THE USE OF HERRINGBONE TECHNIQUE TO IMPROVE STUDENTS' READING ABILITY ASSISTED BY WATTPAD APPLICATION

SKRIPSI

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English Education Program

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ABSTRACT

Rizka Mufariza. 1502050213. "The Use of Herringbone Technique to Improve Students' Reading Ability Assisted by Wattpad Application" Skripsi. English Education Program. Faculty of Teachers' Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2019

This research aimed to improve students' reading ability through herringbone technique in reading narrative text. This research analyze how the procedure of herringbone technique can improve the students' reading ability. This research was conducted in SMA HARAPAN MEKAR Medan. The subject of this research eleventh grade students which consisted of 31 students. This study applied Classroom Action Research (CAR). There were two cycles to give the students more opportunities to improve their understanding about how to find the main idea and comprehend the pessage well and effectively. The results show that the students' reading ability was improved significantly. In the pre-test the mean score was 43.38, in the first cycle test the mean score was 67.09, and in the second cycle the mean score was 87.09. The improvement also can be seen from percentage of the students' who passed KKM in reading narrative text, in pre-test 3.22% students got more than 75 point, in the cycle 1 22.58% students got more than 75 point, and in the cycle 2 94% students got point more than 75 point. So, this technique can help students to remember the information and main idea of the text that they have read, the students also could enrich their vocabularies. Based on the results of this study, the researcher recommends using Herringbone technique in reading.

Key Words: *Herringbone Technique, Wattpad Application, Reading, Narrative Text.*

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This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitle ***"The Use of Herringbone Technique to Improve Students' Reading Ability Assisted by Wattpad Application "***, the researcher faced a lot of difficulties, obstacles and problems and without much help from the following person, it was impossible for her to finish it.

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The researcher realized that her study was still far from being perfect. So, the researcher expected suggetions and comments from all of the readers or other research who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Medan, September 2019

The researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is widely known as the global language, English as one of the subjects in schools has an important role because English is an international language which is widely used in communication by people in the entire world. In addition, English is often used in reading science books, journals, or articles about knowledge and technology. Thus, in order to be able to expand science, knowledge, and technology, and to communicate with people from other countries. English is taught in Indonesia as a foreign language from primary school until universities. Learning English involves the four kinds of language skill, there are: listening, speaking, reading, writing. In this case, the researcher is going to focus on reading ability.

Reading is language skill that is very important, reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Since reading is very important in learning second language, a great effort has been given to develop reading ability. Although many ways have been promoted in order to improve reading ability among students, reading is still something that is seems problematic. Students can't understand English text. The students are lacking of vocabulary, hardly understand the words and less interest to English subject.

The previous study about reading ability in English is one of done by innovation by Alfitriani (2016). It is mean reading should be use a tool of innovation for improving their ability.

Based on researcher's experience during conductioning real teaching practice (PPL), the students have difficulties to understand and confused about the purpose of the text,the meaning of the text especially in reading narrative text and also in teacher's factor, the teacher's teaching style cannot attract the students' interest.

Those problem above are also found by the researcher in teaching learning practice at SMA Yayasan Pendidikan Harapan Mekar. Consequently, it is necessary to conduct a research to improve students reading ability by using the Herringbone technique. It can help student organize important information in a text. According to Deegan (2006), Herringbone technique is a technique that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton in which the students write the main idea across the backbone of the fish diagram.

The previous study from Choirin Tria Kartika (2015), the study entitled "Improving the Students' Reading Comprehension Through Herringbone Technique (A Classroom Action Research of Second Grade of SMP N 1 Bergas, Centra Java) had shown that the application of the Herringbone technique could improve students reading ability.

This research assisted by Wattpad Appliction as a media. Wattpad is a platform for aspiring and experienced authors, allowing the students to publish

their work, get feedback and connect with other writers and readers (Bold, 2016:4). The researcher choose wattpad as the media because the students can access to almost every type of book the students like and find something interesting to read. The students don't need to buy, borrow, or pay anything in wattpad, the students only need mobile phone because almost all of the teenager now have their own mobile phone.

Based on the explanation above, the researcher is conducting a research entitles "The Use of Herringbone Technique To Improve students' Reading Ability Assisted By Wattpad Application"

B. The Identification of the Study

Based on the background of the study above and the observation in the field, then the problems were identified as follows:

1. The students do not get adequate guideline how to read a text effectively.
2. The students were lack of vocabulary and less interest to English subject especially in reading.
3. The teachers dominantly applied traditional method while teaching and learning process.

C. The Formulation of the Study

The formulation of this study was formulated as follows:

1. Is there any improvement of the students' ability in reading by applying Herringbone technique?

2. How are the students' reaction during the use of herringbone technique in teaching reading?

D. The Objective of the Study

The objective of the study as follows:

1. To find out the improvement of the students' ability in reading by applying herringbone technique.
2. To find out the students' reaction during the use of herringbone technique in reading

E. The Scope and Limitation of the Study

This study focused on the use of Herringbone Technique on students' reading ability. It was limited on reading Narrative Text.

F. The Significances of the Study

The findings of this research were expected to be useful theoretically and practically. Theoritically, To add knowledge, experience, insight by applying Herringbone technique in teaching reading as one of language skills assisted by Wattpad Application.

Practically, the research findings of the study were expected to be useful for:

a. For the teachers in the school, it was supposed that the teachers could improve their technique of reading interestingly and effectively so that the students would enjoy the study.

b. For the students as the subjects of the researcher, it was expected that students would get the advantages of the research. They could learn how to improve their ability of reading by well.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

This chapter presents review of theories concerning the research topics from some related literature to support this study.

1. Defenition of Reading Comprehension

Burners and page (1985:46) state that comprehension is the process where background knowledge or the world knowledge of the reader interacts with the message encoded in the text to generate an understanding of an author's message.

According to Ahuja and Ahuja (2001: 5), reading is both a sensory and mental process. It involves use of the eye and the mind. The eyes receive messages and the brain has to work out the significance of this messages. It requires the students to read for meaning. It means that they not only read the text but also understand the meaning of written text being read.

Burnes and Page (1991:45) state that reading comprehends written discourse. The readers also need to understand about the materials that they read because it is one of the purposes of reading activity. In other word, the readers have to be able to comprehend the written discourse that they read. If they can understand the text, it means that they can comprehend the text.

King and Stanley (2004:8) state that reading has five components contained in reading texts, which are appropriate with the junior high school curriculum. They are:

1. Finding factual information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

2. Finding main ideas.

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understand not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as super ordinate while other subordinate.

3. Finding the meaning of vocabulary

In context It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

4. Identifying references In English

As in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it.

For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

5. Making inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction.

1.1 Types of Reading

There are four types of classroom reading performance, as follows:

a. Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is a text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about

something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

c. Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

According to Elizabeth (2004: 286-288) aloud reading means reading a book by producing sounds audible to other. Reading aloud by teacher can help the students in the improvement of their listening ability. Reading aloud is useful as specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even he may not know one word in the sentence.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving their lips. It helps them read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

According to Elizabeth (2004: 287-288) silent reading means reading something without producing sounds audible to other. In silent reading the students can more easily work at their own material pace or speed.

1.2 Technique of Teaching Reading

Brown (2004) has classified strategies into two kinds. The first kind is direct strategies or what are also called cognitive strategies. These include a number of different ways of remembering more effectively and of using all possible cognitive processes and compensating knowledge. The second kind is indirect strategies which focus on some aspects, such as organizing and evaluating learning, managing the emotions and learning from others.

Duffy (2009) has mentioned some strategies for teaching reading comprehension in the classroom. First, teaching of reading is knowledge based. Thus, teachers are acquired to have knowledge related to the material so that they can explain the material to their students. Therefore, a good teacher has to prepare himself for it. Second, reading is a complex cognitive and linguistic process. It involves decoding alphabetic symbols, drawing upon experiences and language, and using strategies effectively to make meaning. The teacher has to realize that reading is a multidimensional process. Third, learners are different, this means that every student is different, either their ability or their behavior or both. Students have a variety of abilities, especially for comprehending the meaning of a text. Therefore teachers need to analyze the abilities of their students' in order to help themselves to manage the classroom situation. The last strategy of Duffy is that teachers are informed decision-maker who makes many instructional decisions every lesson. In order to make instructional decisions that will positively affect the reading achievements of the students, teachers must be knowledgeable about the reading processes, effective instruction, the diversity of communities

they serve, and the expectations for the teaching of reading as outlined in the curriculum.

According to Brown (2004) when teaching reading a teacher should choose a method which depends on the specific purposes of the reading. The teacher will focus on three aspects to consider how to present a text, how to develop the lesson using it, and how to follow up: first, presenting a text. In this part, the teacher will give a meaningful explanation related to the text. This should give the students a sense of purpose.

A good short presentation should be given by the teacher. Second is developing the teaching lesson. In developing the reading materials, the teacher needs to think about the planning of the text stages in the lesson as this will help the student readers to understand well, the topic of the text. Finally, follow up, this means that after presenting and developing the reading materials, the teacher should teach about any other aspects of reading comprehension. The teaching of grammar should be done inductively; this means that no explicit rules of grammar should be given.

The teacher must use her knowledge to plan effective reading lessons and to select and use instructional materials purposefully, thoughtfully, and reflectively; to monitor the progress of each student; to take advantage of opportune moments to reinforce concepts or introduce new concepts and to make decisions about appropriate interventions needed. Thus reading lessons require teachers to prepare well as their role involves education that will positively influence the lives of

children and adolescents. Education involves more than just training teachers to use particular approaches, methods, and materials.

According to Brown (2004, p. 229), there are some strategies of reading comprehension: (1) the teacher needs to identify the purpose of the reading. It is important that she have a clear purpose to help her to narrow the choice of book from a reading list, then once she has chosen a book, to select the best chapter(s) and section(s). Having a clear purpose also helps students to locate the most useful part of the text for their needs and to ignore those parts which will not help them. Efficient reading consists of identifying the purposes in reading something so that we know what we are looking for and can weed out potentially distracting information; and (2) Ensure there are graphics and pictures to help beginners in decoding and comprehension (for beginning level learners). Alternatively use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

1.3 Evaluating the Reading Comprehension

There are several ways to evaluate a student's reading comprehension skills. One method is to use a formal assessment, like the example above, with reading passages followed by questions about the passage. Another method is to use informal assessments. Ask students to tell you about what they read or retell the story or event in their own words. Put students in discussion groups and listen to what they have to say about the book, watching for areas of confusion and students who are not participating. Ask students for a written response to the

text, such as journaling, identifying their favorite scene, or listing the top 3 to 5 facts they learned from the text.

Brown (2004:165) argues that assessment, on the other hand is an on going process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students performance. Based on this, it can be mentioned that assessment used to determine the quality of students works.

2. Narrative Text

Narrative text is a fictional text that aims to entertain the readers such as legends, myths, fairy tales, science fictions, roman novels and historical fiction. Generally, narrative text uses past tense to tell the story. In line with this, Andersons (2002) states that a narrative text is a text that tells a story and, in doing so to entertains the audience.

The verb to narrate means to tell, to give all account of. Writing narrative is really just putting what happen to somebody on paper (Widyawati,2003). In narrative, the incidents that make up the story are usually told in the order in which they would really happen. A narrative can tell what happens in a matter of minutes or years.

2.1 The Generic Stucture of Narrative Text

a. Orientation (Introduction)

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level, also used to produce atmosphere so that makes the students are persuaded to follow the story. In the other words orientation of narrative text tells who the character was/where, where it happened, when it happened.

b. Complication (Sequence of Events)

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the character is prevented to reach his or her wants. It is in the middle of the story.

c. Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.

d. Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution.

2.2 Language Features of Narrative Text

a. Using part action verb

Example: Climbed, Turned, Brought.

b. Using specific noun as pronoun of person, animal of the story

Example: The king, the queen.

c. Using adjectives which are for noun phrase

Example: Long black hair, two red apples.

d. Using time connectives and conjunctions to arrange the events

Example: Then, before, after, soon.

e. Using dialogue to elicit an emotional response from the reader

f. Using past tense

g. Using of variety of simple, compound, and complex sentences.

Table 2.1
Example of Narrative Text

The Smartest Parrot	
Orientation	Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.
Complication	The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word. At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to

	say the word of Catano. One day after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.
Resolution	The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you".

Analysis the generic structure:

Orientation: It sets the scene and introduces the participants/characters. In that parrot story, the first paragraph is the orientation where reader finds time and place set up and also the participant as the background of the story. A man and his parrot took place once time.

Complication: It explores the conflict in the story. It will show the crisis, rising crisis and climax of the story. In the parrot story, paragraph 2, 3, 4 are describing the complication. Readers will find that the man face a problem of why the parrot can not say Catano. To fix this problem, the man attempted to teach the bird. How hard he tried to teach the bird is the excitement element of the complication.

Resolution: It shows the situation which the problems have been resolved. It must be our note that “resolved” means accomplished whether succeed or fail. In the last paragraph of the smartest parrot story, readers see the problem is finished. The parrot could talk the word which the man wanted. The parrot said the word with higher degree than the man taught the word to it. That was the smartest parrot.

