The teacher should choose the appropriate technique that can help the students to be more active in the classroom.

2. For Students

For the students, they need to pay attention to the teacher's instruction, because the Herringbone technique was new for them. The Herringbone technique is easy to be applied in reading comprehension in the text and the success of the technique depends on the learners. So, the students have to practice a lot of English reading text to increase their knowledge and information.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15084/UN.08/FTK/KP.07.6/10/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
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11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2019
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA Menunjuk Saudara:
1. Drs. Lukmanul Hakim, MA Sebagai Pembimbing Pertama
2. Yuni Setianingsih, M.Ag Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Desi Riana**
NIM : **150203175**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Implementation of Herringbone Technique to Improve Students' Reading Comprehension**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Oktober 2019
An. Rektor
Dekan.



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
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3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;



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Yang Terhormat,

Kepala SMA Negeri 1 Kuta Cot Glie

Kabupaten Aceh Besar

di -

Tempat

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Nama : Desi Riana
NIM : 150203175
Program Studi : Pendidikan Bahasa Inggris
Judul : **"THE IMPLEMENTATION OF HERRINGBONE TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION"**

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

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3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dengan Kepala Sekolah dan Cabang Dinas Pendidikan setempat;
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a.n KEPALA DINAS PENDIDIKAN
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Nama : Desi Riana
NIM : 150203175
Program Studi : Pendidikan Bahasa Inggris
Judul : **"THE IMPLEMENTATION OF HERRINGBONE TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION"**

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3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dengan Kepala Sekolah dan Cabang Dinas Pendidikan setempat;
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-121/Un.08/FTK.1/TL.00/01/2020

Banda Aceh, 07 January 2020

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Kepala Dinas Pendidikan Aceh

Di -

Tempat

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N a m a	: DESI RIANA
N I M	: 150203175
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t	: Kajhu

Untuk mengumpulkan data pada:

SMAN 1 Kuta Cot Glie

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Implementation of Herringbone Technique to Improve Students' Reading Comprehension

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,


Q. Mustafa



PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 KUTA COT GLIE

Jl. Banda Aceh – Medan Km. 32 Desa Lamtui Kabupaten Aceh Besar Kode Pos : 23363
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Nomor : 018 / 422 / 2020
Lampiran : -
Perihal : **Penelitian a.n. DESI RIANA**

Kuta Cot Glie, 31 Januari 2020

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan
UIN Ar-Raniry Darussalam Banda Aceh
Di –
Banda Aceh

Assalamualaikum Wr. Wb.

Sehubungan dengan surat Saudara nomor : B-121/Un.08/FTK.1/01/2020 tanggal 07 Januari 2020, dengan ini menyatakan bahwa :

Nama : DESI RIANA
NIM : 150203175
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : IX

Telah selesai mengadakan PENELITIAN pada tanggal 16 s.d. 30 Januari 2020 dalam rangka penyusunan skripsi yang berjudul :

