THE EFFECT OF APPLYING HERRINGBONE TECHNIQUE TO STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

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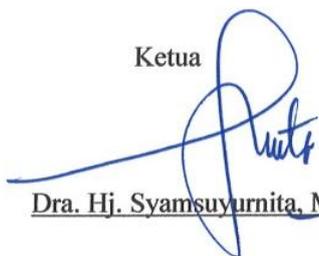
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ABSTRACT

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The objectives of the study is to find out the effect of applying Herringbone technique to students reading comprehension on narrative text. The scope is focused on reading comprehension by using Herringbone technique. The research was conducted at MTs Al-Azhar, be conducted students were involved in this research, there were 106 students, the sample of this research were VIII-A consisted of 25 students as experimental group and VIII-C consists of 25 students as control group, the researcher used the level of significance 0.05 in which the hypothesis was approved if Sign < a with ability of error only 5%, using the normality test and the Homogeneity Test. The result of this study was the Herringbone Method (X) variable has a value of tcount (4,112) > ttable (2,010). While the significant value was smaller than the probability value of 0.05 or a significant value of 0.001 <0.05. Thus, it concluded that the Herringbone Method (X) variable had a positive and significant effect on Reading Comphrension at = 5%. The student's problem, they are lack vocabularies. They do not understand and comprehend the text well, not get the point of the text itself, and do not know the correct technique of reading.

Keywords : herringbone technique, reading comprehension on narrative text

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INTRODUCTION

A.   The Background of Study

In each language transfer process, there are stages of language skills, namely reading skills, writing skills, and listening sharpness, speaking skills, culture, vocabulary, and good use of grammar such as phonology, morphology, syntax and semantics. One of the most important is the ability to read, where in this skill collage students are required to recognize and be able to understand the contents of a sentence given by the teacher to them. Reading skills cover many things, for example, include reading aloud, speed reading, and reading comprehension skills. Reading comprehension is an active thinkig process through which a reader intentionally contructs meaning to form a deeper understanding of concepts and informat

Ion presented in a text. To comprehend, readers must use information they already process to filter, interpret, organise and replect upon the incoming information from the page. The effectivness interpretation of text involves a combinition of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as location the main idea, making connections, questioning, inferring and predicting. (Westwood, 2008)

Therefore, a teacher must be able to organize teaching by finding ways to make it easier for students to read foreign language texts or paragraphs. Many books on teaching methods are printed and of high quality, and contain many

teaching methods whether teaching reading, writing, speaking or (or) listening. Besides, according to Danny, B; and Rasinki, T (2008).that reading is not just saying the words on a page. It is not merely a matter of decoding smoothly and with expression. It is not simply the ability to respond to low-level qeuestions about the content of a text selection. But, reading is a thoughtful process that involves deep comprehension. It is this deep comprehension that empowers, transforms, and liberates readers. The reading comprehension must be by the students, it is mentioned that the student must comprehend some comprehension skill: (1) finding information explicitly and implicitly; (2) finding main idea; (3) finding meaning.

As we see on Curriculum 2013 for Junior High school in basic competence, it is expected that student must be able to apply social functions, text structure, and language elements of several oral and written narrative text by giving and asking for information related to simple folk legends according to the context of their use, and the students must be able to present short and simple narrative texts related to legendary verbally and in writing by paying attention to social functions, text structure, and linguistic elements correctly and accordingly. Moreover, the students must be able to arrange text in narrative text correctly, and the students must be able to show the attitude in communication interpersonal to teacher and friends.

However, based on the obsevation during teaching at class eight grade of MTs Al-Azhar Bulu Cina, there are many problems that the researcher finds there, such as 1) The students get difficulties in comprehending texts because they are

lack vocabularies. They do not understand and comprehend the text well, not just to comprehend the text well but also to get the point of the text itself, they can't get it done. 2) The students still have less confident if they are asked to read in front of their friend, they feel shy if they make mistake in reading the text. Sometimes, their friends laugh if there is a unique sound. 3) This school has applied Curriculum 2013, but the researcher found the average score of students in reading comprehension was still low and under Minimal Passing Grade (KKM) as score of KKM is 70. The students got average score such as VIII-A got average score 65, VIII-B got average score 60, VIII-C got average score 60, and VIII-D got average score 65.

By having some facts which have explained above, the students need technique in order to overcome their lack desire of reading comprehension. One of the tools that can help students in solving this problem is teaching technique. A teacher uses a strategy or technique to do tasks better, more easily, or more quickly. In order to solve this problem, the teacher should be able to choose a suitable technique in order to create a better, interesting, and communicative teaching and learning process. Besides the teaching technique, one thing that has strong influence on learning is interest. Individuals with defined interest are more likely to set goals that are task-specific, and have effective learning behaviors that resemble habits (Richards, J and Renandya, W., 2002). In reading comprehension, there are many techniques that can be used, one of them namely Herringbone strategy.

Herringbone technique is a technique that use graphic to answer the question about 5W+1H (who, what, when, where, how, and why) and also find main idea in a text. Students should have the skill in learning reading comprehension on narrative text because with this technique students will graphic which look like a fishbone. The herringbone technique purpose to provide students with a framework for making decision about main idea and important supporting details in material that they read. HGO offers readers with a framework for recognizing and recording important ideas and helping info at some point of and after studying. the categories included within the diagram are frequently the main concept (the backbone of the fish) and "who, where, what, why, when, and how" (the ribs), but they can be altered to fit the particular text which students are reading (Umraiti, 2019).

Some studies have been conducted concerning Herringbone technique use in teaching reading skill. (Umraiti, 2019) conducted a study entitled "Using Herringbone Graphic Organizer Strategy to Enhance Students' Reading Comprehension". Based on the findings indicated that Herringbone technique is capable of enhance college students studying comprehension proven by means of the importance fee of the t-take a look at on the figuring out foremost concept (p = zero.003), specific element (0,001), and inference component (0.001). consequently, for the reason that possibility is Sig<0.05, then H0 is rejected. in addition, the students spoke back definitely (79.16%) to the software of HGO. it may be concluded that HGO could decorate analyzing comprehension and increase the wonderful responses of the scholars.

Based on the explanation above, it is believed that teaching technique can significantly affect reading comprehension achievement of students. Therefore, in this study the researcher was interested in discovering "The Effect of Applying Herringbone Technique to Students' Reading Comprehension on Narrative Text of Eight Grade at Mts Al-Azhar Bulu Cina".

B.   The Identification of Study

According to the background of the study, the problems would be identified as follows:

1. The students' difficulties in comprehending texts,

2. The students have less confidence in reading text.

3. The students get low score in reading comprehension.

C.   The Formulation of the Problem

Based on the identification of the problems above, the formulation of the problems were:

1. What were the students' difficulties in comprehending text?

2. Why did the students had less confidence in reading text?

3. What was causing the students' low scores in reading comprehension?

D.   The Objective of The Study

Based on the formulation of the problems above, the objectives of the study were:

1. To find out the students' difficulties in comprehending texts.

 2. To find out the reason of the students' less confidence in reading text.

3. To find out the reason of students' low scores in reading comprehension.

E.   The Scope and Limitation

The scope of this research was focused on reading comprehension by using Herringbone technique and was limited at eight grade students of Mts Al-Azhar Bulu Cina in first semester at Academic Year 2021/2022.