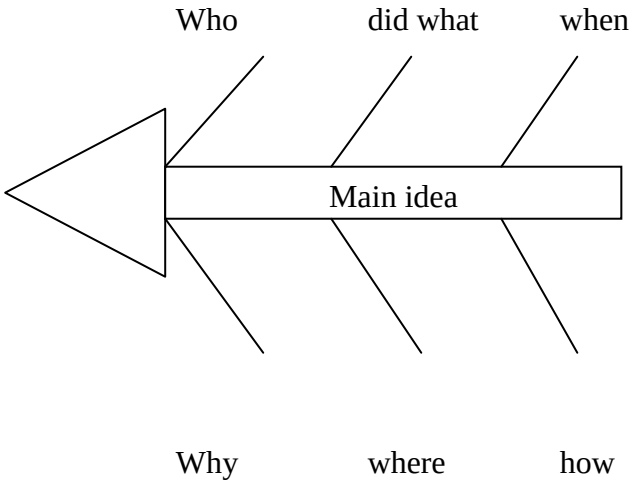
3. Herringbone Technique

Herringbone technique is a technique by which the students answer the WH questions; who, what, when, why, where, and how, on a graphical feature like a fish skeleton. Deegan (2006) states that Herringbone strategy is a strategy that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton.

In addition, according to Thaler (2008), Herringbone technique consist of a short graphic organizer and it is a concrete way of helping English learners find the comprehensive idea in a paragraph or passage. The students answer the questions listed in the fishbone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement.

Choe (2004) adds that Herringbone is developed by it is named because resemble a fish skeleton that useful for analyzing a single idea. It contains six questions that help students to organize the details of the text.

The herringbone technique is structured outlining procedure designed to help students organize important information in a text. The herringbone technique is intended for use with students in the fourth through twelve grade levels. As with several strategies within this unit, the procedure appears most appropriate for those students whose reading levels are below the difficulty levels of the adopted text Tierny (1980).



Source: Deegan J, 2006

3.1 The Implementation of Herringbone Technique

a. Preparation

There are some preparation should be done by the teacher. First, the teacher should prepare materials. The materials must be interesting for the students and appropriate for the level of students. The materials will be taken from package book, internet or other source based on genre. Second preparation is media. The media can be picture, animate, text, which suitable with the material that we are going to teach. The next preparation is learning environment. Before the teacher

starts the lesson, the teacher should check everything that can be disturb the teaching learning process so that the students and teacher can enjoy while learning.

b. Procedure

1. The teacher selects a text at the appropriate reading level.
2. The teacher constructs a visual diagram of the Herringbone technique.
3. The teacher tells the student to record the answer to the questions on the diagram. They will look for answer 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 done, the teacher shows the student how rach answer fits into a slot in a main idea sentence.
6. The student write a main idea, using the information from the herringbone diagram.
7. The diagram becomes a tool for story discussion.
8. The teacher collected student's answer sheets.

3.2 The advantages of Using Herringbone Technique

There are some advantages of using Herringbone technique,as follows:

1. 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. Herringbone technique also makes the students enthuastic in reading a text, because they just focus on the simple question.
3. The activities in reading make the students fresh and out of boring in reading.
4. Herringbone technique makes the students are easier to find the main idea of the text.

3.3 The Disadvantage of using Herringbone Technique

The disadvantages of the herringbone technique is when students learn material with the help of graphic presentation. Note taking will be decreased. As a result, the lack of comprehensive guide the students can refer to when revising material may affect their performance.

4. Wattpad Application

Wattpad was co-founded in 2006 by two Canadian engineers and co-workers Allen Lau and Ivan Yuen as an online community of writers and readers, " a platform for aspiring and experienced authors,allowing them to publish their work, get feedback and connect with other writers and readers" (Bold, 2016:4). Wattpad is thus based on user-generated contents and has also been described as

the “Youtube for stories (without video)” (Bold, 2016:4). Furthermore, it combines all the affordances of both social networks and publishing platform.

Peoples can read and write books or short stories and comment and review the works of other people in collaborative and participatory way. The members of the community, known as ‘Wattpaders’, serialize their stories, uploading one or two chapters at a time inviting comments and advice on each chapter or part of their works. The users can also award “stars” (*positive votes*) to the works, follow each others profiles and join thematic “clubs” (*discussion forums*) that focus on particular genres or other aspects of reading writing.

Wattpad is thus progressively reinviting the industry of cultural products, subverting the traditional roles of author and reader and the laws of marketing, as here the success of a work is decreed solely by its readers.

Wattpad is a very interesting digital environment with a huge amount of potential for schools and learning. First of all, wattpad provides the opportunity to reflect on the value of reading for young people, in a historical moment in which much is said about the death of reading. For these reasons, the main potential of the platform from educational point of view is, in our opinion that wattpad brings students closer to the world of reading and writing through purely informal channel based on peer to peer relationships. For example, the creation and experimentation of new literary genres stimulates reflection on traditional genres and on ability to transform them or put the to the test.

Another interesting aspect is the so-called “wattpad challenge” , where young writers are sometimes tagged by other wattpad users. Occasionally they

consist of answering a series of questions at other times the challenge is to write chapters using a specific number of words. Challanges have well-defined, routinely set rules.

4.1 How to Use Wattpad

1. Create an account

All you are required to have is an email, facebook account, google plus account or instagram account. If you are using email, you will also need to create username and password.

2. Verify your account

Shortly after signing up for wattpad, you'll receive verification email. Once you find the email, open the link embedded in the email. This will verify your account.

3. Update your profile

After creating an account you'll be asked to fill out some basic information for your profile. If you linked your facebook, google account, or instagram, then your profile will automatically fill your picture. Upload a picture if you want to if you didn't link a social network.

4. Navigate through the desktop site.

The top menu bar has discover (find stories, and you can research specifically), create (write and share stories) and community (clubs, awards, writing, contests, writers, and etc). along with these a button with your profile picture and your username. Once that is clicked, it will have a drop down with

profile, inbox (a messaging system, like texting), notifications (updates stories you read, comments on your profile and works, followers and following, etc), works (your stories, shared, unshared, library (stories you read), invite friends, language, help, settings (username, password, email, profile picture, background picture) and finally, logout.

5. Navigate through the mobile app

Once you login to wattpad, it will instantly take you to your library, showing all of the stories you're reading. If you tap the small "w" in the top left corner, it has a drop down menu. In this is your name and profile picture (leading you to your profile), a bell icon (for notifications), a letter icon (for inbox), library (where you should be), discover, reading lists (you can create these, its basically like making miniature, organized libraries), news feed (like community), create, invite friends and settings.

6. Find stories to read

Go into discover, which is the eye looking icon. Then go into search (the magnifying glass icon). Write in the name of a story, or any keywords, example romance, action, fanfiction, etc. discovering stories on wattpad relies on tags and keywords.

7. Look at the story's details

Once you find a title or book cover that looks interesting to you, read a blurb to see if its completed or on going, and how many chapters/parts there are.

8. Claim a title

If you have decided you want to read it, then click on the orange button that says ‘READ’ , or click on the other orange button next to it with a plus sign on it (+). Once you have clicked read, it will give you options to either add the title to your library or a reading list. Click on one, and the story will be added.

9. Use the library

If you have added it to library, then you go to your library, which is the one with the icon of a stack of three books. You will see the story cover when you go into it. Click on the cover, and it will take you straight to the first part.

4.2 Genres and Example Story on Wattpad

Genre means a type of art, literature, or music characterized by a specific form, content, and style. There are about 18 genres on wattpad, they are: Romance, Science Fiction, Fantasy, Mystery/Suspense, Humour, Paranormal, Horror, Adventure, Thriller, Historical Fiction, Teen Fictions, Fan Fiction, Poetry, Short Story, Vampire, Werewolf, Non Teen Fiction, Spiritual.

On this research the researcher only took one genre, the genre was fantasy . Fantasy stories mean These stories are usually set in a world of magic,and contain fantasy creatures such as centaurs, goblins, dragon,etc. With this genre and the scifi genre, it takes a lot of imagination to write.

Table 2.2
Example of Fantasy Story :

How It Comes That Roses Have Thorns
This is all happened a very long time ago. It was in the time where roses didn't have thorns yet, and where all the flowers still lived together in one small garden. You see, the rose was the most beautiful of all the flowers. All the other flowers agreed on that. They also agreed that the thorn bush was the ugliest flower in the garden. She wasn't even a real flower, they said. Just a bunch of ugly thorns. So everytime the thorn bush asked to join them, the rose and the other flowers said no. "why not?" asked the thorn bush then. "because you are ugly," said the rose. All the other flowers laughed at the thorn bush and then continued talking about their petals and their leaves. So the thorn bush shrank back and wished she had petals and leaves too, just like the other flowers. But all she had were big and ugly thorns. Then suddenly two large feet entered the garden. The feet were not so very large, but to the flowers they seemed large enough. Those feet belonged to a girl. "watch out!" called the flowers and they tried to get away. But they were flowers so they could not move very far. The girl bent down to look at all the flowers and she decided that the rose was the most beautiful. So she reached for the rose. The rose slapped her leaves against the girl's hand, but of course they were only leaves and they didn't hurt the girl. The rose's stem broke and the girl walked away with the rose's beautiful petals. The rose cried, because now she only had her stem and leaves left. Her beautiful petals were gone. She went to the other flowers for comfort, but they shooed her away. "you have no petals," they said. "you are no flower anymore." "but I am!" cried the rose. The tulip pushed the rose away and shows off her own petals. "No, you are not," said the tulip, "and since you are no flower anymore, that means I am the most beautiful flower now." All the other flowers nodded and agreed, and continued talking about their petals and their leaves. So the rose started crying again. Then the thorn bush came a bit closer and said, "don't worry rose, they will grow back." The rose looked up at the thorn bush and sniffed. "are you sure?"

she asked.
"yes," said the thorn bush, "and if you want, I'll protect you the next time they try to pick your petals."
"would you really do that?" asked the rose.
"of course," said the thorn bush.
And the rose's petals did grow back, just as the thorn bush said, then the rose and thorn bush were always together. So the next time a girl came to pick the rose's petals, she was pricked by a large thorn. She didn't pick the rose, thanks to the thorn bush, but she did pick the tulip. The tulip was, after all the most beautiful flower next to rose.
And so it comes that roses have thorns, and that flowers don't laugh at thorn bushed anymore, not even tulips.

B. Relevant Study

In this research, the researcher use previous of research finding below :

1. This study was conducted by Tri Meida Nurqomariyah (2015:7), her study entitled "The Effectiveness of Using Herringbone Technique to The Students' Reading comprehension of Tenth Grade at MA Ar Rosyaad Balong Academic" had shown that the application of the Herringbone technique could improve students reading skills. From the result that the writer's analysis shows that there is significant influence of using Herringbone technique to the tenth grade students of MA Ar Rosyaad Balong. Herringbone technique give a better result in students' reading comprehension.
2. The previous study from Choirin Tria Kartika (2015), the study entitled "Improving the Students' Reading Comprehension Through Herringbone Technique (A Classroom Action Research of Second Grade of SMP N 1 Bergas, Central Java) had shown that the application of the herringbone technique could improve students reading ability. The result of the study showed that students reading comprehension improve significantly. The T-

calculation results shows that the T-calculation of cycle 1 is 6,73, and cycle 2 is 6,9.

C. Conceptual Framework

Reading is an activity in which a reader usually interacts with a text in a close situation. Teaching reading for comprehension is not as easy as flipping hand, it needs efforts because during the reading activity the reader is not only finding the vocabulary meanings and grammatical features, but also the having a deep comprehension for a text. In teaching reading, the teacher has to concern about the materials that are used. The topic and type of reading texts are worth considering too. The topic and reading texts should depend on who students are.

To improve the reading comprehension, there are many methods and techniques which can be applied. One of the method is Herringbone Technique. Herringbone technique is a technique that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton in which the students write the main idea across the backbone of the fish diagram.

In conclusion, applying the Herringbone technique is a good technique to improve students reading ability, herringbone technique helps the students to think quickly, accurately, and creatively.

D. Hypothesis

The hypothesis of this research, as follows:

1. Ha : There is a important effect of using Herringbone technique to improve students reading ability.
2. Ho : There is no important effect of using Herringbone technique to improve students reading ability.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

The researcher was conducted the research in SMA Yayasan Pendidikan Harapan Mekar. It is located in Jl. Marelan Raya No.77 Medan Marelan.

B. Subject of the Research

The subject of this research was eleventh grade students of SMA Yayasan Pendidikan Harapan Mekar academic year 2019/2020. It was took XI IPS students which consisted of 31 students as the subject of the research. Because based on researcher's observation, this class had low score in English subject especially in reading English text. So the researcher want to help the students by applied reading technique to make the students more understand in reading English text.

C. Research Design

The research was conducted by using Classroom Action Research (CAR). Classroom action research (CAR) is systematic inquiry with the goal of informing practice in particular situation (Angelo and Cross, 1993:1). It means that classroom action research is a way for instructors or teacher to discover what works best in their own classroom situation, thus allowing informed decision about teaching.

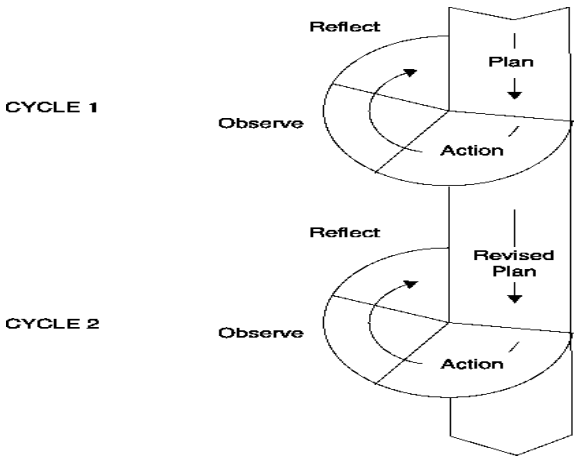
The researcher of this study focused on improving students reading ability by using Herringbone technique. The researcher choosing this school because the students there were lacking of vocabulary, hardly understand the words, and less interest to English subject.