**“THE IMPLEMENTATION OF HERRINGBONE TECHNIQUE TO IMPROVE
STUDENTS’ READING COMPREHENSION”**

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

Kepala SMAN 1 Kuta Cot Glie,



Nazaruddin, S.Ag

NIP. 19770624 200212 1 005

Table *t***t Distribution: Critical Values of *t***

Degrees of freedom	Two-tailed test: One-tailed test:	Significance level					
		10% 5%	5% 2.5%	2% 1%	1% 0.5%	0.2% 0.1%	0.1% 0.05%
1		6.314	12.706	31.821	63.657	318.309	636.619
2		2.920	4.303	6.965	9.925	22.327	31.599
3		2.353	3.182	4.541	5.841	10.215	12.924
4		2.132	2.776	3.747	4.604	7.173	8.610
5		2.015	2.571	3.365	4.032	5.893	6.869
6		1.943	2.447	3.143	3.707	5.208	5.959
7		1.894	2.365	2.998	3.499	4.785	5.408
8		1.860	2.306	2.896	3.355	4.501	5.041
9		1.833	2.262	2.821	3.250	4.297	4.781
10		1.812	2.228	2.764	3.169	4.144	4.587
11		1.796	2.201	2.718	3.106	4.025	4.437
12		1.782	2.179	2.681	3.055	3.930	4.318
13		1.771	2.160	2.650	3.012	3.852	4.221
14		1.761	2.145	2.624	2.977	3.787	4.140
15		1.753	2.131	2.602	2.947	3.733	4.073
16		1.746	2.120	2.583	2.921	3.686	4.015
17		1.740	2.110	2.567	2.898	3.646	3.965
18		1.734	2.101	2.552	2.878	3.610	3.922
19		1.729	2.093	2.539	2.861	3.579	3.883
20		1.725	2.086	2.528	2.845	3.552	3.850
21		1.721	2.080	2.518	2.831	3.527	3.819
22		1.717	2.074	2.508	2.819	3.505	3.792
23		1.714	2.069	2.500	2.807	3.485	3.768
24		1.711	2.064	2.492	2.797	3.467	3.745
25		1.708	2.060	2.485	2.787	3.450	3.725
26		1.706	2.056	2.479	2.779	3.435	3.707
27		1.703	2.052	2.473	2.771	3.421	3.690
28		1.701	2.048	2.467	2.763	3.408	3.674
29		1.699	2.045	2.462	2.756	3.396	3.659
30		1.697	2.042	2.457	2.750	3.385	3.646
32		1.694	2.037	2.449	2.738	3.365	3.622
34		1.691	2.032	2.441	2.728	3.348	3.601
36		1.688	2.028	2.434	2.719	3.333	3.582
38		1.686	2.024	2.429	2.712	3.319	3.566
40		1.684	2.021	2.423	2.704	3.307	3.551
42		1.682	2.018	2.418	2.698	3.296	3.538
44		1.680	2.015	2.414	2.692	3.286	3.526
46		1.679	2.013	2.410	2.687	3.277	3.515
48		1.677	2.011	2.407	2.682	3.269	3.505
50		1.676	2.009	2.403	2.678	3.261	3.496
60		1.671	2.000	2.390	2.660	3.232	3.460
70		1.667	1.994	2.381	2.648	3.211	3.435
80		1.664	1.990	2.374	2.639	3.195	3.416
90		1.662	1.987	2.368	2.632	3.183	3.402
100		1.660	1.984	2.364	2.626	3.174	3.390
120		1.658	1.980	2.358	2.617	3.160	3.373
150		1.655	1.976	2.351	2.609	3.145	3.357
200		1.653	1.972	2.345	2.601	3.131	3.340
300		1.650	1.968	2.339	2.592	3.118	3.323
400		1.649	1.966	2.336	2.588	3.111	3.315
500		1.648	1.965	2.334	2.586	3.107	3.310
600		1.647	1.964	2.333	2.584	3.104	3.307
∞		1.645	1.960	2.326	2.576	3.090	3.291

PRE-TEST (Control Class and Experimental Class)

Name :

Class :

Shangri-La Bangkok

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the Orient and, at the same time, and unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2,000 people and a 24-hour business center.

And, every single guestroom and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect such a well-equipped and positioned hotel to be miles away from the city centre, but at the Shangri-La Bangkok the business district and main shopping areas are mere minutes away.

For more than 2000 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

1. The text mainly focuses on

- a. Bangkok's grandeur
- b. Shangri-La Bangkok
- c. Bangkok's River Kings
- d. The water of the Chao Phraya
- e. The majestic river in Bangkok

2. Which statement is true?

- a. Shangri-La Bangkok is set exclusively
- b. Shangri-La Bangkok is far from business area
- c. The large swimming pool overlooks the mountainous area
- d. The convention and the meeting facilities can occupy more than 2000 people
- e. The tower beside the majestic river offers its guests the silver promise of the east

3. The communicative purpose of the text is

- a. to describe Chao Phraya
- b. to retell events for entertainment
- c. to tell the luxury of Shangri-La Bangkok
- d. to present at least two points of view about an issue
- e. to inform readers about events of the day

4. In the second paragraph, the writer describes

- a. the location and qualities of Shangri-La
- b. the golden promise and parts of the East
- c. the reflection and characteristics of Bangkok's grandeur
- d. the parts, the qualities and characteristics of Shangri-La
- e. the distance of Shangri-La Bangkok to business district