F.   The Significant of Study

In this study, many contributes are given, theoretically and practically

1.   Theoretically: This study can enrich theory and development reading comprehension to further research.

2.   Practically: The finding of the research be useful to:

   a.   For the researcher, it can increase the knowledge in Herringbone technique, it also can share to people who want to research in this field.

   b.   For the readers, to know Herringbone technique which applied in reading comprehension.

   c.   For the teachers, it can be applied in reading strategy during teaching learning process which make the students have fun and enjoyable in learning.

   d.   For the other reseacher, it can help them to further research as reference in it.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the important skills that should be paid attention to learn the process. Reading can be challenging, particularly when the material is unfamiliar to students. In addition, by reading, the students open their mind and refresh their knowledge every time. According to Soedarso, reading is defined briefly as the reader's interaction with written messages. On the other hand, Spobek and Sarasco say that reading is a process of obtaining meaning from printed materials. Actually the essence of reading is the reader necessity to work by them to interpret the text and get the meaning of what the writer wants to convey. Reading is a complex process made up of several interlocking skills and processes. It means that, the readers should have supporting capability of skills such as phonics and decoding, fluency, vocabulary and word recognition, comprehension and the last for thinking which help them to understand and to interpret the meaning what they have read. But sometimes, the real fact is many of students feel reading instead of nothing. In their mind, reading is only saying words either orally or silently. They do not know what they have to read. So, all the teachers have responsibility to demand make interesting by using strategy when teaching reading process goes on. In order words, the students are interested in know what they have read (Tankersley, 2003)

Reading is a process of understanding, if children can read sentences from a text, but don't understand what they are reading, they are not really reading. So, basically reading is an important goal that children must master in order to succeed in school. As professional carers, teachers continue to help students improve reading levels in their classrooms. Reading is a process of interaction between the reader and the text. (Nurhadi, 2017) concluded that studying because the system of concurrently extracting and building which means notion interaction and involvement with written language. while a youngsters is studying a phrase, there's a textual content system among the reader and the writer and throughout this speak, the reader ought to generate the inquiries to assist count on that means, look for data, reply intellectually and emotionally, and infer ideas from and give an explanation for further the content material of text. it's miles clean records that the readers should construct the which means of what they may be studying in attempt to get ideas and belief in written text. consequently, the interplay can make the readers can extend their expertise and their fluency in studying ability.

Based on the research from Arifin, M et al (2019), to understanding topic of reading materials, many problems was found which faced by the students, and teacherin teaching learning reading process. Many students could not decide the topic of each reading materials guess. This was caused by their lack ability in understanding the details information, finding clue, making conclusion, and their less attention in listening the teacher's explanation about how to get the topic from reading materials. The conclusion of the research by Sari, A et al (2021), reading as a process of picking and understanding the meaning or meaning

contained in written language (reading is bringing meaning to and getting meaning from printed or witten material). By the research Arifin, M & Suhendra, R (2021), one of the alternative strategies that can increase the problem of students' abilities in readingisto use Bloom's taxonomy because Bloom's taxonomy has a goal of skill level thinking, namely remembering, understanding, applying, analyzing, evaluating, and create. Thetext must be clear enough so that all students can see well, so they can read the text. Inreading, students learn important concepts about how print works, feel learning and begin to think of themselves as readers.

According to Patel, M F & Jain, P M (2008) that reading skill is important in learning process. It is needed by the students both for their personal development and academic achievement. For the development of students' abilities, reading is an important activity to expand language knowledge. Reading is not only a source of information and a fun activity, but also as a means to consolidate and expand one's knowledge of languages. Reading skills help students to activate their previous knowledge, apply what they know to new situations, analyze, evaluate, and synthesize. even more, Rachmajanti (2020) showed that there are three dimension that involved in reading process. There are the reader, the text and the activity. These dimension are interrelated each other and what build the reading activity itself. The reader is at the central of the learning. The difficulty of a text depends on the readers ability. The readers must have complex cognitives to comprehend the text. The phrase is also has a big influences on the readers' comprehension. However, the text might be easier to be

understood if the reader has a proper background knowledge about the topic. The third element is the activity. It is related to what the reader do in comprehending a text. Reading comprehension is the main purpose of reading activity. It means that the activity is done to achieve the success of reading and make the reader get comprehension well.

Considering of the theories, it is able to be concluded that reading is a complicated technique to obtain symbolized in written or printed language. Reading involves some processes that are used to get meaning from written text. It is not only an activity involving printed material as the media in order to process and gain information but also the comprehending process. by mastering reading skill students will have a better chance in developing themselves.

1.1 Concept of Reading Comprehension

According to Willis (2008) states that reading comprehension is often shaped as useful at different levels of sophistication and is referred to, for example, as literal, inferential, and critical. The most basic level (literal) is where the reader is able to understand the factual information presented in a part of the sentence. The next level is referred to as the inferential level. At this level the reader is able to go beyond the words on the page and infer other details Being able to operate at the inferential level means that the reader is using information effectively to deduce cause and effect, and to anticipate what may come next. At a more demanding level (critical reading), the readers able to appraise what he or she is reading. Reading comprehension is also called as an active thinking process. It is a process of making meaning and understanding from the text.

Westwood (2008) states that in reading comprehension process, a reader construct meaning to form a deeper understanding of concepts, facts, ideas and information presented in the text. He/she tries to interpret, infer, summarize and explain the content of a text to get deep understanding. Beside it, reading comprehension is also considered as the mental process. This process related to how the reader use his/her brain to comprehend the reading text.

Furthermore, reading comprehension is defined as a complex process which requires the orchestration of many different cognitive skills and abilities. According to Rachmajanti (2020) argues that understanding learning and being the main concern or focus of reading, both in teaching and individual contexts. It involves lower level basic processes such as decoding to higher level skills involving syntax, semantics and discourse or even integrating ideas from text. This is not a simple process as readers construct or extract new knowledge in their minds. Regarding with prior knowledge, Smith (2003) argues that comprehension is the ability in building understanding, both of a particular text and the more global concepts around which it is built. The readers comprehension towards the text is also showed by means of referring to their earlier know-how to the textual content so that the text will become extra meaningful for them.

Based on definition above, it can be concluded that reading comprehension is a complex cognitive talent, related to many sub talents, approaches and expertise resources in building that means or facts of a textual content.

1.2 Process of Reading Comprehension

Hudri, M & Irwandi (2018) argued that there are two elements that make up the system of studying comprehension; they may be vocabulary knowledge and text comprehension. To understand a textual content, the reader need to be capable of realise the vocabulary used inside the textual content. if the character words do now not make the feel then the overall content will not either. further, so that you can apprehend each distinct word in a textual content, the reader additionally has in order to put them together to expand an average conception of what's examine. it's miles text comprehension. text comprehension is a lot extra complex and sundry that vocabulary understanding.

Furthermore, according to Caldwell (2008) proposes a few techniques of studying comprehension in six stages as follows:

1) Perceptual and conceptual deciphering system.

On this first method, the reader movements from the phrases on the page to that means in the thoughts. deciphering system related to each perceptual and conceptual components. The reader acknowledges man or woman words, using memory and know-how of letter and sound patterns, and fits the ensuing pronunciations to which means.

2) Connecting concept gadgets, spotting information and forming the microstructure.

The reader connects these phrases into "chunks of which means" or idea gadgets, which might be regularly referred to as proposition.

3) Arriving on the passage gist or most important concept (the macrostructure).

The reader continues to read, he/she ultimately arrives at the gist of passage, often called the macrostructure.

4) The usage of the microstructure and macrostructure to perceive essential thoughts (the text base).

The microstructure is regularly conceptualized as the information and the macrostructure as the main thoughts. true comprehension entails the recognition and recall of crucial idea devices, no longer insignificant ones.

5) Integrating the textual content base with previous knowledge, making inference and building a state of affairs version (idiosyncratic to every person).

The textual content base stays near the text or the writer's meaning. The reader integrates the text together with his/her prior understanding, that can involve visible snap shots, feelings, and personal stories. In short, the reader assemble inferences primarily based on data gift in the text and his/her personal prior expertise.

6) Learning

Remembering the scenario version and the use of it a few manners at a later time.

The conclusion of the system of analyzing comprehension is exceedingly complex and multifaceted that involves numerous degrees specifically deciphering procedure or sentence degree in which readers understand the text perceptually and conceptually, structuring procedure or proposition level wherein readers connect their understanding to understand that means of small devices and

most important thoughts, and deciphering system or situation version that occurs while readers integrate the text with their earlier understanding to construct and inference the content of the textual content in average.