In action research, there are some process. Action research typically involves four broad phases in a cycle of research. The four phases in cycle are: (1) Planning (2) Action (3) Observation (4) Reflection. This research will be divided into two stages. They are cycle 1 and cycle 2.

D. Research Procedure

There are two cycles of the research with evaluation on the end of each cycle, there are four stages of each cycle, as follow:

Chart 3.1
Classroom Action Research Model



Source: The cycle of CAR adapted from Kemmis and McTaggart (Arikunto, 2010)

(1) Cycle 1

The procedure of cycle 1, as follow:

a. Planning

The teacher made some plans to implement the strategy that have been prepared.

1) Preparing a lesson plan.

2) Preparing a teaching material.

3) Preparing the narrative text that related to the subject.

4) Preparing the test.

5) Preparing observation check list.

6) Preparing students attendance list.

b. Action

The teacher began the teaching and learning process according to the lesson plan. The teacher applied Herringbone technique. This action was held to know the improvement of students' reading skill. The procedure of cycle 1 are explained as follows:

1. Pre – Activity

a) The teacher was greet the students.

b) The teacher checked students attendance.

c) The teacher motivating the students how to make students easy to learn English especially in reading.

2. Main activity

a) The students were work in pair.

b) The teacher introduce and also explain to the students about wattpad application, and asked the students to download this application on their phone.

c) The teacher explain to the students what is Narrative text.

d) The teacher give one example of Narrative text by using wattpad application.

e) The teacher constructs a visual diagram of the Herringbone

f) The teacher shows the visual diagram of Herringbone technique and explains the steps of using it to students.

g) The teacher tell the student to write the answer on the diagram. The questions consists of WH-questions.

h) The student reads to find the answer and write the answer on the diagram.

i) After the information is written, the teacher shows the student how each answer fits into a slot in a main idea sentence.

j) The students write a main idea, using the information from Herringbone diagram.

3. Post activity

a) The diagram becomes a tool for story discussion.

b) The teacher collected student's answer sheets.

c) The teacher close the teaching and learning activity.

c. Observing

The researcher observe the teaching and learning process before, during, and after the treatments. The observation technique also provided field note data about the whole condition during the research.

d. Reflecting

In this section, the researcher evaluate the effect of the action and identify the weaknesses during the learning and teaching process in order to be improved in the next actions. Considering the reflection point in the end of Cycle 1, the researcher decided to conduct Cycle 2.

(2) Cycle 2

Based on reflection in cycle, the researcher decided to continue to cycle 2 to make students more understand and to improve their reading skill. The steps was similar like cycle 1.

a. Planning

The teacher did some preparation like make revising about lesson plan and the new teacher performance to make students more interest in teaching and learning english.

b. Action

The teacher in the class taught by using the new lesson plan. During the teaching learning process, the researcher observed the students activities.

c. Observing

The researcher observes the activities of the students in learning activity. Besides using observation sheets, the researcher took a photograph during learning process as the documentation. The researcher gave the same test but with a different theme to the students to know that they can increase their reading skill by using herringbone technique.

d. Reflecting

The reflection was done after teaching learning process. The teacher checked the test and the class observation. This stage was done to see the weakness and the strengths in each cycle.

E. Instrument of Research

The researcher used three instruments, they are observation sheet, test and diary notes.

1. Observation sheet

Observation sheet used to observe all activities that happened during the teaching learning process. The activities were included teacher and students activities.

2. Test

Test is sequence of practice which will be used measure skills, intelligence, ability and attitude own by individual or group. The instrument of test is reading test. Test was took from multiple choice and the students should answer the questions to find out the main idea of narrative text.

3. Diary notes

Diary notes is essentially private document where the researcher could tell everything that occurs in the class. Diary notes are used to know all student's activities, difficulties, interest during the teaching and learning process.

F. Technique of Collecting Data

The data collection technique in this research was done through the following ways:

1. Pre-test

Pretest was a test given before the treatment. So pretest was done before treatment process to know the students' score before giving a treatment, the test is about reading narrative text.

2. Treatment

The treatment was given to the students by using Herringbone technique, and it was in cycle 1 and cycle 2.

3. Post-test

Post-test was held after all treatments were conducted. The test items in the post-test same in pre-test but with a different theme of narrative text. The posttest is done to see final score and to know the different of the students' score before get the treatment and after they get the treatment, with the standart minimum score (KKM) is 75. The test was reading Narrative text and then the researcher gave them WH questions.

G. Technique of Analyzing Data

In this research, the researcher was applied qualitative and quantitative data. Qualitative data was used to describe the situation during the teaching and learning process.

Quantitative Research was used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. To analyze the quantitative data, the result scores of the pre-test before the research was done will be compared with the data of the post-test after the research. Then the data will be analyzed whether their reading results will reached the minimum standart or not, and having improvement or not. From the comparisons, the researcher makes the conclusions in the form of descriptions whether the students' ability in reading will be improved by the use of herringbone technique or not.

The researcher was applied the formula to know the mean of students' score for each cycle, the formula is:

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

Where:

X = The mean of the students' score

∑x = The total score

N = Number of the students

Next, to categories the number of the students who passed the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \text{ x } 100\%$$

Where:

P: The percentage of those who getting score

R: The number of students' getting score

T: The total number of the students'

The qualitative data analyze by applied a category as propose by Arikunto. The value of students' motivation in learning analyze by applied a formula as follows:

$$P = \frac{R}{SM} \times 100\%$$

Where:

P: The percentage

R: The number of activity indicators performed by the students'

SM: The total number of activity indicators

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This research concerned in quantitative and qualitative data. Quantitative data was got from the students' score in reading comprehension test of Narrative text and the qualitative data was got from the observation sheet. This research was conducted in one class and it was consisted of 31 students. This research consists of two cycles, they are cycle 1 and cycle 2 which had four stages: planning, action, observation,and reflection.

Before conducted the post-test in cycle 1, the pretest had given by the teacher. The data showed if it was needed to conducted the next cycle, so that continued to the cycle 2.

B. Data Analysis

1. Quantitative

The quantitative data was taken from students score in test item. The test was given in pre-test, post-test in cycle 1, and post-test in cycle 2.

1.1. Pre-Test

Pre-test was given before running to the treatment in cycle 1. The students make a group consist 2 students in 1 group. Then, read the narrative text and

answer the question who given by the teacher. And the point of pre-test can be seen below:

Table 4.1
Student's score in Pre-test

No	Student's Name	Total Score
1	AA	50
2	AP	50
3	AP	40
4	AS	50
5	BUP	80
6	DPS	40
7	DA	60
8	DF	50
9	DN	40
10	DN	50
11	GR	30
12	HAP	50
13	ISP	60
14	IW	60
15	KA	50
16	LR	40
17	NF	40
18	PR	40
19	R	50
20	SW	60
21	SP	60
22	SS	50
23	SAK	50
24	S	30
25	SP	50
26	WN	60
27	W	60
28	ZA	20
29	MA	20
30	FO	60
31	RS	60
Total Score		**1510**

Mean	**48,70**

From the table of pre-test, the total score of students was 1510 and the number students who took the test was 31 students, so the students' mean was:

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

Where:

X = the mean of the students

$\sum$x = the total score x

N = the number of students

In pre-test, the total score of the students were 1510 and the number of the students were 31, so the mean was X= $\frac{1510}{31}$ = 48.70

From the analysis above, students' ability in reading narrative text was low. The students' mean was 48.70 tp get know the number of students who were pass the test successfully, the researcher applied the following formula:

$$P=\frac{R}{T}x100\%$$

Where:

P = the percentage of those who getting score

R = the number os students' getting score

T = the total number of students

The students that got up to 75 point in pre test was 1 student, so the formula:

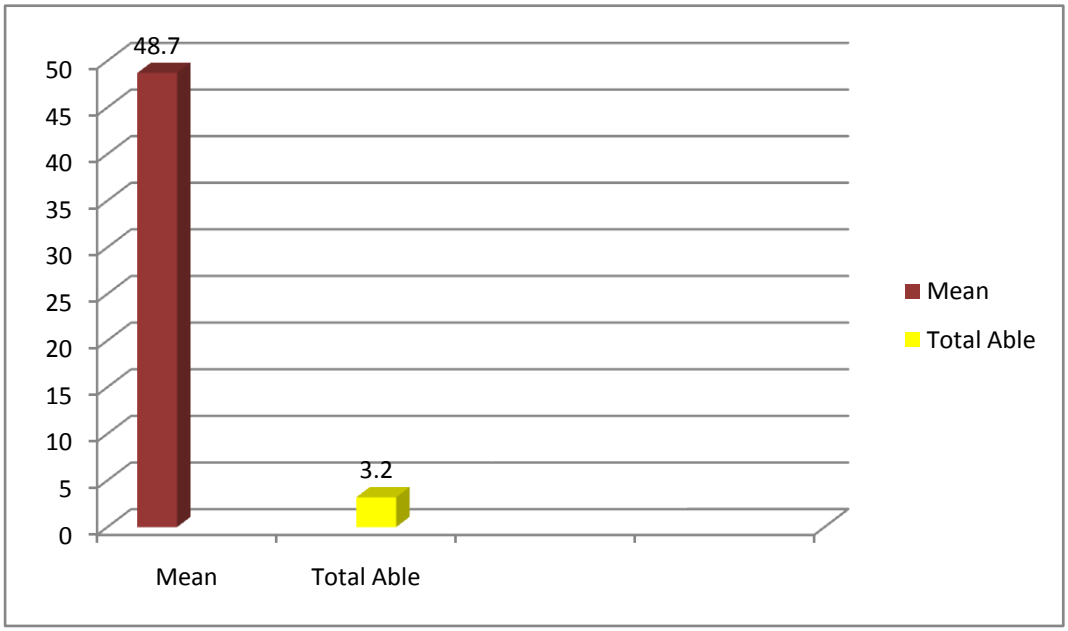
$$P=\frac{1}{31}x\ 100\% = 3.22$$

The number of the students who passed the test in pretest was 3,22 (3,2%).

From the explanation above, the students' reading ability in narrative text was classified very low when conducting action research in pre-test. So, post-test was continued in cycle 1. In the post-test 1 of the first cycle, the analysis can be seen below:

Chart of students score in pre-test shown below:

Chart 4.1
Students' Score in Pre-Test



1.2. Cycle 1

a. Planning

Based on the result of pre-test, the researcher continued to conduct the cycle 1. The teacher prepared everything needed for the first cycle such as (a) lesson plan, in order to control the teaching learning process (b) materials, the teacher

prepared narrative text (c) teaching aid, the researcher prepared some instrument, such as questions paper, diagram of herringbone for student's answer sheet, mobile phone to looking for the text in wattpad application (d) sheets of classroom observation.

b. Action

Before applied the method, the researcher introduce herself in front of the class and tried to catch students' attention. After that, the teacher gave an explanation about narrative text and asked their knowledge about this topic, some of them have known about narrative text and some of them look so confused about this topic. Then, the teacher introduced them about wattpad application, some of the students also have known about this application . they asked the researcher how to download this application. The teacher told them that in this application there is a lot of narrative text they can find and the researcher took some of the text by using this application.

The teacher show the text, gave the questions and sheets of the herringbone diagram. The teacher divided the sheets and walked along doing the test. The students still often aksed vocabulary to the teacher because not all of the students bring their dictionary. After the students had finished their test, the teacher collected their paper.

c. Observing and Evaluation

1. Student's Score

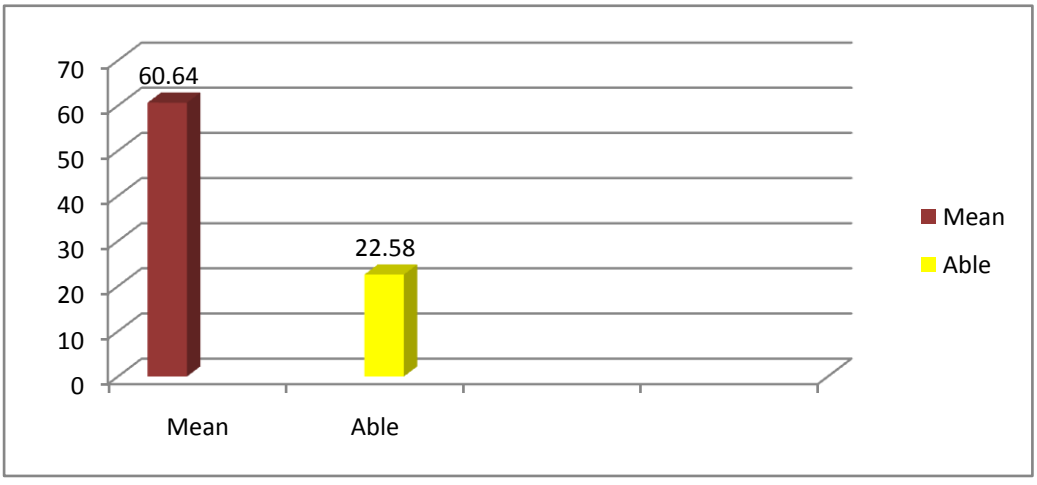
The quantitative data was taken from the student's score in reading narrative Text as a individual. With the ideal score of 100, the mean score was 60.64, with details of values as follows: the lowest score in cycle 1 was 40 that owned by ZA and MA, the highest score was 90 that owned by BUP. The percentage of the students who got score more than 75 point in cycle 1 was 22.58%.

