

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

THESIS

Submitted as Partial of Requirements for the Degree of Education

(S.Pd) In Teaching English



By:

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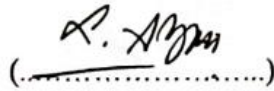

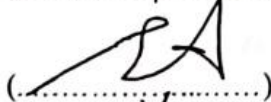


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THESIS RATIFICATION

The thesis titled "*The Implementation of Herringbone Technique to Improve Students' Reading Comprehension*" compiled by Nur Mutmainnah with student registration number 17.2.6.033, a student of English Education Study Program, Has been examined and defended in the Munaqasyah session held on October 19th 2022 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

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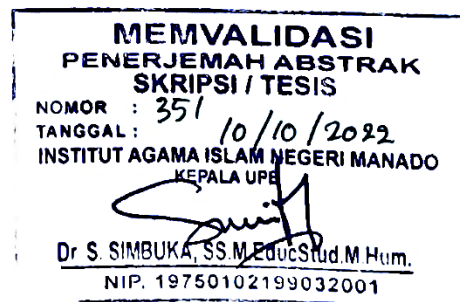
ABSTRACT

Nur Mutmainnah (2022) *The Implementation of Herringbone Technique to Improve Students' Reading Comprehension*. A thesis. English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.

The Objectives of the study are: (1) To find out whether the Herringbone technique able to improve students' reading comprehension. (2) To describe what extent does the implementation of Herringbone technique to improve students' reading comprehension. The researcher applied classroom action research (CAR) as the design of this study. The subjects of this research were 19 students of class XI MIA II of MAN 1 Bitung which consisted of 8 male students and 11 female students. In this study, the researcher used several data collection instruments, including observation, interview, tests, and documentation. During conducting the test, the researcher instructed the research subjects to work on multiple-choice questions.

This research involves two cycles: cycle I, and cycle II. For cycle I and II, there are four stages: planning, action, observation, and reflection. This classroom action research was conducted to overcome the difficulties and obstacles that the students encountered. The results showed that the achievement of the students' completeness percentage in pre-test was low (31.58%). Meanwhile, the percentage of students' completeness of cycle I post-test was 47.37%. Having seen the calculation, it needed an extra cycle to conduct. Therefore, the researcher carried out the second cycle of the study to revise problems in the first cycle. The results of cycle II showed that herringbone technique improved students' reading comprehension skills. This is proven by the increase in the percentage of students' completeness in the cycle II (84.21%).

Key Words: Herringbone Technique, Reading Comprehension



ABSTRACT

Nur Mutmainnah (2022) *The Implementation of Herringbone Technique to Improve Students' Reading Comprehension*. A thesis. English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Manado.

Tujuan penelitian ini adalah: (1) Untuk mengetahui apakah teknik Herringbone mampu meningkatkan pemahaman membaca siswa. (2) Mendeskripsikan sejauh mana penerapan teknik Herringbone dalam meningkatkan pemahaman membaca siswa. Peneliti menerapkan penelitian tindakan kelas (PTK) sebagai desain penelitian ini. Subjek penelitian ini adalah 19 siswa kelas XI MIA II MAN 1 Bitung yang terdiri dari 8 siswa laki-laki dan 11 siswa perempuan. Dalam penelitian ini, peneliti menggunakan beberapa instrumen pengumpulan data, antara lain observasi, wawancara, tes, dan dokumentasi. Selama melakukan tes, peneliti menginstruksikan subjek penelitian untuk mengerjakan soal pilihan ganda.

Penelitian ini melibatkan dua siklus yaitu siklus I dan siklus II. Kemudian untuk siklus I dan II ada empat tahapan yaitu perencanaan, tindakan, observasi, dan refleksi. Pencapaian persentase ketuntasan siswa pada pre-test rendah (31,58%). Oleh karena itu, penelitian tindakan kelas ini dilakukan untuk mengatasi kesulitan dan hambatan yang dihadapi siswa. Hasil siklus I menunjukkan bahwa persentase ketuntasan siswa adalah 47,37%. Peneliti melakukan penelitian siklus kedua untuk merevisi masalah pada siklus pertama. Untuk hasil siklus II, menunjukkan bahwa teknik herringbone mampu meningkatkan kemampuan pemahaman membaca siswa. Hal ini dibuktikan dengan peningkatan persentase ketuntasan siswa pada siklus II (84,21%).