1.3 Level of Reading Comprehension

According Danny, B; and Rasinki, T (2008) has suggested the following three types of action with his three-level taxonomy of reading comprehension.

a. Literal Comprehension

Literal comprehension, the lowest of the three levels, requires the reader to be able to retell or recall facts or information presented in a sentence. Character names and setting details are examples of literal understanding. The information needed for literal understanding comes mostly from the text itself. Memory comprehension can be easily improved. In responding to literal questions, readers can remember information from the text or not.

b. Inferential Comprehension

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. Inferential comprehension as deep comprehension this is indicated by a enormously coherent, richly incorporated, and attainable representation. It offers with what the writer method via what is stated. The reader must clearly study between the strains and make inferences about things not immediately said. it's miles about what's implied, now not what said.

c. Critical Comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. in this level, readers are facilitated to criticize, identify and don't forget the authors "viewpoints, attitudes, the authority of texts and their messages, and infer motives characters and themes. Therefore, this level is often called as critical comprehension level. It concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some x ternal criteria from his/her own experience in order to evaluate the quality, values of the writing, the authors reasoning, simplification and generalizations Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy. All three levels of comprehension are important and need to be fostered.

1.4 Assessment of Reading Comprehension

Comprehension is a noticeably character manner, and assessing it is some distance more complex than many selection makers lead us to trust. To climb internal a reader's thoughts and accurately "degree" the first-rate, pace, and durability of the infinite connections and tactics that occur all through his or her interplay with textual content is not possible. Hudri, M & Irwandi (2018) argued that to check students' reading comprehension, it is able to be taken from the factors of comprehension conduct, they are 1) organizing text records through

sculpting the principle idea and summarizing, 2) Connecting to history expertise, three) Making inferences and predictions, four) producing and answering questions, 5) know-how and remembering phrase meanings, 6) monitoring one's own comprehension.

Considering the sort of studying to be perfomed and the favored sorts of comprehension competencies to be taped, a teacher because the check constructor needs to have careful though of assesment approach or strategies. for the reason that no high-quality approach for all functions of the take a look at, the instructor should pick up the extra appropriate one, becoming the goals of the take a look at. despite the fact that the instructor isn't positive whether or not one object has succeeded or now not in measuring certain ability of studying, at least the instructor is aware that the object is approximately degree the ability. There are at least four strategies of testing analyzing comprehension supported by way of

(Cohen, 2004) they are: 1) Communicative check in which reading test integrates other language skills, 2) fixed reaction formats: multiple desire and alternatives to it, three) dependent-reaction codecs: the cloze take a look at (finishing a textual content wherein some words are deleted) or gap filling, and 4) computer based testing.

Furthermore, in this take a look at, more than one preference objects with 4 options are applied. those objects frequently require higher-stage wondering. To make certain that the gadgets are powerful, 5 item layout checklists from Brown (2005) are considered in building. In building the objects, 1) all distractors are made possible, 2) useless redudancy is avoided within the options, three) the

ordering of the option cautiously considered, 4) the proper answers are randomly assigned, and, the final, 5) the distracters "none of the above" or "A and B" only are averted.

2. Concept of Narrative Text

The genre of the text in this unit is narrative. The function of narrative genre is to amuse, entertain, and to deal with actual or vicarious experience in different ways. Narratives are set in historical ones. In writing this historical narrative, writers perhaps lead readers to think about social issues of a particular period of time. Dirgeyasa (2014) argued that narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. There are many types of narrative. They can be imaginary, factual or a combination of both. They many include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths, and legends, historical narratives, ballads, slice of life, and personal experience. However, narratives can also be written to teach or inform, to change attitudes or social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people or characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

2.1 Generic Structure of Narrative Text

Actually, every genre has its own characteristic in terms of rethorical structure and textual elemnts. There are three generic structure of narrative text by

Anderson, M and Kathy, A (2003) which consists of 1) orientation, 2) Complication, and 3) resolution.

a) Orientation: it means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term. In this story, the first paragraph is clearly seen to introduce the participants of the Cinderella Story. They were Cinderella herself as the main character of the story, her step mother which treated Cinderella badly, and her steps sister which supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.

b) Complication: it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication. In this Cinderella story, we can see clearly that there are Major Complication and Minor Complication. The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.

c) Resolution: it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. Like complication, there are Major Resolution and Minor

Resolution. In the last paragraph, it is said that finally Cinderella lived

happily. It is the happy resolution of the bad treatment.

Another Example of Narrative Text

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters.	Orientation

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation. Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said " I don"t have any expensive thing to give you and hope this goose will help you to ease your hardship." A week later to almost surprise the farmer found and egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy.	Complication

Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift. Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regretted for his foolishness, it's already too late.	Resolution

Source: Forum Peningkatan Profesi Guru, Buku Karakter Bahasa Inggris untuk SMA/MA Semester 1

2.2 The Grammatical Features of Narrative Text

Narrative text usually includes the following grammatical features by

Anderson, M and Kathy, A (2003). Here the writer explains the grammatical

features of narrative text with the example taken from the text on the previous page. They are:

a. nouns that identify the specific characters and places in the story (e.g. *farmer, hunter, village, man, goose, egg*).

b. adjectives that provide accurate descriptions of the characters and settings (e.g. *poor* farmer, *old* man, *long grey* beard, *expensive* thing, *ordinary* egg, *golden* egg, *lazy*, *arrogant*, *greedy* farmer).

c. verbs that show the actions that occur in the story (e.g. *lost, prayed, passed, took pity, gave, help, found, forgotten, laid, too late*).

d. time words that connect events, telling when they occurred(e.g. *long time ago, one day, few days later, a week later, thereafter*).

3. Concept of Herringbone Technique

Herringbone technique helps develop comprehension skills as well as informational organization, contrast and comparison skill as well as the ability to remember details. The technique asks the students to determine the main idea of a reading by requiring him to determine who, what, when, where, why, and how of the reading. The students answer each of these questions by filling out of a diagram that resembles a herringbone to achieve the main point of the reading. (Felly, N; Zaim, M & Amri, Z, 2018) argued that Herringbone technique facilities the students a fishbone pattern that makes college students energetic in mastering system. The Herringbone technique permits them to take a word and type data on their paper the use of Herringbone format. Then, Herringbone technique are used to help the students in organizing records of the text. As one in every of picture

organizer reading strategies, Herringbone technique provides the students with a framework for making the less complicated to arrange their mind both inside the shape of supporting statistics or most important concept of the analyzing cloth that they are reading.

Ramadhani, Y R & Haputra, Y (2016) argued that a useful technique for analyzing a single idea or text is the Herringbone technique, so-named because it resembles a fish skeleton. The Herringbone technique is a graphic to help learner or students find out the content of the text which helps by framework questions in the graphic. Herringbone technique is a structured outlining system to get crucial information in a textual context via the usage of the simple comprehension question (who, what, when, where, how, and why).The students answer the questions listed within the herringbone photograph organizer. This results in the synthesis of all of the facts in a single newly created sentence, which will become the main idea declaration. The herringbone diagram is designed to assist college students find the primary concept of an expansion. The teacher enables the students placed the statistics which they discover on a visual diagram formed like fish skeleton. A summary is written along the relevant spine of the diagram. This visual diagram is useful for reviewing statistics and affords a visual structure for the selection that can be visible at a glance. Grapic organizer is essential and powerful pedagogical, tools for organizing content znd thoughts, and facilitating leaner's comprehension of new received facts. It is an effective teaching and learning tool for all types of learners. When reading or writing a story, students

must be able to identify and organize important story elements and observe relationships between them.

Herringbone technique consists of a short graphic organizer and it is a concrete way of helping English learners to find a comprehensive idea in a paragraph or passage. The herringbone technique was introduced first by Tierney, et. al in 1980. They stated that "Herringbone technique is a structured outlining procedure designed to help students organize important information in text chapters". Herringbone technique helps students understand the connections between supporting details to identify the main idea. The Herringbone technique is a useful graphic organizer for students to organize the information. When the students read, they should be encouraged to read and classify information. The students can use this graphic organizer when taking notes for assigned reading as a way to organize and classify new information (Sudarmanto & Siska, I Y, 2019)

Based on explanation above the researcher conclude that, Herringbone technique enables the students apprehend the connections among supporting info to pick out a chief concept. The Herringbone is a useful graphic organizer for students to arrange statistics.