Table 4.2

The Data of students' who passed Standard Minimum Score (KKM)

No	Criteria	Score	Total	%	Mean
1	Passed KKM	75-100	7	22.58%.	**60.64**
2	Failed	0-74	24	77.42%	
Total			31	100%	

Chart 4.2
Student's Score in Cycle 1



2. Observation of Student's Activity

Students' activity was observed after the first cycle based on the criteria of excellent, good, fair, and less can be seen in the following table:

Table 4.3
Score of Students' Activity in the Learning Process of Cycle 1

No	Aspects of Observation	Score
1	Interest	56.45%
2	Attention	62.90%
3	Participation	58.87%
4	Presentation	53.22%
Means		71.75%

The data above shows that the student's learning using Herringbone Technique in reading narrative text reached at 56.45% of interest, 62.30% of attention, 58.87% of participation, and 53.22% of presentation. The data showed that student's attention in learning was a highest level compared the other. Because when the teacher asked for their attention they gave the teacher attention for a while.

The second highest value was participation, because when the teacher asked them about the narrative text or about wattpad application, they were very enthuastic to answer the questions from the researcher. And the lowest score was presentation, when they did the presentation they still confused about what should they did in presentation and some of the students still shy.

The means level of students' activity in teaching learning in the first cycle was 71.75%.

3. Observation of Teacher Activitiy's

The results of the observation on teacher's activity in the learning process with the implementation of Heringbone technique to teaching reading of narrative text outlined in the table could be seen in (Appendix VI).

d. Reflection

Based on the observation of the cycle 1, the researcher had to reflect the weakness that happened in the learning process to maximize the students' comprehension in reading:

1. The teacher need to ask the students to bring dictionary to help the students vocabulary difficulties.
2. Some of the students only answer the questions without reading the text carefully.
3. Student's score in cycle 1 still low, with the means value only 22,58%.

Based on the result of the first cycle, it was still required to continue into second cycle because the result showed their achievement in reading was still poor. Some of the students were still incorrect in answering the multiple choice test.

3.1. Cycle 2

a. Planning

The plan was arranged before doing the research. First, the teacher prepared lesson plan which apply Herringbone technique. And prepared the researcher

instrument which used in teaching English through the implementation of Herringbone technique, they were observation sheet and multiple choice tests. After instruments completed in learning process, the researcher also prepared herself to observe the situation in the classroom while teaching and learning process was happened. Implementation of the second cycle were substantial similar to the execution of the first cycle.

b. Action

In this action, the teacher explained about learning reading with herringbone technique. At first the students still confused, but after the teacher explain more about the material and the technique so the students more understand. Then, the teacher also gave an explanation about wattpad application to the students. The teacher gave a multiple choice test to the students which narrative text was taken from wattpad application. The teacher always had been the facilitator to help them if they need the teacher's help. In this cycle the students did not get many difficulties and the students did the test well.

c. Observing and Evaluating

1. Student's Score

The quantitative data was taken from the student's score in reading narrative Text as a individual. With the ideal score of 100, the mean score was 87.09, with details of values as follows: the lowest score in cycle 2 was 60 that owned by ZA and MA, the highest score was 100 that owned by AP, AP, BUP, DA, HAP, SW,

SP, FO, and RS. The percentage of the students who got score more than 75 point in cycle 1 was 93.54%.

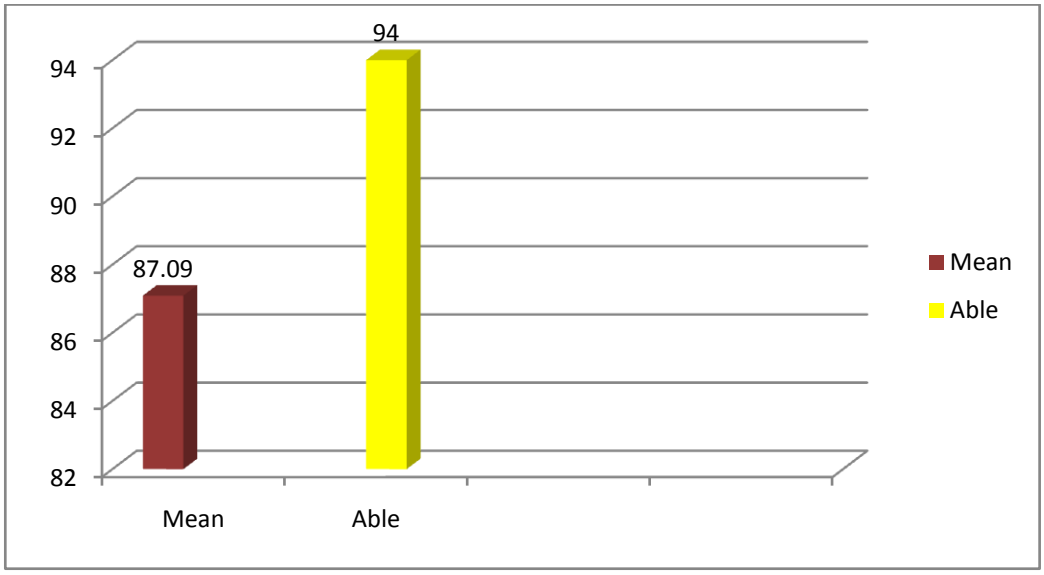
Table 4.4

The Data of students' who passed Standard Minimum Score (KKM)

No	Criteria	Score	Total	%	Mean
1	Passed KKM	75-100	29	93.54%	87.09
2	Failed	0-74	2	6.46%	
Total			31	100%	

Chart of students score in post-test shown below:

Chart 4.3
Student's Score in Cyle 2



2. Observation of Student's Activity

Students' activity was observed after the second cycle based on the criteria of excellent, good, fair, and less can be seen in the following table:

Table 4.5
Score of Students' Activity in the Learning Process of Cycle 2

No	Aspects of Observation	Score
1	Interest	70.96%
2	Attention	71.77%
3	Participation	75.80%
4	Presentation	72.58%
Means		90.25%

The data above shows that the student's learning using Herringbone Technique in reading narrative text reached at 70.96% of interest, 71.77% of attention, 75.80% of participation, and 72.58% of presentation. From the cycle 1 to cycle 2 we can see there are some improvement from the data above. In the cycle 2, the data showed that student's participation in learning was a highest level compared the other. Because when the teacher asked them to looking for some vocabularies in dictionary they were really enthusiastic to do that and also in this cycle all of the students almost doing their work.

The second highest value was presentation, because when the teacher asked them to presented their task, they look more confident than when they did in the first cycle. This is evident from the means score of student's activity between the first cycle, 71.75% and second cycle 90.25%, with a margin of 18.5% comparative figures.

4. Observation of Teacher Activitiy's

The results of the observation on teacher's activity in the learning process with the implementation of Heringbone technique to teaching reading of narrative text outlined in the table could be seen in (Appendix VII).

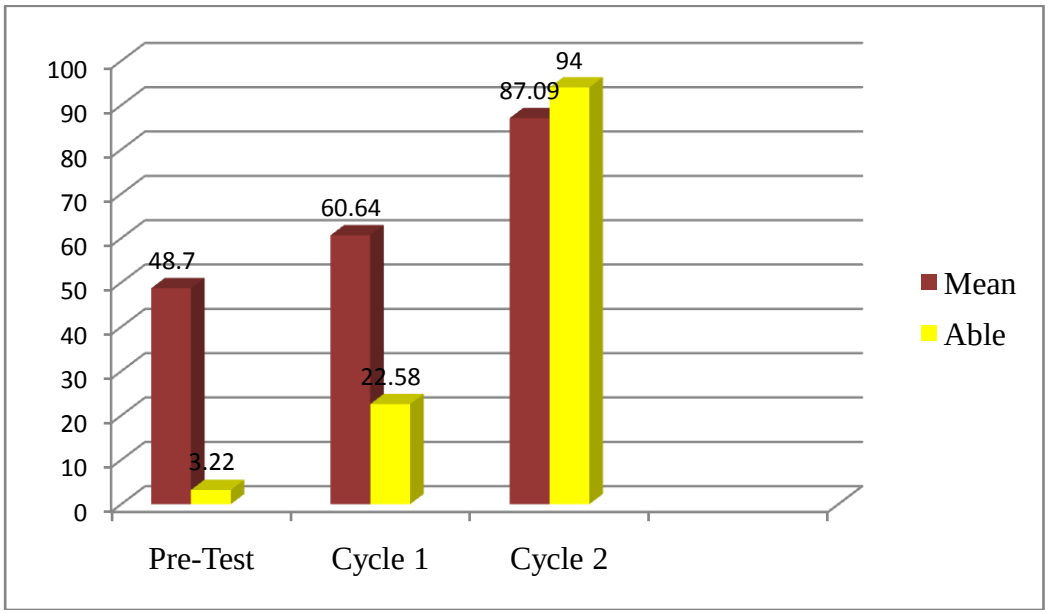
d. Reflecting

In this cycle, the researcher conclude that Herringbone technique was successful in improving the reading comprehension. This condition can be seen from the increased activity of student's mean score 60.64 in the first cycle to 87.09 in the second cycle.

The different student's score in learning material looked significantly based on the data of the means value of the results in the second cycle evaluation was 60.64 in the first cycle, with the students who got score more than 75 point was 22.58%, in the second cycle was 87.09 with the students who got score more than 75 point was 94% success.

They were great in answering the questions, it means that they really comprehended the passage so they could answer the question easily. The Improvement of Student's Score in Cycle 1 and Cycle 2 shown on chart below:

Chart 4.4
The Improvement of Student's Score in Pre-Test, Cycle 1 and Cycle 2



C. Research Finding

Based on the data analysis, the improvement of the students' reading ability is significant from the cycle 1 to the cycle 2. The difference among whole results is great. It is mean that the treatment, reading ability by Herringbone technique can improve the students' reading ability.

It could be seen from the quantitative data. The mean score in cycle 1 was 60.64, the mean score in cycle 2 was 87.09. The students who got score more than 75 point in cycle 1 were 7 students and the students who got score more than 75 in cycle 2 were 29 students.

The percentage of the students who got score more than 75 in cycle 1 was 22.58% and the percentage of the students who got score more than 75 in cycle 2 was 94%.

It could also seen from the qualitative data that was observation sheet. The means score of the student's activity between the first cycle was 71.75% and the second cycle was 90.25%. It could be concluded that in the process of teaching and learning, the students had showed good improvement. The qualitative data were taken from observation sheet also showed that the teacher good in learning activity.

From the data above, it can be seen that using Herringbone technique can improve students' reading ability in narrative text. Moreover, the result of test in cycle 1 and cycle 2 is increased.

It means that the Herringbone technique becomes one of the technique to enrich reading ability of the students. Herringbone makes the students fun to make a note of herringbone diagram. The researcher concludes that using Herringbone technique in teaching reading can improve students' reading ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research of reading ability to improve students' reading ability through Herringbone technique, the research can conclude based on the findings discussed in the previous chapter that:

1. There was improvement of students' reading ability by applying Herringbone technique. It means that Herringbone technique was a good way for teaching reading.
2. The students' achievement of reading ability can be improved by "herringbone" technique in teaching learning process. It can be proved by the score of pre-test and post-test. The score of post test are greater than pre-test. The cycle 1 show that the means score level of students was 60.64, and the cycle 2 was 87.09. The students who got score more than 75 point in cycle 1 were 7 students and the students who got score more than 75 poit in cycle 2 were 29 students. The percentage of the students who got score 75 or more than 75 in cycle 1 was 22.58% and the percentage of the students who got score more than 75 in cycle 2 was 94%.
3. The improvement of students' learning activity could be shown from qualitative data in observation sheet. In cycle 1, students learning activity got mean 71.75%. In the cycle 2, Herringbone technique improve student's

learning activity have shown a very good development with the means percentage of 90.25%

B. Suggestions

Having known the findings of the research, the researcher gives suggestions as follows:

1. To the teacher, it was better if the teacher use Herringbone to teach reading. This technique can make the students keep in mind what they read and they can understand the text with easily.
2. To the students, the students should be obligated to bring dictionary in every English class, the students need to have a big spirit and study harder, the students also should read more.
3. To other researchers, this research could be as the reference to teach other subject, Herringbone technique is an easy technique to apply.

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Appendix I

LESSON PLAN

School : SMA HARAPAN MEKAR

Grade/ Semester : XI/ I

Subject : English

Topic : Narrative Text

Time Allocation : 2 x 45 minutes/ meeting

I. Core Competence

KI 1: Living and practicing religious teachings which is embraced.

KI 2 : Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.

K1 4: Processing, reasoning and chanting in the realm of concrete and abstract spheres is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules.

II. Basic Competence and Indicator

NO	BASIC COMPETENCE	INDICATOR
1	Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	
2	Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.	Shows courteous and caring attitude in doing the task of learning English.
	Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with the teacher and friends.	Demonstrate honest, disciplined, and responsible attitude in doing the tasks of learning English.
	Shows the behavior of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication	Demonstrate an active attitude of inquiring and arguing in discussions and presentations.
3	Analyzing social functions, text structures, and linguistic elements in the text of Narrative Text of the stories that common heard by people, in the context of their use.	Identify characteristics of an Narrative text. Explain the text format of the Narrative Text. Explain the function of an Narrative text. Explain the linguistic element in the Narrative text.
4	Capturing the meaning in the text of Narrative text of topics that are warmly spoken of publicly	Answering questions based on the text they read. Present the information obtained in the text of the narrative text.

III. Learning Objective

1.Through group discussion activities students can show the attitude of cooperation, mutual cooperation, responsibility and honest.

2. Through observation, students can analyze the social function, text structure, and linguistic elements in the text of Narrative text of the stories that common heard by people.

3.Through group discussions, students can analyze social functions, text structures, and linguistic elements to carry out the social function of an narrative text.

4.Through group work and observation of other literary sources, students can answer the WH questions given by the teacher.