5. The underlined word in paragraph four means

- a. flow
- b. current
- c. steam
- d. movement
- e. water-course

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petrukcave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

6. What is the text purpose?

- a. To inform readers about tourism in Kebumen
- b. To entertain reader about Petruk Cave
- c. To explain the reader about floors in Petruk Cave
- d. To Introduce The Local tourism in Kebumen
- e. To describe about Petruk Cave

7. Why did Petruk cave named as one of character in Punokawan puppet?

- a. Because the cave is belong to Petruk
- b. Because Petruk is the first explorer of the cave
- c. Because Petruk is buried at the cave

- d. Because the cave's length is as long as Petruk's nose
- e. Because the cave's depth is as deep as Petruk's hair

8. Which part of Petruk Cave which used for place to put foods for ancestor?

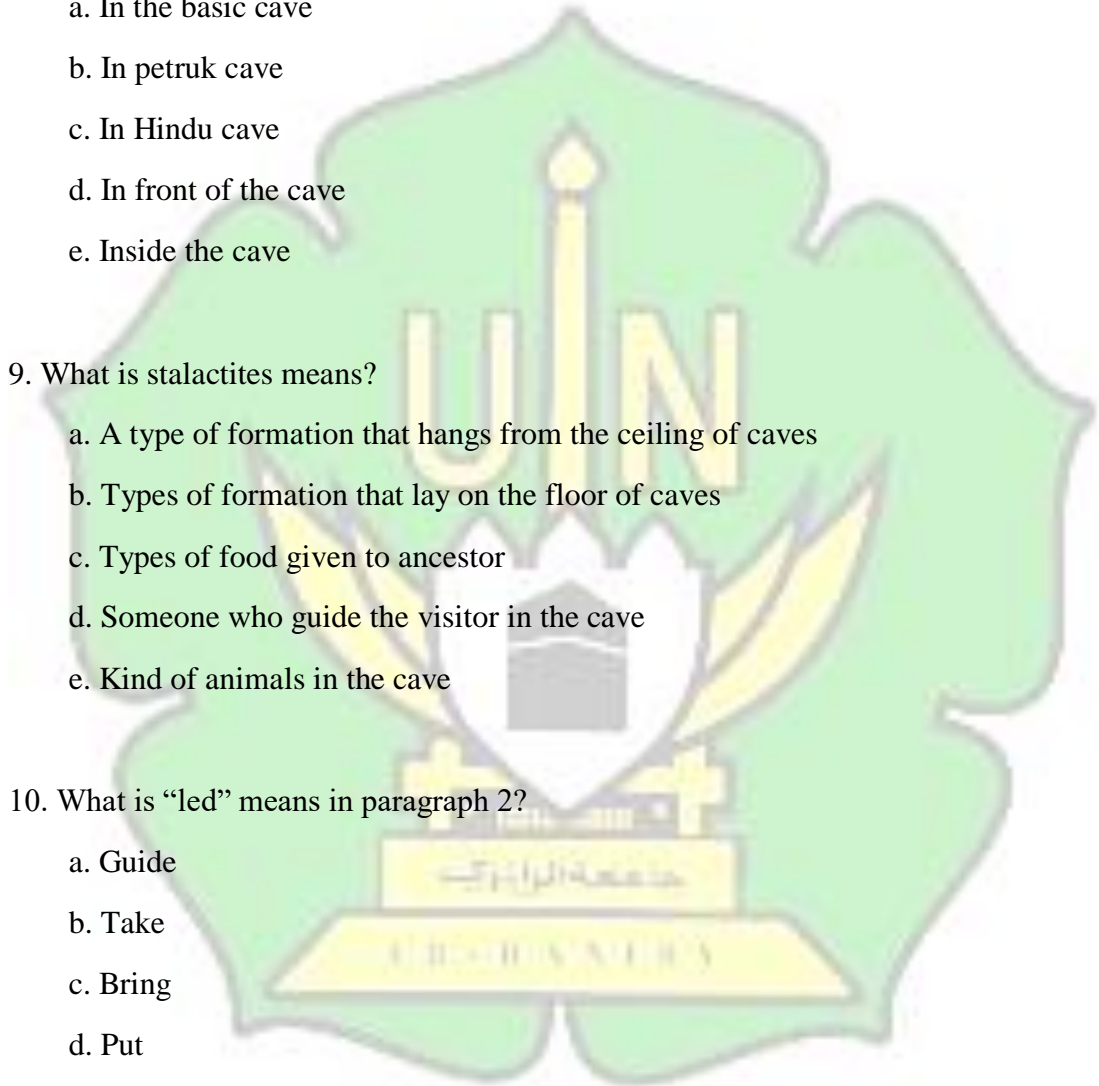
- a. In the basic cave
- b. In petruk cave
- c. In Hindu cave
- d. In front of the cave
- e. Inside the cave