3.1 Procedure of Herringbone Technique

The herringbone technique develops comprehension of the main idea by plotting who, what, when, where, how, and why questions on a visual diagram of a fish skeleton. Using the answers to the WH-questions, the students write the main idea across the backbone of the fish diagram. As follow diagram:
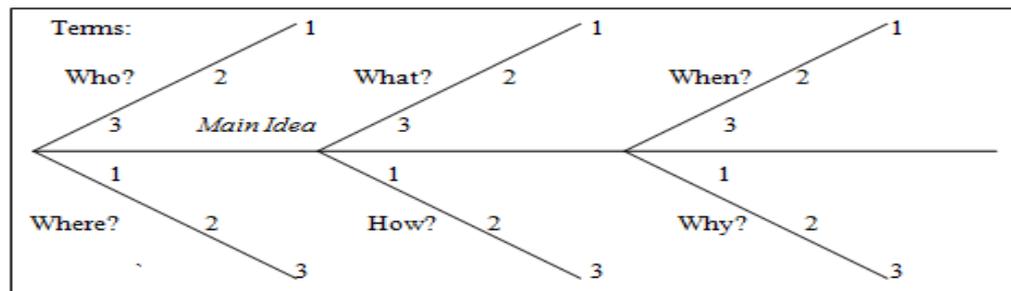
Figure 2.1 Herringbone Format

The procedures of herringbone technique by Sudarmanto and Siska (2019) as follows:

a. Select a text for students to read.

b. Draw a diagram of the Herringbone on the board or overhead.

c.   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).

d. Explain to the students that they will be asked to look for that answer to 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?)

e.   Allow time for students to read the text.

f. Give them copies of the diagram and ask them to record the answer to the question on it. This can be done as a whole–class discussion.

g. Show students how the information is organized around the main idea.

h. Using the information on the diagram, students formulated the main idea. This main idea is written on the diagram.

i.   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.

j.   The strategy can be reserved and the students can first formulate the main idea and then identify the supporting details.

3.2 Advantages of Herringbone Technique

The advantages of Herringbone technique according to Bouchard in Rahmah, H (2018) is being able to answer and understsand the questions who, what, when, why, where, and how can greatly aid ELLs when reading and comprehending text. This strategy also shows the relationship of the details to the main idea, which is often a troublesome concept for ELLs. On the other side, there are some advantages of Herringbone technique, they are:

a.   The students will be more active in the class especially in reading. When they do the steps of herringbone technique in reading, they will have activities that make them active in the class.

b.   Herringbone technique also makes the students more interested in reading a text, because they just focus on the simple question.

c.   In discussion process the students can share the information about the text that they have already red.

d.   The activities in reading make the students fresh and out of boring reading.

e. Herringbone technique activities can make the students are easier to find the main idea of the text.

B. Relevant Studies

There are some researchers which have conducted relate this research, such as:

Rahmah, H. 2018 entitle "The Implementation of Herringbone Technique in Reading Comprehension at Second Semester of Non-English Department". The research finding shows that the implementation of herringbone technique is conducted into three phases; (1) pre-reading phase, which focused on background knowledge and brainstorm, (2) while reading, which consist on reading activity, fill and discuss the diagram, and (3) post-reading which mean to check the students' understanding. In conclusion, the use of herringbone technique in teaching reading comprehension requires the lecture to do specific activities of teaching and learning process in accordance with the stages of herringbone technique. The student's responses result to the herringbone questions and the number of main ideas during teaching learning process increased from first until fourth meeting.

The secondly related literature is from Rosiati Putri Murtakim (2017) with her research entitled "The Effectiveness of Teaching Reading Comprehension by Using Herringbone Technique at the Tenth Grade of SMA Muhammadiyah 1 Klaten in The Academic Year 2016/2017". The result of her research showed that teaching reading using the Herringbone technique is effective to improve students' reading comprehension. The result showed that the mean at the

experimental class is better than at manage class. The result of the calculation shows that tobserved (4.23) is higher than ttable (2.01) in 5% level significant. It is in line with another study showed that the strategy could be used in various setting and the students that taught by Herringbone technique get some improvement in their reading comprehension, The students' answered closer to the implementation of herringbone method become very good, gave positive impact and helped them more effortlessly in information the textual content.

Iskandar, W; Asriani & Liza, T. 2020. The Effect of Herringbone Technique on Students' Reading Comprehension of Recount Text. The finding research are the students' reading comprehension of recount text before using herringbone technique is 63,23. It is categorized "enough". The students' reading comprehension of recount text after using herringbone technique is 81,71. It is catagorized "good". The calculation of t-test formula is 9,13, and the t-table is 2,09. It method that there is a enormous impact of Herringbone technique on college student's analyzing comprehension of recount text at the eighth grade students of SMP Negeri 1 Angkola Timur.

Felly, Zaim, And Amri (2018) entitle "The Effect of Herringbone Technique and Students' Reading Interest on Students' Reading Comprehension at Grade VIII of Mts Sumatera Thawalib Parabek Bukittinggi". The result of data analysis showed that; (1) herringbone technique produced higher reading comprehension of students than small group discussion; (2) herringbone technique produced higher reading comprehension of students with high reading interest than small group discussion; (3) herringbone technique did not produce higher

reading comprehension of students with low reading interest than small group discussion; (4) there was an interaction between technique and students' reading interest to students' reading comprehension. based on the findings, it is concluded that herringbone technique is an effective technique for students' reading comprehension compared to small group discussion.

Moreover, Fitriyani, Suwandi, and Sutopo (2020) conducted a study entitled "The Effectiveness of Herringbone and Buzz Group Techniques to Teach Reading Comprehension for Students with High and Low Reading Habits". Based on the findings that there was significant difference of the students' participation on the post-test result after being taught by using Herringbone and Buzz group techniques. Then, the result of the significance value (p value) of teaching technique and student reading habit was $0.00 < 0.05$. Thus, it can be stated that there is an effective interaction among teaching technique and students reading habits to enhance students' reading comprehension.

C. Conceptual framework

Reading is a constantly developing skill. Like any skill, we get better at reading by practicing.reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension ability in this context refers to the ability of students to grasp the information or ideas presented by the authors through readings so he can interpret idea that they have discovered. Similary, the purpose of reading comprehension is part of the process of reading

comprehension. That is characterized by the process when the readers get the messages and meaning of the text thay have read.

The researcher will use Herringbone technique in experiment class in teaching reading comprehension. Herringbone technique is used to make enjoyable and comfortable the students in learning reading comprehension. The application of Herringbone technique will make the students be able to interact and become more independent within in group related to the students' interest of literature. Furthermore, some advantages of applying this strategy explained as follow (1) providing students choice reading material, (2) encouraging students' initiated discussion, (3) engaging most students to participate, (3) encouraging active and purposeful learning, (4) being straightforward, and easy to explain and understand, (5) providing novelty, (6) becoming culminating activity or as a review for a more formal assessment, (7) making differentiation of content based on selection of reading material and sample discussion questions.

Meanwhile, the researcher use conventional technique in control class in teaching reading comprehension. Conventional method (old concept) emphasizes the importance of mastering the lesson material. Traditional language teaching is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules. Moreover, conventional or traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of

instructor (in the form of lectures) and decision maker (in regards to curriculum content and specific outcomes).