IV. Learning Material

1. Narrative Text

Narrative text is a fictional text that aims to entertain the readers such as legends, myths, fairy tales, science fictions, roman novels and historical fiction. Generally, narrative text uses past tense to tell the story.

2. Generic Structure of Narrative Text

   a. Orientation

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story.

b. Complication

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the character is prevented to reach his or her wants. It is in the middle of the story.

c. Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.

d. Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers.

3. Language Features of Narrative Text

a. Using part action verb
b. Using specific noun as pronoun of person, animal of the story
c. Using adjectives which are for noun phrase
d. Using time connectives and conjunctions to arrange the events
e. Using dialogue to elicit an emotional response from the reader

f. Using past tense

g. Using of variety of simple, compound, and complex sentences

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.
Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

VI. Teaching Method

Approach : Communicative Learning

Method : Direct Method

Learning Model : Herringbone Technique

VII. Media, Tools and Learning Resource

1. Media : Test sheets, mobile phone

2. Tools : Marker, Whiteboard, Mobile Phone

3. Learning Resource :

a. Text : in wattpad Application

VIII. Learning Activity

No	Learning Activity		Time Allocation
	Teacher's Activity	**Students' Activity**	
1	**Preliminary** **Orientation** - Teacher starts the learning by greeting, prayer and checking student attendance. - The teacher focuses the student's attention on the material to be learned. **Apperception** - Teacher gives the students early perception about the material that will be taught **Motivation** - The teacher provides an overview of the benefits of learning the material to be taught - Teacher provides encouragement or motivation that can arouse learners' learning interests. **Reference** - Teacher gives science study to be studied. - Teacher explains the subject matter and description of the subject matter in outline - Teacher explains the method of learning - Teacher explains the mechanism of implementation of the learning experience (in accordance with the plan of learning steps) - Teacher delivers KD and learning objectives	- Students respond the teacher to greeting and pray - Students focus on their attention to the material that will be taught. - Students listen and pay attention to the teacher about material perception that will be taught. - Students listen and prepare the material that will be taught. -Students have the spirit and motivation to learn about the material that will be taught. - Students record the study of science that will be taught. - Students listen and record teacher explanation. - Students discuss the method to be used. - Students follow the teacher's instructions. - Students record it and understand it	10 Minutes
2.	**Core Activity**		

No	Learning Activity		Time Allocation
	Teacher's Activity	**Students' Activity**	
	Phase 1 **-** Teacher introduce the students about Wattpad application, how to use, and the advantage and disadvantage of the application.	-Students pay attention toward teacher's explanation	30 Minutes
	- Teacher explains Narrative text to the students	- Students pay attention to the teacher	
	- Teachers gives example of Narrative text by using wattpad application	- Students pay attention to the teacher and ak questions related to the generic structure and language feature	
	- Teacher explains about the generic structure and language feature of narrative text	- Students find out the generic structure and language feature of Narrative text given by teacher	
	- Teacher asks students to find out the generic structure and language feature in the text given.		
	Phase 2 **-** Teacher make a group for students, one groups consist 2 people.	- Students make a groups.	5minutes
	- Teacher gives the students a text of narrative text.	- Students accept the topic that is given	
	Phase 3 **-** Teacher asks the students to read carefully the text and answer the questions give by the teacher	- students read the text to find the answer	10 minutes
	Phase 4 - Teacher monitors the students when they are doing their tasks.	- Students write their answer on the paper.	20 minutes

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
3.	**Closing** - Teacher collects the students' work - Teacher asks the the students to make a summary based on the investigation they have made - Teacher together learners do prayers - The teacher closes the lesson to say good bye	- Students collect their work to the teacher - Students make summary based on the investigation they have made - Students pray together - Students say good bye	10 Minutes

IX. Appraisal

Assesment Technique : Reading Comprehension Text

Form Instrument : Reading a text about Narrative Text Test in Herringbone Technique.

Medan, August 2019

English Teacher Reseacher

Tuti Suryanti S.Pd Rizka Mufariza

Head Master of SMA HARAPAN MEKAR

Afizan, S.Pd

Appendix II

LESSON PLAN

School : SMA HARAPAN MEKAR

Grade/ Semester : XI/ I

Subject : English

Topic : Narrative Text

Time Allocation : 2 x 45 minutes/ meeting

I. Core Competence

KI 1: Living and practicing religious teachings which is embraced.

KI 2 : Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.

K1 4: Processing, reasoning and chanting in the realm of concrete and abstract spheres is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules.

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NO	BASIC COMPETENCE	INDICATOR
1	Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	
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	Shows the behavior of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication	Demonstrate an active attitude of inquiring and arguing in discussions and presentations.
3	Analyzing social functions, text structures, and linguistic elements in the text of Narrative Text of the stories that common heard by people, in the context of their use.	Identify characteristics of an Narrative text. Explain the text format of the Narrative Text. Explain the function of an Narrative text. Explain the linguistic element in the Narrative text.
4	Capturing the meaning in the text of Narrative text of topics that are warmly spoken of publicly	Answering questions based on the text they read. Present the information obtained in the text of the narrative text.

III. Learning Objective

1.Through group discussion activities students can show the attitude of cooperation, mutual cooperation, responsibility and honest.

2. Through observation, students can analyze the social function, text structure, and linguistic elements in the text of Narrative text of the stories that common heard by people.

3.Through group discussions, students can analyze social functions, text structures, and linguistic elements to carry out the social function of an narrative text.

4.Through group work and observation of other literary sources, students can answer the WH questions given by the teacher.

5.Through group discussion, students can understand how to determine main idea in Narrative Text.

IV. Learning Material

1. Narrative Text

Narrative text is a fictional text that aims to entertain the readers such as legends, myths, fairy tales, science fictions, roman novels and historical fiction. Generally, narrative text uses past tense to tell the story.

2. Generic Structure of Narrative Text

e. Orientation

It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story.

f. Complication

This part tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the character is prevented to reach his or her wants. It is in the middle of the story.

g. Resolution

It tells the reader (students). How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.

h. Re-orientation

It tells what the story has told or tells again the character and contains the message of moral value to the readers.

3. Language Features of Narrative Text

a. Using part action verb

b. Using specific noun as pronoun of person, animal of the story

c. Using adjectives which are for noun phrase

d. Using time connectives and conjunctions to arrange the events

e. Using dialogue to elicit an emotional response from the reader

f. Using past tense

g. Using of variety of simple, compound, and complex sentences

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

VI. Teaching Method

Approach : Communicative Learning

Method : Direct Method

Learning Model : Using Herringbone Technique

VII. Media, Tools and Learning Resource

1. Media : Test sheets, mobile phone
2. Tools : Marker, Whiteboard, Laptop/Mobile Phone
3. Learning Resource :

a. Text : in wattpad Application

VIII. Learning Activity

No	Learning Activity		Time Allocation
	Teacher's Activity	**Students' Activity**	
1	**Preliminary** **Orientation** - Teacher starts the learning by greeting, prayer and checking student attendance. - The teacher focuses the student's attention on the material to be learned. **Apperception** - Teacher gives the students early perception about the material that will be taught **Motivation** - The teacher provides an overview of the benefits of learning the material to be taught - Teacher provides encouragement or motivation that can arouse learners' learning interests. **Reference** - Teacher gives science study to be studied. - Teacher explains the subject matter and description of the subject matter in outline - Teacher explains the method of learning - Teacher explains the mechanism of implementation of the learning experience (in accordance with the plan of	- Students respond the teacher to greeting and pray - Students focus on their attention to the material that will be taught. - Students listen and pay attention to the teacher about material perception that will be taught. - Students listen and prepare the material that will be taught. -Students have the spirit and motivation to learn about the material that will be taught. - Students record the study of science that will be taught. - Students listen and record teacher explanation. - Students discuss the method to be used. - Students follow the teacher's instructions.	10 Minutes

No	Learning Activity		Time Allocation
	Teacher's Activity	**Students' Activity**	
	learning steps) - Teacher delivers KD and learning objectives	- Students record it and understand it	
2.	**Core Activity** **Phase 1** - Teacher introduce to the students about wattpad application,how to use, the advantage and disadvantage - Teacher explains Narrative text to the students - Teachers gives example of Narrative text by using wattpad application - Teacher explains about the generic structure and language feature of narrative text - Teacher asks students to find out the generic structure and language feature in the text given, the teacher will give a plus grade for the student who want answer the questions. **Phase 2** - Teacher explains about Herringbone technique, the procedure of herringbone technique from the beginning until the final step of the method **Phase 3** - Teacher make a group for students, one groups consist 2 persons. - Teacher gives the students a text of narrative text. **Phase 4** - Teacher asks the students to	-Students pay attention toward teacher's explanation - Students pay attention to the teacher - Students pay attention to the teacher and ak questions related to the generic structure and language feature - Students find out the generic structure and language feature of Narrative text given by teacher - Students pay attention to the teacher explanation - Students make a groups. - Students accept the topic that is given and focus to find the translate - students read the text to	30 Minutes 10 minutes 5 minutes 10 minutes 15

No	Learning Activity		Time Allocation
	Teacher's Activity	**Students' Activity**	
	read carefully the text and answer the wh questions give by the teacher **Phase 5** - Teacher monitors the students when they are doing their tasks.	find the answer - Students write their answer on the diagram visual herringbone technique that given by the teacher.	minutes
3.	**Closing** - Teacher collects the students' work - Teacher asks the the students to make a summary based on the investigation they have made - Teacher together learners do prayers - The teacher closes the lesson to say good bye	- Students collect their work to the teacher - Students make summary based on the investigation they have made - Students pray together - Students say good bye	10 Minutes

XI. Appraisal

Assesment Technique : Reading Comprehension Text

Form Instrument : Reading a text about Narrative Text Test in Herringbone Technique.

Medan, August 2019

Teacher Class

Tuti Suryanti S.Pd

Reseacher

Rizka Mufariza

Head Master of SMA HARAPAN MEKAR

Afizan, S.Pd

Appendix III

INSTRUMENTS OF RESEARCH (PRE-TEST,CYCLE 1)

Narrative text for pre-test and cycle 1

Ali Baba and The Forty Thieves

Ali Baba was such a poor man that he had only had one shoe for his two feet. Even the mice in his house were hungry.

One day, his wife said, "We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup."

Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed a tree to sleep. He was afraid of wolves. When he woke up, he was surprised to see forty thieves on forty horses. They stopped in front of a big rock.

"Open Sesame!" shouted the leader. A door on the rock opened. The thieves carried sacks full of gold into the cave. When they had finished, the leader shouted.

"Close Sesame!" and the door closed. As soon as the thieves had disappeared Ali Baba jumped down from the tree, said, "Open Sesame" and went into the cave.

There were shelves all around the walls. The shelves were full of sacks. And the sacks were full of gold. Ali took a sack home with him. Unfortunately, one of the thieves saw Ali's footprints on the sand. He followed them to Ali's home. He took out his knife and made a cross on the door.

"Now I shall know which house it is," he said. He rode off to get the other thieves. But Ali had seen the thief. He and his wife took brooms and swept away the footprints. Then he made crosses on every door at the street. When the forty thieves arrived they had their knives between their teeth. But they couldn't find either Ali or the gold. And Ali and his wife lived happily ever after.

Read the following text and answer the questions:

1. Who is the main character of the story?
   a. Ali baba's wife
   b. Ali baba
   c. The forty thieves
   d. Ali baba and the forty thieves

2. Where did ali baba found the gold?
   a. In the forest
   b. Ali baba's home
   c. In the cave
   d. In the tree

3. Ali baba was such a poor man
   The synonym of the underlined word is?
   a. Miserable
   b. Rich
   c. Good
   d. Bad

4. How did ali and the forty thieves can opened the door on the rock?
   a. The leader of forty thieves had the key
   b. By kick the door
   c. By shouted (Open Sesame!)
   d. Opened the door with the knife

5. Which paragraph had shown that ali found the gold?
   a. 6
   b. 1
   c. 7
   d. 5

6. When did ali's wife said "we have no food in the house?"
   a. In the morning
   b. One sunny morning
   c. Yesterday
   d. One day

7. Why did ali baba and his wife swept away ali's footprint?
   a. Because one of the thieves saw ali's footprints when he took the gold
   b. They want to clean the sand
   c. The thieves asked them to do that
   d. It can made them know ali's home

8. "he rode off to get the other thieves"
   The underlined word on the seventh paragraph refers to....
   a. Ali baba
   b. The thieve
   c. Ali baba's wife
   d. Wolves

9. What can we learn from the story?
   a. Don't be a thieves
   b. We should be a lazy man if we want to live happily like ali baba
   c. Don't be a lazy man
   d. We should not be a greedy person in our life

10. What is the main idea of the text?
   a. Ali baba and the forty thieves
   b. Ali baba is a lazy man
   c. Ali baba was once a poor man who found gold and had people trying to kill him

d. The forty thieves had a gold

INSTRUMENTS OF RESEARCH (CYCLE 2)

Narrative text for cyle 2

Why Does the Cock Eat the Millipede?

Long ago the cock had a pair of beautiful horns on his head. But at that time there was a dragon who was prevented from ascending into heaven because he lacked a pair of horns. And so he offered the millipede as a guarantor, and borrowed the horns from the cock!

When the millipede came for the horns, he said to the cock: "When you want your horns back, you must call out at dawn: 'Give me back my horns!' and they will be returned to you at once. You need have no occasion to be concerned in the least."

The kind cock knew how difficult it was to ascend to heaven, so, reassured by the good security the millipede offered, he loaned his horns without hesitation, just twisting them right off his head. He also thought to himself that when the dragon returned from his visit to heaven, they could sit down and have a good conversation; he would ask the dragon to tell him how things were in heaven, and if it really was beautiful there, as he had always heard. If it was true, he might consider going there himself someday, he thought.