9. What is stalactites means?

- a. A type of formation that hangs from the ceiling of caves
- b. Types of formation that lay on the floor of caves
- c. Types of food given to ancestor
- d. Someone who guide the visitor in the cave
- e. Kind of animals in the cave

10. What is "led" means in paragraph 2?

- a. Guide
- b. Take
- c. Bring
- d. Put
- e. Place



POST-TEST (Control Class and Experimental Class)

Name :

Class :

One Day City Tour of Sawahlunto

Sawahlunto is about 94 km from Padang, 38 km from BatuSangkar or 137 km from Bukit Tinggi. If you want to go to Sawahlunto, you can start from any of these three places and take a bus, a taxi or join a trip arranged by a travel agency. If you start from Padang, you can get to Sawahlunto in two hours.

If you take a bus from Padang, you will have to pay Rp80.000. A taxi will cost you Rp. 200.000. If you join a trip, you will have to pay the travel agency Rp 20.000.

At present, The Tourism, Art, and Culture office of Sawahlunto municipality prepares a tourist package called “One day City Tour of sawahlunto”. If you take this package, you will be taken around the town on a tourist train, locally known as dressing, or a tourist bus.

A tourist train is available every day at Sawahlunto station. It starts at 10.00 a.m. and will take you to MuaraKalaban station, which is about 5 km away. This tourist train can accommodate a maximum of 12 passengers and the return fare is Rp. 75.000.

On the way, you can see the tower of the old electric power plant and will be plunged into darkness as you enter the 900-meter-long tunnel.

If you wish to travel by bus, you can charter a tourist bus. It is big enough for 25 people and the charter fee is Rp.250.000 The bus will take you around the old town, visit the living museum, the former open mining pit, and the location of Ombilin Mines Training College (OMTC) and the grave of Prof M.Yamin in Talawi.

When you visit OMTC, you will get information about mining activities through a simulation system of underground mining. You can also visit the geological museum and a coal mining laboratory.

At the end of your tour, you can buy local handicrafts as souvenirs.

1. What is the purpose of the text?
 - a. to persuade readers to visit sawahlunto
 - b. to describe about a one day tour of sawahlunto

- c. to present some point of view about sawahlunto
- d. to inform some interesting places in sawahlunto
- e. To amuse readers with a one day tour of Sawahlunto

2. The main idea of paragraph six is

- a. you can visit the location of omte
- b. the bus is big enough for 25 people
- c. you can visit the graves of some heroes
- d. the bus will take the visitors to the location of omte
- e. There is a tourist bus available to travel to Sawahlunto

3. Which statement is TRUE according to the text?

- a. sawahlunto is located in padang
- b. the visitors will pay less if they take a taxi from padang
- c. a tourist train is available at sawahlunto station everyday
- d. information about the heroes' graves can be got from omte
- e. taking a tourists bus will be cheaper than taking a tourist train

4. The synonym of the underlined word in paragraph six is

- a. buy
- b. hire
- c. ride
- d. borrow
- e. exchange

5. What is the genre of the text?

- a. descriptive
- b. narrative
- c. explanation

d. expository

e. procedure

Tanjung Benoa Beach

Tanjung Benoa is a beach town. It is located at the elite are in Nusa Dua Bali. There is situated with the view of the sea in Blai. On the north side, there are Benoa harbour, Mertasari Recreation Park, and Serangan Island. The foreigners call it the turtle island, because it is used to breed the turtles.