In this study, the writer will analyze effect Herringbone technique in teaching reading comprehension of narrative text. Therefore, the basic theories be applied in this study is illustrated in the research model showed how the relationship of the topic, problems, and theoretical framework in order to get findings. In this study, the researcher applied the following conceptual framework represented as shown in figure 2.1 below:

```
                    ┌─────────────────┐
                    │  MTs Al-Azhar   │
                    │   Bulu Cina     │
                    └─────────────────┘
                             │
              ┌──────────────┴──────────────┐
              ▼                              ▼
    ┌──────────────────┐          ┌──────────────────┐
    │ Experiment class │          │   Control class  │
    └──────────────────┘          └──────────────────┘
              │                              │
              ▼                              ▼
    ┌──────────────────┐          ┌──────────────────┐
    │   Herringbone    │          │   Conventional   │
    │    Technique     │          │    Technique     │
    └──────────────────┘          └──────────────────┘
              │                              │
              │        ┌───────────────┐     │
              └───────▶│    Teaching   │◀────┘
                       │    Reading    │
                       │ Comprehension │
                       └───────────────┘
```
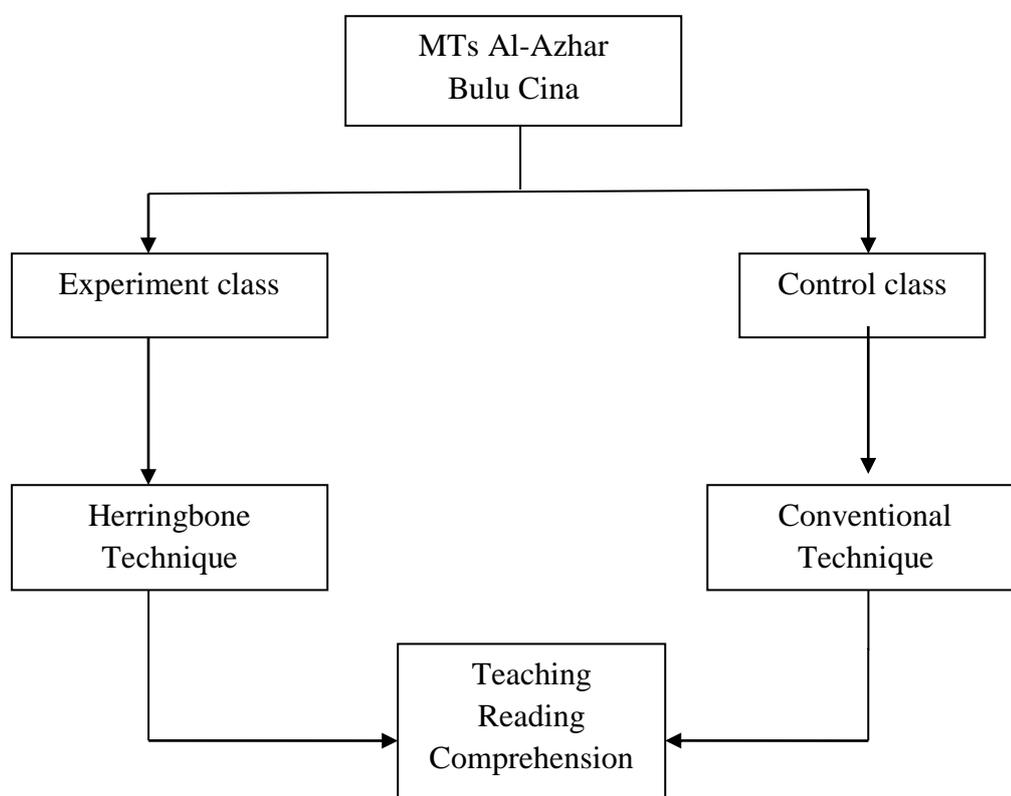
**Figure 2.2 Conceptual Framework**

D. Hypothesis research

Based on the problem statement that presented by the researcher, the hypothesis research is stated as follow:

Ha   : there is effect of applying Herringbone technique to students' reading comprehension on narrative text.

Ho   : there is no effect of applying Herringbone technique to students' reading comprehension on narrative text.

CHAPTER III

RESEARCH METHOD

A. Location of the Research

The research will be conducted at MTs Al-Azhar on Jl. Emplasmen A PTPN 2 Bulu Cina. It will be conducted at the 8th Grade students at Academic Year 2021/2022. This school was choosen because the researcher found some problems about students' achievement in reading comprehension. The researcher will be held on first semester at the 8th Grade during two weeks.

B. Population and Sample

1. Population

A population is defined as all members of well defined, class of people, events, or objects. Arikunto (2010) state that population is all subject of the research. The population of this research are taken from 8th Grade students of MTs Al-Azhar Bulu Cina at Academic Year 2021/2022. This research will be conducted in four classes, they are VIII-A which consist of 25 students, VIII-B which consist of 29 students, VIII-C which consisted of 25 students, and VIII-D which consisted of 27 students. So, total of the population are 106 students.

Table 3.1
The Population

No.	Class	Population
1	VIII-A	25
2	VIII-B	29
3	VIII-C	25
4	VIII-D	27
Total		106

2. Sample

The sample of this research will be taken by means of using the cluster random sampling because the unit selected isn't an person however a group of character who are clearly together (Jaya, 2010) Not all of the population will be taken as the samples. To determine two chosen classes, the researcher will choose by using lottery technique. The researcher will prepare three papers of which only two papers will be given a number. Number 1 is for experiment class and number 2 is for control class. The leader of each class will be asked to take each one lottery paper. Then the classes who find numbered paper will be determined as the sample. The result of sampling through a lottery system, it will be obtained as the sample of this research. The sample of this research are VIII-A consists of 25 students as experimental group and VIII-C consists of 25 students as control group.

Table 3.2
The Sample of Research

No.	Class	Population
1	VIII-A	25
2	VIII-C	25
Total		**50**

C. Research Design

This research will apply quantitative method. According to Arikunto (2010) quantitative research involved a study a look at of the effect of the systematic manipulation of one variable (s) on every other variable. The located and measured variable changed into known as the established.

Table 3.3
The Research Design

Group	Pre-test	Treatment	Post-test
Experimental (X)	√	Herringbone technique	√
Control (Y)	√	Conventional method	√

In this research, the researcher will divide class into two groups, namely experimental group and control group. The experimental group which taught by using Herringbone technique and control group which taught using conventional method. In two class (exprimental and control) will be given same test based on the lesson to know the differences between experiment class and control class.

D. The Instrument of Data Collection

The instrument is a tool used in collecting the data. There is also mention that the instrument is adeviceused to detect the data,, measure the frequency, and magnitude of the phenomenon. In this study, the instruments will be used to collect the data namely, test. Test is used to measure students' achievement in reading comprehension. Conceptually, Ary, D et al (2010) defines a test as a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. To measure the students' achievement in reading comprehension, the students of both groups will be asked to answer multiple choices after reading the text.

E. Procedures of Data Collection

The procedure of the research used in this research as follows:

1. School orientation, it is needed to see the condition of the class, total number of the students and the way to teach English at the school.

2. Do the instrument research to class VIII-A, and VIII-C in reading comprehension test to know the validity and reliability of the test.

3. Make the lesson plan, the students' worksheets, for experimental VIII-A using Herringbone technique, and VIII-C without using Herringbone technique. Before conducting research, the students are given a test to known their ability. The test is in the form of multiple choice items. This test will be used to know the group of the students, if they had high/low interest.

4. Provision of the test result to learn. Students' achievement test is given on each group. They are given after the end of the learning process that aims to determine the increase mastery experienced by students during the learning process. Further, statistical test to learn reading comprehension outcomes and draw conclusions and make suggestions.

F. Technique of Analyzing Data

The data analysis technique is a way to find and organize systematically test data to improve the understanding of the researcher who investigated the case and present the findings to others. The hypothesis will be analyzed by using Independent Group T-Test through Statistical Package for Social Science (SPSS) version 2.0 for window. The researcher used the level of significance 0.05 in which the hypothesis was approved if Sign < α. It means that the probability of

error in the hypothesis was only 5%. Technically, the analysis of the data performed in this study through two stages.

1. Normality Test

Prerequisite test analysis was intended to determine the data collected are eligible for technical analyzed statistically selected.