So, next morning at daybreak (for the dragon's visit was scheduled to be brief), the cock called out loudly: "Give me back my horns!" But, even though he repeated this demand ten times over, there was no sign at all of either the dragon or the horns. Worried, the cock promptly went off to complain to the millipede, who soothed him, saying: "If the dragon has not returned the horns this morning, then he will certainly do so tomorrow. At the very latest, the day after that. Just learn to be a little patient and your horns will soon be back on your head, just as before."

The cock did wait several days, but although he called out every morning at sunrise: "Give me back my horns!" They never did reappear. The cock was extremely annoyed at this deception and loss, as you can well imagine, therefore he ordered all the members of his family to eat millipedes on sight.

Even so, the cock has not yet given up hope of getting his horns returned. He ordered his descendants always to call out at the break of day: "Give me back my horns!" He still hopes that the dragon may hear him!

Read the following text and answer the questions:

1. When did this story happened?
   a. Long ago
   b. Today
   c. One years ago
   d. Two years ago

2. Why didn't the cock have horn on his head?
   a. Because the dragon was borrowed the horns of the cock
   b. Because the millipede want the cock's horns
   c. The cock didn't like his horns
   d. The millipede was stole it from the cock

3. Where did the dragon want to go?
   a. Into the cave
   b. Into the cloud
   c. Into the hell
   d. Into heaven

4. Who was offered as a guarantor by the dragon?
   a. The cock
   b. The dragon

c. The millipede
d. The millipede's horns

5. Which paragraph shows that the cock knew he had been lied by the millipede?
a. 6
b. 3
c. 5
d. 1

6. How did the cock get his revenge to the millipede?
a. He eat the millipedes
b. He took the millipede's horns
c. He stepped on the millipedes
d. He didn't do any revenge

7. What should the cock call out if he wants the horns back?
a. Please! I want my horns back
b. My horns, please back to me!
c. Give me my horns back!
d. What should I do to get my horns back!

8. Did the cock stop hoping to get his horns back?
a. Yes, he did
b. He didn't care anymore
c. He didn't think about it
d. No, he didn't stop hoping

9. "the kind cock knew how <u>difficult</u> to ascend to heaven"
The synonym of the underlined word is...
a. Easy
b. Hard

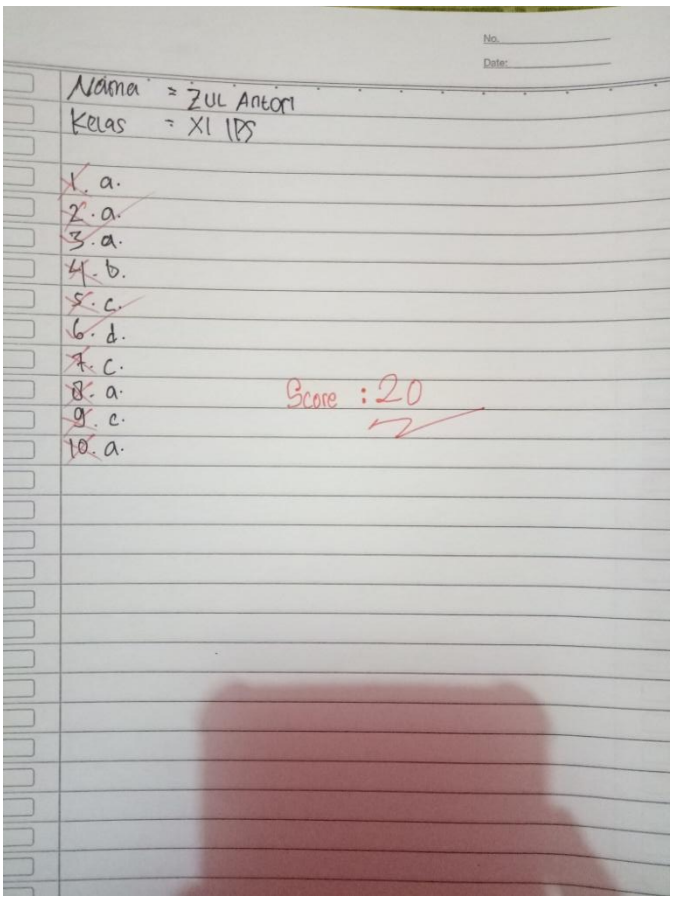
c. Heavy
d. Serious

10. What is the main idea of the text?
a. The dragon borrow the cock’s horns
b. The cock lost his horns because the millipede deceived him by saying that the dragon will return back his horns
c. Why does the cock eat the millipede?
d. The dragon offered the millipede as a guarantor.

Appendix IV

THE STUDENT'S ANSWER SHEET

PRE-TEST

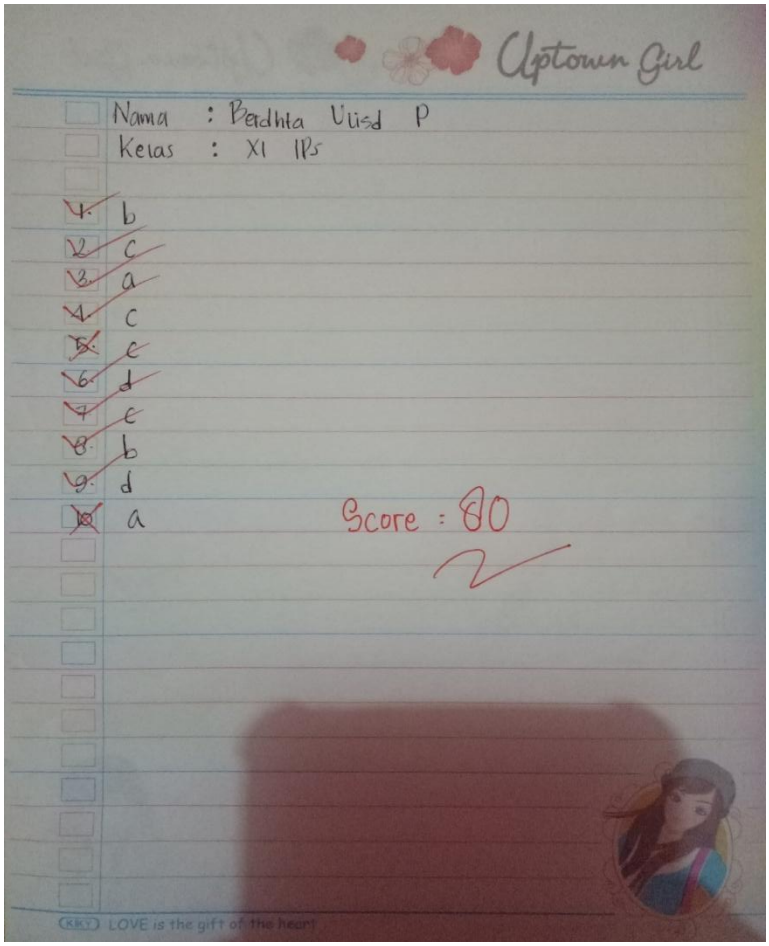


No.
Date:

Nama : Sarmila Purungan
Kelas : XI IPS

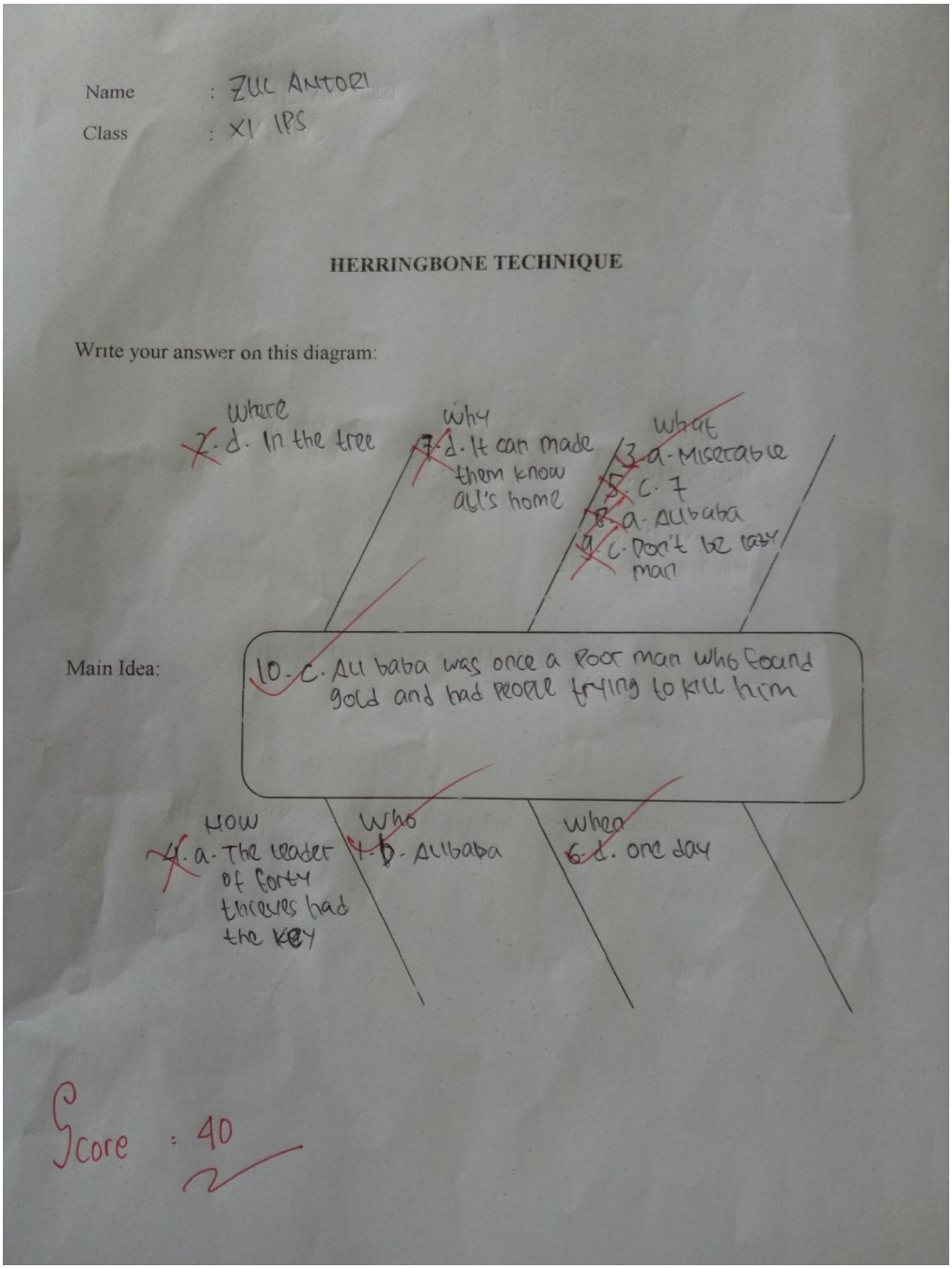
1. d
2. d
3. a
4. c
5. a
6. d
7. c
8. b
9. d
10. a

Score : 60


Uptown Girl
Nama : Bedhita Ulisd P
Kelas : XI IPS
1. b
2. c
3. a
4. c
5. e
6. d
7. e
8. b
9. d
10. a
Score : 80
LOVE is the gift of the heart

THE STUDENT'S ANSWER SHEET

POST TEST 1 (CYCLE 1)



Name : ZUL ANTORI

Class : XI IPS

HERRINGBONE TECHNIQUE

Write your answer on this diagram:

Where
2. d. In the tree

Why
7. d. It can made them know ali's home

What
3. a. Miserable
5. c. 7
8. a. Alibaba
9. c. Don't be lazy man

Main Idea:
10. c. Ali baba was once a poor man who found gold and bad people trying to kill him

How
1. a. The leader of forty thieves had the key

Who
4. b. Alibaba

When
6. d. one day

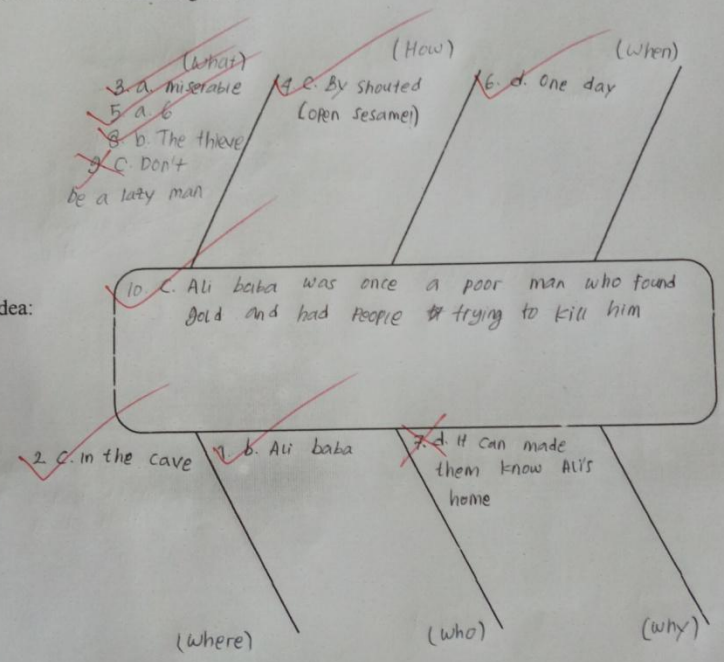
Score : 40

Name : Sarmila Purungan

Class : XI IPS

HERRINGBONE TECHNIQUE

Write your answer on this diagram:



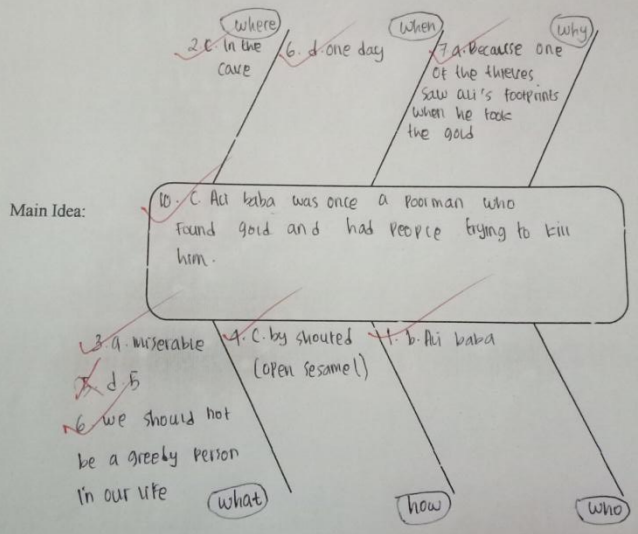
Score : 80

Name : Berdhta Ulisd P

Class : XI IPS

HERRINGBONE TECHNIQUE

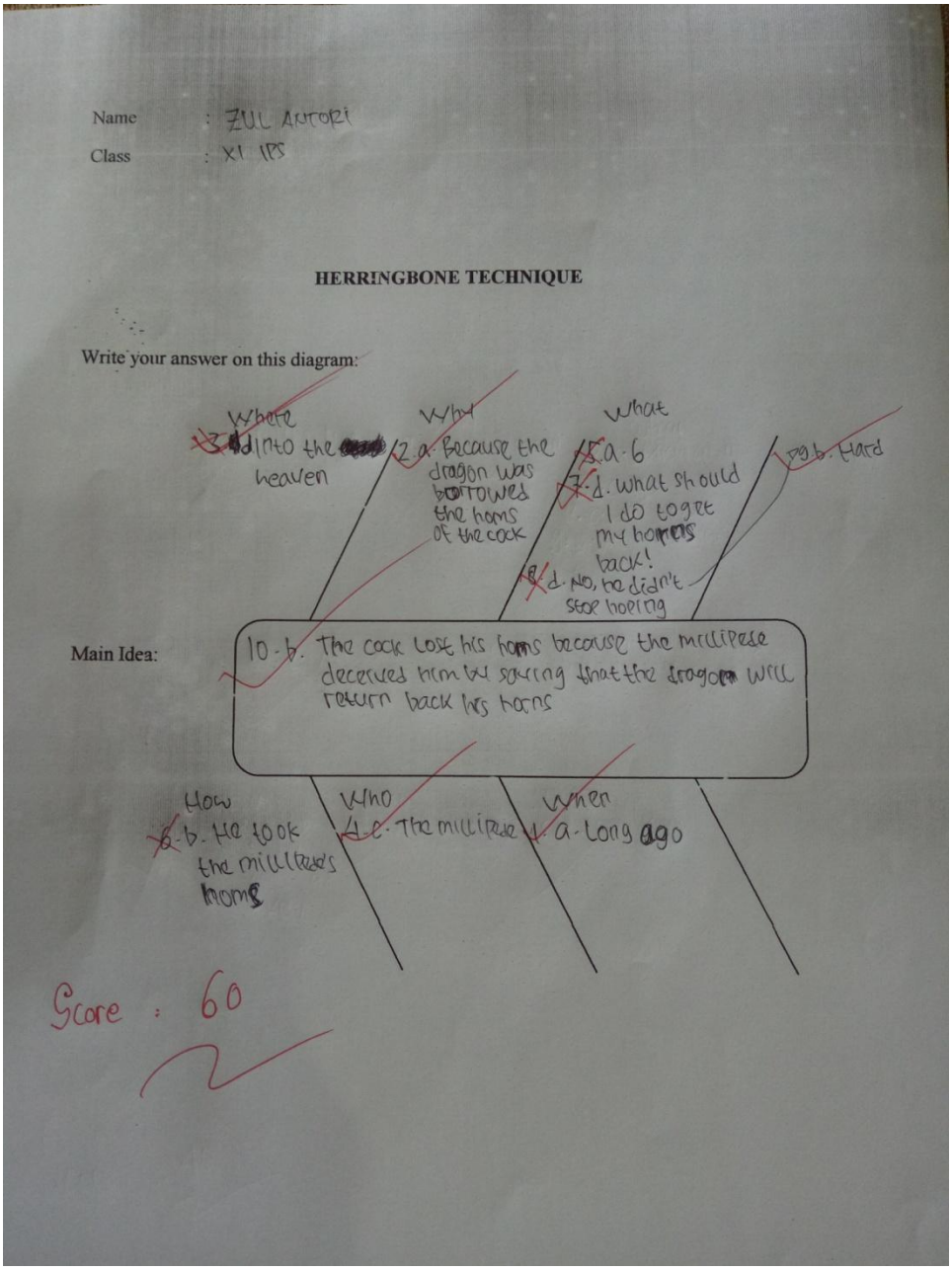
Write your answer on this diagram:



Score : 90

THE STUDENT'S ANSWER SHEET

POST TEST 2 (CYCLE 2)



Name : ZUL ANTORI

Class : XI IPS

HERRINGBONE TECHNIQUE

Write your answer on this diagram:

Where
3. d. into the heaven

Why
2. a. Because the dragon was borrowed the horns of the cock

What
5. a. 6
7. d. what should I do to get my horns back!
8. d. No, he didn't stop hoping

6. b. Hard

Main Idea:

10. b. The cock lost his horns because the millipese deceived him by saying that the dragon will return back his horns

How
6. b. He took the millipedes horns

Who
4. c. The millipese

When
1. a. Long ago

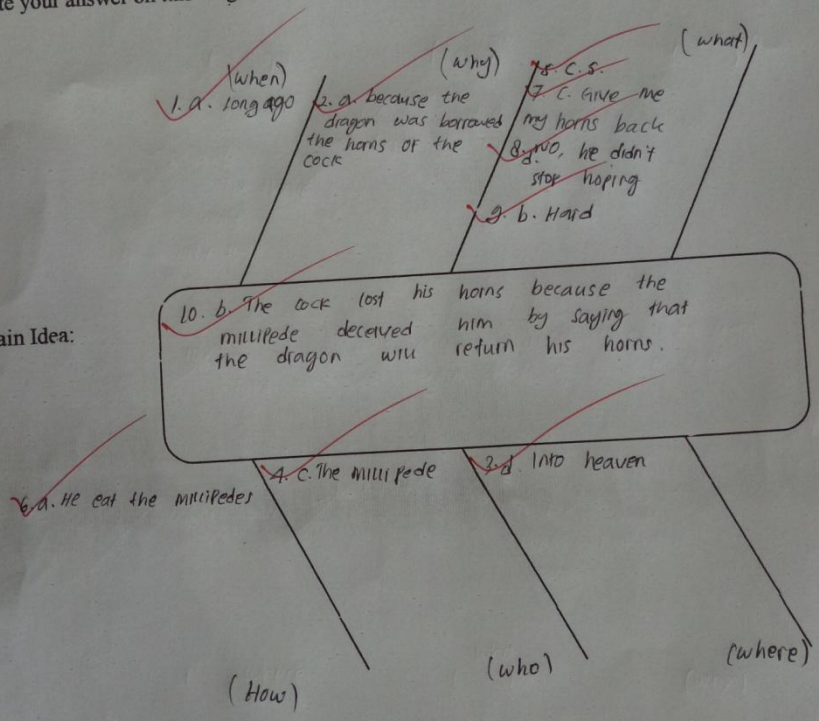
Score : 60

Name : Sarmila Pulungan

Class : XI IPS

HERRINGBONE TECHNIQUE

Write your answer on this diagram:



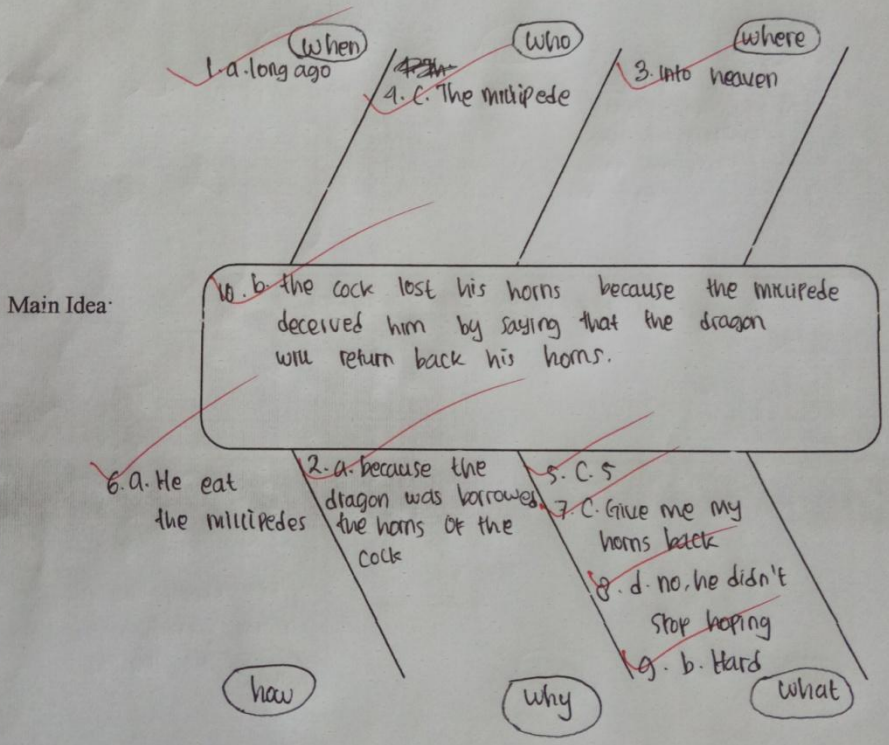
Score : 100

Name : Berdtha Ulisd P

Class : XI IPS

HERRINGBONE TECHNIQUE

Write your answer on this diagram:



Score : 100

Appendix V

List of Student's Initial Name

School : SMA Harapan Mekar

School Year : 2019-2020

Class : XI IPS

No	Student's Name	Student's Initial Name
1	Adehla Andini	AA
2	Adesyah Putri	AP
3	Aprilia Putri	AP
4	Attallah Syuja	AS
5	Berdtha Ulisd P	BUP
6	Delima Putri S	DPS
7	Dia Agustin	DA
8	Dio Fahreza	DF
9	Dika Nugraha	DN
10	Dimas Nugraha	DN
11	Gilang Ramadhan	GR
12	Hellen Ananda Putri	HAP
13	Indah Sari Pasaribu	ISP
14	Indah Wulandari	IW
15	Kurnia Agustina	KA
16	Lili Ruwana	LR
17	Nisa Febriyanti	NF
18	Putri Ramadhani	PR
19	Rahmawati	R
20	Safna Wanrianty	SW
21	Sarmila Pulungan	SP
22	Shella Safira	SS
23	Shinta Ayu Kusuma	SAK
24	Syahbaniah	S
25	Syahrina Putri	SP
26	Widia Natasia	WN
27	Winny	W
28	Zul Antori	ZA
29	Muhammad Arsyad	MA

30	Fitria Oktaviona	FO
31	Risky Suwandi	RS

Appendix VI

Observation of Teachers' Activity in Cycle 1

No.	Behavioral Types	Observation Focus	YES	NO
1	Is the teacher prepared?	1. Do they have an organized, detailed lesson plan and all materials needed?	✓	
2	Do they have knowledge of the subject matter and a purpose?	1. Can the student teacher answer students' questions? Can he/she motivate students to peak their interest in the subject matter?	✓	
3	Can the teacher control students' behavior?	1. Keep their attention	✓	
		2. Involve students in the lesson		✓
		3. Stop lesson when needed		✓
		4. Aware of individual needed		✓
		5. Provide positive reinforcement		✓
4	Does the teacher stay on topic?	1. Do they follow a logical sequence?	✓	
5	Is the teacher enthusiastic about the lesson they are teaching?	1. Are students excited shown through class participation and behavior?		✓
		2. Are the activities appropriate?	✓	
6	Does the student teacher have the ability	1. Stay on topic?	✓	
		2. Give directions?		✓

	to:	3. Reach objectives?	✓	
		4. Vary questions?		✓
		5. Involve students'	✓	
		6. Encourage participation and thinking?	✓	
		7. Summarize lesson?		✓
7	Is the teacher able to present:	1. Enthusiasm?		✓
		2. Details?	✓	
		3. Flexibility?		✓
		4. Speech and grammar?	✓	
8	Do the students respond to the teacher?	1. Do they follow directions?		✓
		2. Do they display understanding?		✓
		3. Are they respectful?	✓	
9	Does the teacher communicate effectively?	1. Provide visual	✓	
		2. Tone of voice	✓	