At Tanjung Benoa Beach, tourists can have various activities, such as swimming, sailing, waterskiing, and surfing. Surfing is a water sport of riding waves that are coming towards the shore by standing or lying on a special board called surfboard. It is a very enjoyable and an impressive sport. Most surfing lovers call it the most challenging water sport, as it needs skill, strength, as well as bravery. The others think that it is a very dangerous sport, as it fights against the dangerous waves of sea.

A part from swimming around the beach, snorkeling and diving are also kinds of water sports favored by the tourists. Through diving goggles, the beauty of Bali marine park can be viewed. Those who cannot dive can also enjoy the beauty of the marine park through the glass bottomed motor boats that are specially provided for the tourists.

6. Which of the following statements is not true about the text?

- a. Tanjung Benoa is a beach town located in Nusa Dua Bali
- b. Tanjung Benoa is a very famous beach in Nusa Dua Bali
- c. Tourists can enjoy many kinds of water sports in Tanjung Benoa
- d. Tourists who cannot dive can also enjoy the beauty of the marine park
- e. Tourists can visit the turtle island which is used to breed the turtles

7. What can be viewed through the diving goggles?

- a. The beauty of the Marine park
- b. The beauty of the Mertasari Harbour
- c. The view of Tanjung Benoa
- d. The view of the big waves
- e. The view of Turtle island

8. What does paragraph three discuss?

- a. The water sports of Tanjung Benoa Beach town
- b. snorkeling and diving are alternative tourism activities in Tanjung Benoa
- c. surfing becomes the most favorite water sport in Tanjung Benoa
- d. tourist can go swimming, diving, surfing, and so on in Tanjung Benoa Beach
- e. the turtle island which is used to breed the turtles

9. Why is Serangan Island called turtle island?

- a. it is used to trade many kinds of turtle
- b. it is a place where thousand turtles live naturally
- c. it is used to breed turtles
- d. it is used to breed and to trade turtles
- e. it is used to hunt turtles

10. The word “those” in paragraph three refers to....

- a. The tourists
- b. water sport
- c. turtles
- d. swimming and diving
- e. islands

QUESTIONNAIRE

Nama :

Kelas :

Jenis kelamin :

PETUNJUK PENGISIAN

- Pengisian angket ini tidakakan mempengaruhi prestasi atau nilai saudara.
- Berilah tanda centang (✓) pada pertanyaan yang dianggap sesuai dengan diri saudara.
- Kejujuran saudara dalam pengisian angket ini sangat membantu dalam pengumpulan data kami.
- Keterangan: Untuk menjawab Sangat Setuju (SS) diberi nilai5, Setuju (S) diberi nilai4, Netral (N) diberi nilai 3, Tidak Setuju (TS) diberi nilai 2, Sangat Tidak Setuju (STS) diberi nilai 1.

Pilihlah pernyataan yang dianggap sesuai dengan pendapat anda!

No	Pernyataan	SS	S	N	TS	STS
1	Saya tertarik membaca teks bahasa Inggris					
2	Saya tertarik belajar reading menggunakan teknik <i>herringbone</i> .					
3	Teknik <i>herringbone</i> membuat waktu saya lebih efisien.					
4	Teknik <i>herringbone</i> bias membantu saya mengatur informasi ketika membaca teks bahasa Inggris.					
5	Belajar dengan teknik <i>herringbone</i> bias membantu saya untuk menemukan ide pokok dari membaca teks bahasa Inggris.					
6	Belajar dengan teknik <i>herringbone</i> bias					

	membantu saya untuk mengingat informasi yang spesifik.					
7	Saya merasa bosan membaca teks bahasa Inggris menggunakan teknik <i>herringbone</i> .					
8	Saya lebih suka belajar reading sendiri dari pada berkelompok					
9	Belajar dengan teknik <i>herringbone</i> bias memotivasi saya untuk lebih giat lagi membaca teks bahasa Inggris.					
10	Saya setuju untuk menerapkan teknik <i>herringbone</i> dalam pembelajaran membaca teks bahasa Inggris di sekolah.					