Normality test The purpose of the normality test is to know whether the instrument of the research that will use have ordinary distribution or no not. In this research, the researcher become used statistical computation with the aid of using SPSS for normality. The normality test that was used by the researcher was Kolmogorov Smirnov's formula. The hypotheses for the normality test were formulated as below:

Ho: The data are normally distributed.

Ha: The data are not normally distributed.

While the criteria for acceptance or rejection of hypotheses for normality test are as below:

Ho is accepted if Sig. $> \alpha = 0.05$

Ha is accepted if Sig. $< \alpha = 0.05$.

2. Homogeneity Test

Test of homogeneity of variance were tested with *Levene's test* with SPSS 20.0 program. The test conducted on the homogeneity of variance score variable Y after X. This test is very important because the variance is a reflection of the actual state of the population. Therefore, the assumption of homogeneity of

variance was things to consider in doing the research. The interactions between both independent variables toward dependent variable are proven by using observed analysis. The further tests are done to verify the accurateness of the effect of teaching technique in reading comprehension, The hypotheses for the homogeneity tests were formulated as follows:

Ho = the variances of the data are homogenous

Ha = the variances of the data are not homogenous.

While the criteria for acceptance or rejection of homogeneity test are as follow:

Ho is accepted if Sig. > $\alpha = 0.05$

Ha is accepted if Sig. < $\alpha = 0.05$

3. Hypothesis Testing

The hypothesis will be tested by using SPSS test the hypotheses. In calculation of SPSS 20.0 will be used to prove whether the hypothesis which was proposed in this research is accepted or not. The following are the hypothesis of this research:

Hypothesis 1 :

H0: $\mu A1 = \mu A2$

Ha: $\mu A1 > \mu A2$

Where:

$\mu A1$ = the mean of students' achievement in reading comprehension taught by herringbone technique

μA2 = the mean of students' achievement in reading comprehension taught by using conventional technique

CHAPTER IV

RESULT DAN DISCUSSSION

A. Data Analysis

The data were the students' scores in the pre-test and post-test. Both the experimental and control groups were given pre-test and post-test in from of reading item text. The result of the pre-test and post-test for the two groups were presented in the following tables.

Table 4.1
The Result of Pre-Test and Post -Test in the Experimental Group
Class VIII-1

No	Name	Pretest	Post Test
1	Adinka Pratiwi	60	65
2	Abdul Faiz Bayhaqi	55	65
3	Abi Prayuda	60	70
4	Abin Dwi Erlangga	65	75
5	Aidil Fiqih	65	75
6	Aisyah Aulia Al Jannah	60	70
7	Aldo Vasutra	70	75
8	Anisa Nazla Mutiara	75	80
9	Annisa Esa Putri	75	85
10	Asmarani Dwi Anggi	70	70
11	Aulia Putri	80	85
12	Bayu Priaji Hastomo	85	90
13	Bunga Harum Dani	55	65
14	Citra Alfiyah	60	65
15	Daffa Aflah Nabawi	65	70
16	Daffa Maulia Akbar	75	80
17	Dafpa Rezmy Prasurya	60	75
18	Dea Ananda	70	75
19	Della Fadillah	70	75
20	Dirga Try Anggara	65	70
21	Dwi Annisa Putri	55	65
22	Eca Delvina	50	60

No	Name	Pretest	Post Test
23	Erlinda Tavip	80	90
24	Fadhil Zaky Ahmat	85	90
25	Febriansyah	70	85
	Mean	67,2	74,8

From the table above, it can be seen that the average reading assessment of class VIII-A students before and after using the herringbone method, it can be seen in this study that the average score before using the herringbone method for class VIII-A was 67.2 with the highest score of 85, and the lowest 50. after passing the Herringbone method, there was an increase in the reading ability of class VIII-A students with an average of 74.8, the highest score was 90 and the lowest was 60. Next, see also the tests conducted for class VIII-C.

Table 4.2
The Result of Pre-Test and Post -Test in the Experimental Group
Class VIII-C

No	Nama	Pre Test	Post Test
1	Kesya Widia Arinsky	70	80
2	Keyla Nadilla	75	85
3	Khairunnisa Aulia Putri	80	90
4	Khansa Nasywa	65	75
5	Lutfiana Ulpa	60	70
6	Luthfi Novriansyah	75	85
7	Marshanda Putri	80	90
8	Maya Lestari	75	85
9	Meila Nafa Azahwan	65	80
10	Muhammad Adly Alfitrah	70	80
11	Muhammad Fahri	70	85
12	Muthiya Amanda Luthfi	80	85
13	Nabila Rifani Putri	70	90
14	Nabila Zaskya Mecca	70	75
15	Nanda Aulia	60	75
16	Nazla Haizuma Nasution	65	75

No	Nama	Pre Test	Post Test
17	Nazwa Tri Ananda	70	85
18	Panji Prabowo	80	85
19	Putri Cahaya Arasy	80	90
20	Rafa Casikkas	65	75
21	Rangga Arya Pratama	70	85
22	Ricko Kurniawan	80	90
23	Rifat Sabila	65	85
24	Risky Ramdani	80	95
25	Rizki Rahmatun Hidayanti	70	80
Mean		71,6	83

From the table above, it can be seen that the average reading assessment of class VIII-C students before and after using the herringbone method, it can be seen in this study that the average score before using the herringbone method for class VIII-A was 71.6 with the highest score 80, and the lowest score 60, after doing the Herringbone method there was an increase in the reading ability of class VIII-C students with an average of 83, the highest score was 95 and the lowest was 70, from the table it can be seen that class VIII-C has better reading skills than class VIII-A.

B. Data Analyze

1. Distribution of respondents' answers

Below will be explained the percentage of respondents' answers from the questionnaire that has been distributed, in this study there are 6 statement items for the Herringbone technique variable and 5 statement items for the reading comprehension variable, the scale used in this study is the Likert scale with answer choices 1-4.

Table 4.3 Distribution of Answers to Variable X

No	TB		KB		B		SB		Total	
	F	%	F	%	F	%	F	%	F	%
1. herringbone method helps me in understanding the text	-	-	4	8	12	24	34	68	50	100
2. I have no problem learning reading comprehension using the herringbone method	-	-	2	4	16	32	32	64	50	100
3. In my opinion, my teacher is able to make you active during reading comprehension learning by using the herringbone method in class	1	2	2	4	15	30	32	64	50	100
4. I have no problem understanding the meaning of words or sentences in the text	-	-	1	2	24	48	25	50	50	100
5. I don\'t have a problem understanding and figuring out the conclusion from the text	-	-	4	8	28	56	18	36	50	100
6. the text given by the teacher can be interesting, read me	-	-	-	-	23	46	27	54	50	100

The explanation from the table above is

1. On the question "herringbone method helps me in understanding the text" the majority of responded answer Very Good (SB) as much 34 person (68%) its mean herringbone method helps students in understanding the text, this research is supported of theory by Rahmah, H (2018) The students will be more active in the class especially in reading. When they do the steps of herringbone technique in reading, they will have activities that make them active in the class.

2. On the question "I have no problem learning reading comprehension using the herringbone method" the majority of responded answer Very Good (SB) as much 32 person (64%) its mean students have no problem learning reading comprehension using the herringbone method, this research is supported of theory by Rahmah, H (2018) The students will be greater lively in the class

specifically in studying. After they do the steps of Herringbone technique in analyzing, they'll have sports that lead them to energetic inside the elegance.

3. On the question "In my opinion, my teacher is able to make you active during reading comprehension learning by using the herringbone method in class" the majority of responded answer Very Good (SB) as much 32 person (64%) its mean herringbone method In students opinion, the teacher is able to make you active during reading comprehension learning by using the herringbone method in class, this research is supported of theory by Ramadhani, Y R & Haputra, Y (2016) Herringbone Technique consists of a short graphic organizer and it is a concrete way of helping English learners to find the comprehensive idea in a paragraph or passage.