Appendix VII

Observation of Teachers' Activity in Cycle 2

No.	Behavioral Types	Observation Focus	YES	NO
1	Is the teacher prepared?	1. Do they have an organized, detailed lesson plan and all materials needed?	✓	
2	Do they have knowledge of the subject matter and a purpose?	1. Can the student teacher answer students' questions? Can he/she motivate students to peak their interest in the subject matter?	✓	
3	Can the teacher control students' behavior?	1. Keep their attention	✓	
		2. Involve students in the lesson	✓	
		3. Stop lesson when needed	✓	
		4. Aware of individual needed	✓	
		5. Provide positive reinforcement	✓	
4	Does the teacher stay on topic?	1. Do they follow a logical sequence?	✓	
5	Is the teacher enthusiastic about the lesson they are teaching?	1. Are students excited shown through class participation and behavior?	✓	
		2. Are the activities appropriate?	✓	
6	Does the student teacher have the ability	1. Stay on topic?	✓	
		2. Give directions?	✓	

	to:	3. Reach objectives?	✓	
		4. Vary questions?	✓	
		5. Involve students'	✓	
		6. Encourage participation and thinking?	✓	
		7. Summarize lesson?	✓	
7	Is the teacher able to present:	1. Enthusiasm?	✓	
		2. Details?	✓	
		3. Flexibility?	✓	
		4. Speech and grammar?	✓	
8	Do the students respond to the teacher?	1. Do they follow directions?	✓	
		2. Do they display understanding?	✓	
		3. Are they respectful?	✓	
9	Does the teacher communicate effectively?	1. Provide visual	✓	
		2. Tone of voice	✓	

Appendix IX

Student's Observation Sheet in Teaching Learning Activity by Applying Herringbone Technique

(Cycle 1)

School : SMA Harapan Mekar

School Year : 2019-2020

Class : XI IPS

Cycle : 1

No	**Nama Siswa**	Interest				Attention				Participation				Presentation			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1	Adehla Andini																
2	Adehsyah Putri																
3	Aprilia Putri																
4	Attahallah Syuja																
5	Berdtha Ulisd P																
6	Delima Putri S																
7	Dia Agustin																
8	Dio Fahreza																
9	Dika Nugraha																
10	Dimas Nugraha																
11	Gilang Ramadhan																
12	Hellen Ananda Putri																
13	Indah Sari Pasaribu																
14	Indah Wulandari																
15	Kurnia Agustina																
16	Lili Ruwana																
17	Nisa Febriyanti																
18	Putri Ramadhani																
19	Rahmawati																
20	Safna Wanrianty																
21	Sarmila Pulungan																
22	Shella Safira																
23	Shinta Ayu Kusuma																

24	Syahbaniah															
25	Syahrina Putri															
26	Widia Natasia															
27	Winny															
28	Zul Antori															
29	Muhammad Arsyad															
30	Fitria Oktaviona															
31	Risky Suwandi															

Keterangan Skor

4 = Sangat Baik

3 = Baik

2 = Cukup

1 = Kurang

Student's Observation Sheet in Teaching Learning Activity by Applying Herringbone Technique

(Cycle 1)

School : SMA Harapan Mekar

School Year : 2019-2020

Class : XI IPS

Cycle : 1

No	Student's Name	Student's Activities			
		Interest	Attention	Participation	Presentation
1	AA	2	3	3	2
2	AP	3	3	2	3
3	AP	2	2	2	2
4	AS	2	3	2	2
5	BUP	3	3	4	3
6	DPS	2	3	2	2
7	DA	2	2	3	2
8	DF	2	3	3	3
9	DN	2	2	3	2
10	DN	2	3	2	2
11	GR	2	2	2	2
12	HAP	2	3	2	3
13	ISP	2	2	3	2
14	IW	2	3	2	2
15	KA	2	3	2	2
16	LR	2	2	2	2
17	NF	3	2	2	2
18	PR	3	2	2	2
19	R	2	2	2	2
20	SW	3	3	2	3
21	SP	3	3	3	3
22	SS	2	3	2	2
23	SAK	2	3	2	2
24	S	2	2	2	2
25	SP	3	3	3	3

26	WN	3	2	3	2
27	W	2	2	2	2
28	ZA	2	2	2	1
29	MA	2	2	2	1
30	FO	2	3	2	2
31	RS	2	2	3	1
Total Scores		**70**	**78**	**73**	**66**
Percentage		**56.45%**	**62.90%**	**58.87%**	**53.22%**
Mean		**71.75**			
Criteria		**Active**			

Rating Conversion

Value Range	**Categories**
81-100	Very Active
61-80	Active
41-60	Enough
21-40	Less
0-20	Passive

Appendix X

Student's Observation Sheet in Teaching Learning Activity by Applying Herringbone Technique

(Cycle 2)

School : SMA Harapan Mekar

School Year : 2019-2020

Class : XI IPS

Cycle : 2

No	**Nama Siswa**	Interest				Attention				Participation				Presentation			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1	Adehla Andini																
2	Adehsyah Putri																
3	Aprilia Putri																
4	Attahallah Syuja																
5	Berdtha Ulisd P																
6	Delima Putri S																
7	Dia Agustin																
8	Dio Fahreza																
9	Dika Nugraha																
10	Dimas Nugraha																
11	Gilang Ramadhan																
12	Hellen Ananda Putri																
13	Indah Sari Pasaribu																
14	Indah Wulandari																
15	Kurnia Agustina																
16	Lili Ruwana																
17	Nisa Febriyanti																
18	Putri Ramadhani																
19	Rahmawati																
20	Safna Wanrianty																
21	Sarmila Pulungan																
22	Shella Safira																
23	Shinta Ayu Kusuma																

24	Syahbaniah															
25	Syahrina Putri															
26	Widia Natasia															
27	Winny															
28	Zul Antori															
29	Muhammad Arsyad															
30	Fitria Oktaviona															
31	Risky Suwandi															

Keterangan Skor

4 = Sangat Baik

3 = Baik

2 = Cukup

1 = Kurang

Student's Observation Sheet in Teaching Learning Activity by Applying Herringbone Technique

(Cycle 2)

School : SMA Harapan Mekar

School Year : 2019-2020

Class : XII IPS

Cycle : 2

No	Student's Name	Student's Activities			
		Interest	Attention	Participation	Presentation
1	AA	3	3	3	2
2	AP	4	3	3	3
3	AP	3	3	4	4
4	AS	3	2	3	4
5	BUP	4	4	4	4
6	DPS	2	3	3	3
7	DA	3	3	4	3
8	DF	3	3	3	2
9	DN	3	2	3	3
10	DN	2	3	3	3
11	GR	3	3	4	3
12	HAP	4	3	3	3
13	ISP	2	3	3	2
14	IW	2	3	2	2
15	KA	2	3	3	2
16	LR	3	3	3	2
17	NF	3	2	3	2
18	PR	3	2	3	2
19	R	2	2	2	3
20	SW	4	4	4	4
21	SP	3	3	4	3
22	SS	3	3	2	3

23	SAK	2	2	3	3
24	S	2	2	2	2
25	SP	4	3	3	4
26	WN	3	3	3	3
27	W	3	4	3	3
28	ZA	2	2	2	2
29	MA	2	2	2	3
30	FO	3	3	4	4
31	RS	3	2	3	4
Total Scores		**88**	**89**	**94**	**90**
Percentage		**70.96%**	**71.77%**	**75.80%**	**72.58%**
Mean		**90.25**			
Criteria		**Very Active**			

Rating Conversion

Value Range	**Categories**
81-100	Very Active
61-80	Active
41-60	Enough
21-40	Less
0-20	Passive

Appendix VIII

The Student's Attendance of SMA Harapan Mekar

Academic Year 2019-2020

Name of School : SMA Harapan Mekar

Class : XI IPS

No	Nama Siswa	Cycle 1		Cycle 2	
		First Meeting	Second Meeting	First Meeting	Second Meeting
1	Adehla Andini				
2	Adesyah Putri				
3	Aprilia Putri				
4	Attallah Syuja				
5	Berdtha Ulisd P				
6	Delima Putri S				
7	Dia Agustin				
8	Dio Fahreza				
9	Dika Nugraha				
10	Dimas Nugraha				
11	Gilang Ramadhan				
12	Hellen Ananda Putri				
13	Indah Sari Pasaribu				
14	Indah Wulandari				
15	Kurnia Agustina				
16	Lili Ruwana				
17	Nisa Febriyanti				
18	Putri Ramadhani				
19	Rahmawati				
20	Safna Wanrianty				
21	Sarmila Pulungan				
22	Shella Safira				
23	Shinta Ayu Kusuma				

24	Syahbaniah				
25	Syahrina Putri				
26	Widia Natasia				
27	Winny				
28	Zul Antori				
29	Muhammad Arsyad				
30	Fitria Oktaviona				
31	Risky Suwandi				

Appendix XI

The Student's Score in Pre-Test, Cycle 1, and Cycle 2

No	The Student's Initial	The Student's Score in Pre-Test	The Student's Score in Cycle I	The Student's Score in Cycle II
1	AA	50	60	80
2	AP	50	80	100
3	AP	40	50	100
4	AS	50	50	80
5	BUP	80	90	100
6	DPS	40	60	80
7	DA	60	60	100
8	DF	50	80	90
9	DN	40	60	80
10	DN	50	50	80
11	GR	30	50	90
12	HAP	50	80	100
13	ISP	60	60	80
14	IW	60	60	90
15	KA	50	60	80
16	LR	40	50	80
17	NF	40	50	90
18	PR	40	50	80
19	R	50	50	80
20	SW	60	80	100
21	SP	60	80	90
22	SS	50	60	90
23	SAK	50	60	80
24	S	30	50	80
25	SP	50	80	100
26	WN	60	60	90
27	W	60	60	90
28	ZA	20	40	60
29	MA	20	40	60
30	FO	60	60	100
31	RS	60	60	100
∑X=		**1510**	**1880**	**2700**

X=	**48.70**	**60.64**	**87.09**

From the table above, it could be seen from the mean of the student's score during the research, the researcher applied the following formula:

$$X=\frac{\sum X}{N} \text{ x } 100$$

Where:

X : The mean of the student's

$\sum x$: The total Score

N : The total number of student's

From the table score above, it could be conclude that there was improvement students' reading ability in pre-test, Cycle 1, and Cycle 2.

In pre-test, the total score of the students was 1510 and the number of the students was 31, so the mean was:

$$X=\frac{1510}{31}= 48.70$$

In Cycle 1, the total score of the students was 1880 and the number of the students was 31, so the mean was:

$$X=\frac{1880}{31}= 60.64$$

In Cycle 2, the total score of the students was 2700 and the number of the students was 31, so the mean was:

$X=\frac{2700}{31}= 87.09$

The Data of students who passed Standard Minimum Score (KKM)

No	Criteria	Score	Pre-Test	Cycle I	Cycle II
1	Passed KKM	75-100	1	7	29
2	Failed	0-74	30	24	2
Percentage			3.22%	22.58%	94%

To categorize the number of master students the researcher used the following formula:

$P=\frac{R}{T}$x100%

$P0=\frac{1}{31}$x100% = 3.22%

$P1=\frac{7}{31}$x100% = 22.58%

$P2=\frac{29}{31}$x100% = 94%

Where:

P: the percentage of students getting score ≥ 75

R: the number of the students who getting point ≥ 75

T: the total number of the students who did the test

P1: the percentage of the students who get point 75 to 100 in cycle 1

P2: the percentage of the students who get point 75 to 100 in cycle 2.

Appendix XII

DIARY NOTES

First Meeting (August 23, 2019)

This day was the first meeting. First, the researcher introduces herself in front of the students. At first, the researcher explained about narrative text and wattpad application. Some of the students have known about narrative text and wattpad application but some of them still confused about this, and there was one students asked me how to download wattpad application . After the explanation, the researcher gave them the test to know how far their capability in reading of narrative text. But the first meeting was difficult, they were difficult to comprehend the text. Eventhought, students had good response when they listening teacher explanation. Most of them didn't bring their dictionary so it makes them difficult to know the vocabularies of the text. The students made noisy by asking their friends about the answer from the pre-test, not only that they did work together with theur friends. So, it could be concluded that students still had difficulties in reading comprehension of narrative text.

Second Meeting (27 August, 2019)

This day was the second meeting. On this day, the researcher explained to them about the Herringbone technique. The students have pay attention to the researcher, after the explanation some of the students asked me that they were still confused about this technique. So, the teacher gave them more explanation about

this technique and lucky me they more understand. Then, the teacher started to give them a test , but they still had difficulties while doing their work.

Third Meeting (August 30, 2019)

In this meeting, the teacher asked them to bring their own dictionary to make them easy to find the vocabularies in the text. The teacher gave them more explanation about narrative text and also the technique. The teacher gave the different theme of narrative text and the different questions to the students, but it was better than the second meeting.

Fourth Meeting (September 23, 2019)

This meeting was the last meeting of this research. This time, the teacher gave the text and the questions to the students. On this day, the situation were more conductive, enjoyable, fun and active. Almost all of the students had high score on this meeting. So it can be conclude that Herringbone technique had been successful run to improve the students' ability in reading of narrative text.

Appendix XIII

ANSWER KEY

Pre-Test and Cycle 1	CYCLE 2
1. B	1. A
2. C	2. A
3. A	3. D
4. C	4. C
5. A	5. C
6. D	6. A
7. A	7. C
8. B	8. D
9. D	9. B
10. C	10. B

Appendix XIV

DOCUMENTATION

CURRICULUM VITAE

Name	: Rizka Mufariza
Place and Date Birth	: Medan, 15 January 1998
Age	: 21 Years Old
Gender	: Female
Nationality	: Indonesian
Religion	: Islam
Marital Status	: Not Married
Address	: Jl.M.Yakub Lubis, Bandar Khalifah, Tembung
Phone number	: 081377008310
Email	: mufarizarizka@gmail.com

Parent's Name

Father	: Mukhlis
Mother	: Farida Hanim
Address	: Jl.M.Yakub.Lubis, Bandar Khalifah, Tembung

Education

2003-2009	: SD Negeri 101770 Tembung
2009-2012	: SMP PRAYATNA MEDAN
2012-2015	: SMA PRAYATNA MEDAN
2015-2019	: Students of English Department Faculty of Teacher Training and Education, Umsu 2019 Until Reaching the Degree of Sarjana