4. On the question "I have no problem understanding the meaning of words or sentences in the text" the majority of responded answser Very Good (SB) as much 25 person (50%) its mean herringbone method In students opinion, the teacher is able to make you active during reading comprehension learning by using the herringbone method in class, this research is supported of theory by Ramadhani, Y R & Haputra, Y (2016) the visual diagram is useful for reviewing information and provides a visual structure for the selection that can be seen at a glance.

5. On the question "I don\'t have a problem understanding and figuring out the conclusion from the text" the majority of responded answser Very Good (SB) as much 18 person (36%) its mean student don\'t have a problem understanding and figuring out the conclusion from the text research is

supported of theory by Ramadhani, Y R & Haputra, Y (2016) helps the students understand the connections between supporting details to identify a main idea

6. On the question "the text given by the teacher can be interesting, read me"the majority of responded answer Very Good (SB) as much 27 person (54%) its mean the text given by the teacher can be interesting, research is supported of theory by (Sudarmanto & Siska, I Y, 2019) The herringbone is a useful graphic organizer for students to organize information

From the table above, it can be seen that the percentage of answers for the variable using the Herringbone technique, from the table it can be seen that the majority of respondents answered very well, so it can be concluded that the users of the Herringbone method on the research object are considered very good and acceptable.

Table 4.4 Distribution of Answers to Variable Y

No	TB		KB		B		SB		Total	
	F	%	F	%	F	%	F	%	F	%
1. herringbone method helps me in understanding the text	-	-	6	12	23	46	21	42	50	100
2. I have no problem learning reading comprehension using the herringbone method	-	-	12	24	26	32	12	24	50	100
3. In my opinion, my teacher is able to make you active during reading comprehension learning by using the herringbone method in class	1	2	7	14	21	42	21	42	50	100
4. I have no problem understanding the meaning of words or sentences in the text	-	-	1	2	27	54	22	44	50	100
5. I don\'t have a problem understanding and figuring out the conclusion from the text	-	-	3	6	26	52	21	42	50	100

The explanation from the table above is

1. On the question "herringbone method helps me in understanding the text" the majority of responded answer Good (B) as much 23 person (46%) its mean herringbone method helps student in understanding the text and this research is supported theory by Rahmah, H (2018) that state In discussion process the students can share the information about the text that they have already read

2. On the question "I have no problem learning reading comprehension using the herringbone method" the majority of responded answer Good (B) as much 26 person (52%) its mean herringbone method have no problem learning reading comprehension by student and this research is supported theory by Rahmah, H (2018) that state The activities in reading make the students fresh and out of boring reading

3. On the question "In my opinion, my teacher is able to make you active during reading comprehension learning by using the herringbone method in class" the majority of responded answer Good (B) as much 21 person (42%) its mean In student opinion, the teacher is able to make active during reading comprehension learning by using the herringbone method in class and this research is supported theory by Rahmah, H (2018) that state Herringbone technique also makes the college students enthusiastic in studying a textual content, due to the fact they simply fosud at the easy query

4. On the question "I have no problem understanding the meaning of words or sentences in the text" the majority of responded answer Good (B) as much 27 person (54%) its student mean have no problem understanding the meaning of words or sentences in the text and this research is supported theory by Rahmah, H (2018) that state Herringbone technique also makes the students enthusiastic in reading a text, because they just focus on the simple question

5. On the question "I don\'t have a problem understanding and figuring out the conclusion from the text" the majority of responded answer Good (B) as much 26 person (52%) its mean student don\'t have a problem understanding and figuring out the conclusion from the text and this research is supported theory by Rahmah, H (2018) that state Herringbone technique activities can makes the students are easier to find the main idea of the text.

From the table above, it could be seen that the percentage of answers for the variable using the reading comprehension, from the table it can be seen that the majority of respondents answered very well, so it can be concluded that the users of the reading comprehension on the research object are considered very good and acceptable.

2. **Validity and Reliability Test**

a. **Validity Test**

Validity test can be done in two ways, namely by Corrected Item-Total Correlation and Correlation Between Items and Total. Test the validity with this Correlation Between Item and Total different from the Corrected Item-Total Correlation method (Hulu And Sinaga, 2019). Validity testing is carried out with the following criteria:

1. If rcount > rtable, with a significant level = 0.05 then Ho rejected means the instrument is valid

2. If rcount < rtable, with a significant level = 0.05 then Ho accepted means that the instrument is invalid

The results of the validity test can be seen from the table below

Tabel 4.5
Validity Test Result Var X

No. Butir	r- count	significant level	Status
1	0,556	0,05	Valid
2	0,434	0,05	Valid
3	0,721	0,05	Valid
4	0,724	0,05	Valid
5	0,233	0,05	Valid
6	0,461	0,05	Valid

From the table above, it can be seen that the validity results for the work culture variable, where all instrument values are above 0.05, , it means that all instruments for measuring variable Y can be investigated further.

Tabel 4.6
Validity Test Result Var Y

No. Butir	r-count	r-table	Status
1	0,493	0,273	Valid
2	0,624	0,273	Valid
3	0,408	0,273	Valid
4	0,447	0,273	Valid
5	0,693	0,273	Valid

From the table above, it can be seen that the validity results for the work culture variable, where all instrument values are above 0.05, it means that all instruments for measuring variable Y can be investigated further.

b.   Reliability Test

The test used is to determine whether the measuring instrument used is appropriate and consistent. What this means is whether the questionnaire that the author uses now will give the same results if it is used many times at different times or in the future. The following is the Cronbach alpha formula for reliability testing

Table 4.7
Reliability Test

Instrument	Nilai realibilitas	Status
Herringbone Technique	0,690	Reliable
Reading Comprehension	0,669	Reliable

Based on the table above, it is known that the coefficient value with the reliability interpretation is higher than 0.6, thus all instrument variables in this study are reliable or feasible, so the data used for subsequent analysis is also feasible, because it is reliable (can be trusted).

3. Normality Test

The testing of normality will be used to know whether the sample taken was normally distributed or not. Testing for normality in this research used a *Kolmogorov-Smirnov test* through SPSS 20.

Table 4.8
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		50
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	1.36838783
Most Extreme Differences	Absolute	.101
	Positive	.101
	Negative	-.085
Kolmogorov-Smirnov Z		.717
Asymp. Sig. (2-tailed)		.683
a. Test distribution is Normal.		

Data is accepted normally if the significance value is greater than 0.05 or the calculated z value (Kolmogorov Smirnov Z). The data above shows that all significance values are greater than 0.05 (<0.717). All data are normally distributed.

4. Homogeneity Data in the Experimental Group

Table 4.9
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pretest	.068	3	96	.977
Pos Test	.400	3	96	.753

Test of Homogeneity of Variances Output. The testing criteria are, if the significance is < 0.05 then the variant of the group is not homogeneous. Conversely, if the significance is > 0.05, it means the data group variant is homogeneous. From the output it can be seen that the significance is 0. 977 and 0.753 So it can be concluded that the variants of the two data from experimental groups namely, pretest and posttest were homogeneous.

5. T- Test

Partial test or t-test is a test carried out to determine the effect of independent variables on the dependent variable, partially (alone) the criteria for partial testing can be the hypothesis testing model as follows**:**

a. Based on t count

1) If t test < t table, then H0 is accepted or Ha is rejected.

2) If t test > t table , then H0 is rejected or Ha is accepted.

If table the significance level is below 0.05 then H0 is rejected and Ha is accepted, can be seen at = 0.05 Degree of denominator (df): n k = 50 2 = 48, table 0.05 = 2.010

b. Based on probability (Sig.)

1) if the probability is > 0.05 then H0 is accepted, meaning that there is no influence between the variables X and Y.

2) If the probability is < 0.05 then H0 is rejected, meaning that there is an influence between the variables X and Y

Tabel 4.10 Coefficients^a
(T-Test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.454	3.029		1.279	.207
Herringbone Method	.184	.144	.182	4.112	.000

a. Dependent Variable: Reading Comphrension

It can be seen in column t that the Herringbone Method (X) variable has a value of tcount (4,112) > ttable (2,010), which means Ho is rejected and Ha is accepted. While the significant value is smaller than the probability value of 0.05 or a significant value of 0.000 <0.05. Thus, it can be concluded that the Herringbone Method (X) variable has a positive and significant effect on Reading Comphrension.

C. Findings

In this component, the researcher would love to discuss approximately the finding of the system of the coaching and mastering analyzing comprehension by way of using Herringbone because the first components of the problem this studies. Beside the manner of coaching and studying, the researcher discussed the instructors and the students problems in teaching and getting to know reading comprehension by means of using Herringbone as the second and the rhird system of the trouble. This studies was produced by means of the individuals of the studies; they were the English teacher and the students of eight grade At MTs AL-Azhar Bulu Cina inside the first semester in academic year 2020/2021 that had been observed in this research the Herringbone Method (X) variable has a value of

tcount (4,112) > ttable (2,010), which means Ho is rejected and Ha is accepted. While the significant value is smaller than the probability value of 0.05 or a significant value of 0.000 <0.05. Thus, it can be concluded that the Herringbone Method (X) variable has a positive and significant effect on Reading Comprehension.

CHAPTER V

CONCLUSION AND SUGESSTION

After collecting the facts and reading the result of the studies, the researcher drew some conclusion and concept in coaching and learning reading comprehension via Herringbone.

A. Conclusion

The Herringbone Method (X) variable has a value of tcount (4,112) > ttable (2,010), which means Ho is rejected and Ha is accepted. While the significant value is smaller than the probability value of 0.05 or a significant value of 0.001 <0.05. Thus, it can be concluded that the Herringbone Method (X) variable has a positive and significant effect on Reading Comprehension= 5%. The student's difficulties in comprehending text and have less confidence in reading text, because they are lack vocabularies. They do not understand and comprehend the text well, not just to comprehend the text well but also to get the point of the text itself, they can't get it done, and then, the students do not have the habit of reading with long texts and do not know the correct technique of reading, so students find it difficult to get the meaning of what they have read, and after that the students get low score in reading comprehension because they do not know what they have to read.

B. Suggestion

Considering the result of the research, the research would like to give some suggestion as follows.

1. For the English teacher

    a. The teacher have to control time as appropriate as possible

    b. Give student time limit to read the text (7-10 minutes).

    c. Usually supply the students home work to practice reading in their home to increase their speed of reading and their vocabulary.

    d. Provide an attracting brainstorming that raises students' interest in learning reading comprehension.

    e. Evaluation the studying choice, and prepare a brief before start teaching.

    f. Use Variations or combine the herringbone with other strategy/technique during reading to make student more attract to read the text. E.g. teacher could organize the student into pair works.

    g. Record the discussion session to see as it discussed.

    h. Teacher should engage students' enthusiasm to the post-treading discussion. E.g. teacher gives bonus score and a prize for those who answer the question correctly. The teacher is supposed to give feedback and does reflection for the students.

2. For the Students

    a. The students have to understand the important of English particularly in reading comprehension.

    b. The students should have more time to practice reading, not only in school but also in their home.

    c. The students should expand vocabulary mastery that can be used in their reading activity.

d. The students should study harder to get best future and be good students.

e. For the further Researchers the next researcher can conduct a study about teaching reading comprehension with other strategies that make students conducive and effective in learning reading comprehension to increase their reading comprehension.

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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Desi Almairasari br Tarigan

NPM : 1702050078

Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect Of Applying Herringbone Technique to Student's Reading Comprehension on Narrative Text of Eight Grade at MTS AL- Azhar Bulu Cina	
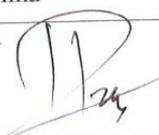
Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, Maret 2021

Disetujui oleh
Dosen Pembimbing

Hormat Pemohon

M.Arifin,M.Pd

Desi Almairasari br Tarigan

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

NamaLengkap	: Desi Almairasari br Tarigan
NPM	: 1702050078
Program Studi	: Pendidikan Bahasa Inggris
JudulSkripsi	: The Effect of Applying Herringbone Technique to Student's Reading Comprehension on Narrative Text

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh
Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.M.

Arifin, S.Pd., M.Pd

UMSU
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Form : K-1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

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Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Desi Almairasari br Tarigan
NPM   : 1702050078
Prog. Studi   : Pendidikan Bahasa Inggris
Kredit Kumulatif : 136 SKS   IPK = 3,45

Persetujuan Ket/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	An Analysis of Puns at @pins_life_account on Instagram	
	The Effect of Applying Herringbone Technique to Student's Reading Comprehension on Narrative Text of Eight Grade at MTS AL – Azhar Bulu Cina	
	The Effect of Literature Circle Strategy to Student's Reading Comprehension on Narrative Text of Eight Grade at MTS AL – Azhar Bulu Cina	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Maret 2021
Hormat Pemohon,

(Desi Almairasari br Tarigan)

Keterangan:
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                      - Untuk Ketua/Sekretaris Program Studi
                      - Untuk Mahasiswa yang bersangkutan

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FKIP UMSU

Assalamu'alaikum Wr. Wb

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NPM   : 1702050078
Program Studi   : Pendidikan Bahasa Inggris

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" The Effect Of Applying Herringbone Technique to Student's Reading Comprehension on Narrative Text of Eight Grade at MTS AL- Azhar Bulu Cina"

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. M.Arifin,M.Pd
Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Maret 2021
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                                    - Untuk Mahasiswa yang bersangkutan

Nomor   : 845/II.3/UMSU-02/F/2021
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Desi Almairasari Br. Tarigan
N P M   : 1702050078
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect Of Applying Herringbone Technique To Students' Reading Comprehension On Narrative Text of Eight Grade at MTS Al-Azhar Bulu Cina.

Pembimbing   : M. Arifin, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 5 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 22 Sya'ban   1442 H
         05 April   2021 M

Dekan

Prof. Dr. H. Elfrianto Nst, S.Pd, M.Pd
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

UMSU
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Bila menjawab surat ini, agar disebutkan nomor dan Tanggal

Nomor	: 2063 /II.3-AU/UMSU-02/F/2021	Medan,	29 Muharram 1443 H
Lamp	: ---		07 September 2021 M
H a l	: **Permohonan Izin Riset**		

Kepada Yth,
Bapak/Ibu Kepala Sekolah MTs Al-Azhar
Jln. Emplasmen A PTPN 2 Bulu Cina
di
Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	Desi Almairasari Br. Tarigan
N P M	:	1702050078
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Applying Herringbone Technique to Student's Reading Comprehension on Narrative Text

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin. Wassalamu'alaikum Wr.Wb

Dekan

Prof. Dr. H. Elfrianto Nst, M.Pd
NIDN 0115057302

Pertinggal

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan di bawah ini :

Nama Mahasiswa	: Desi Almairasari Br.Tarigan
NPM	: 1702050078
Program Studi	: PendidikanBahasaInggris
Judul Penelitian	:The Effect of Applying Herringbone Technique to Student's Reading Comprehension on Narrative Text

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
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Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

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Hormat saya
Yang membuat Pernyataan

(Desi Almairasari Br. Tarigan)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd.,M.Hum.

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Desi Almairasari br Tarigan
NPM : 1702050078
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : THE EFFECT OF APPLYING HERRINGBONE
TECHNIQUE TO STUDENT'S READING
COMPREHENSION ON NARRATIVE TEXT OF EIGHT
GRADE AT MTS AL-AZHAR BULU CINA

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
31-05-2021	Introduction, Background of the study, The Identification of the Problem, Limitation of the Problem	
02-08-2021	Background of the Study, The Identification of the Problem, Theoretical Framework,	
19-08-2021	Background of the Study, The Identification of the Problem, The Scope and Limitation, The Objective of the Study, Conceptual Framework, Location and Research, Research Design, References	
25-08-2021	ACC Seminar Proposal	

Medan,Agustus 2021
Diketahui/Disetujui Dosen Pembimbing
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum. M. Arifin M.Pd