Kata Kunci: Teknik Herringbone, Pemahaman Membaca

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Through the process of guidance and direction contributed by people who are knowledgeable, giving encouragement, motivation, and prayers from people around the researcher so that the writing of this thesis can be completed. Therefore, the researcher expressed her gratitude to:

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The researcher realizes that this thesis is still far from perfect but hopes that it will be helpful to the next researcher, or all interested parties.

Manado, 22 September 2022

The Researcher

A handwritten signature in black ink, appearing to read 'Nur Mutmainnah', with a horizontal line underneath.

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 22 September 2022

Penulis



Nur Mutmainnah
NIM: 17.2.6.033

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CHAPTER I INTRODUCTION

A. Background of the Study

Reading is one of the four language skills taught in the English language learning process besides listening, speaking, and writing. Snow stated that reading is essential to success in our society. The ability to read is highly valued and important for social and educational advancement.¹ Furthermore, according to Komiyama, “reading supports the development of overall proficiency and provides access to important information at work and school.”²

Reading is not an easy process because it requires a collaboration between the eyes and the brain to obtain information or messages from specific texts or passages. Teachers should develop well-planned lesson plans and teaching methods or techniques to help students read correctly and understand the meaning of the texts that they read, because without the right methods and techniques, it will become a barrier to the smooth path of the learning process, so a lot of energy and time is wasted. Therefore, the method applied by the teacher will be successful if using the right method or technique so that the expected learning objectives are achieved. As mentioned in the Qur'an An-Nahl verse 125.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ
أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ - ١٢٥

¹ Catherine Snow, *Preventing Reading Difficulties in Young Children*, vol. 25 (Washington, DC: National Academy Press, 1999).

² Reiko Komiyama, “CAR: A Means for Motivating Students to Read,” *English Teaching Forum* 47 (2009): 32–37.

Translation:

“Invite to the way of your Lord with wisdom and good instruction and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly]guided.” (Q.S An-Nahl 16: 125)³

According to Hamka's interpretation, “(125) this verse contains teachings to the Prophet Muhammad Saw about how to carry out da'wah or calls to humans in a good way to walk in Allah's path. The Prophet Muhammad must use three methods or techniques to carry out da'wah. First, *bil-hikmah* is a firm and correct words. Second, *Al-Mau'izhatul Hasanah*, which means good teaching, good messages conveyed as advice. Third, *Jadilhum billati hiya ahsan*, which means debating and refuting them in a better way by using good words and being calm.”⁴

Based on the interpretation above, it can be seen that the Prophet Muhammad used some method or technique when introducing and teaching Islam. So, it is possible to conclude that using method and technique is important, especially for teachers. The teacher must discover the method or technique that will overcome students' problems in the learning process when teaching and learning reading comprehension.

The teacher's main responsibility is to assist students in improving their reading comprehension skills. In this case, the teacher must use teaching techniques to encourage students to actively participate in learning English, particularly reading.

Based on the preliminary observation, the researcher got information from Mr. Fikri Hasan as an English teacher. He said that in learning English, especially reading, most of the students in MAN 1 Bitung had difficulty understanding the English texts or materials they read, and some of them did

³ Kementrian Agama, *Al-Qur'an Kemenaq* (Jakarta, 2019).

⁴ Hamka, *Tafsir Al-Azhar Jilid 5* (Depok: Gema Insani, 2015).p.805

not pay much attention to the learning provided by the teacher, causing the class to become less active and learning to become less effective. Therefore, teachers must implement techniques that can improve students' reading comprehension skills and make the teaching-learning process more effective than before.⁵

To create an effective learning activity in the classroom, the researcher implemented the herringbone technique to teach reading comprehension. The researcher considered that the herringbone technique may be suitable for teaching reading comprehension. The herringbone technique is used to identify the main idea and important information in a text by asking six comprehension questions: who, what, when, where, why, and how. The herringbone technique is a graphic organizer strategy used in reading comprehension. It is designed like a fishbone, with the main idea in the center of the herringbone pattern and information that supports the main idea on either side. Moreover, this technique facilitates the students with an interesting pattern which looks like fishbone where the students can put information that has been got in which are suitable with the question.⁶

Based on the problems, the researcher is interested in researching by title "The Implementation of Herringbone Technique to Improve Students' Reading Comprehension".

B. Research Question

Based on the background above, the research questions are:

1. How is Herringbone technique able to improve students' reading comprehension?

⁵ Interview result with the English teacher of MAN 1 Bitung, Fikri Hasan, Bitung, 10th February 2022 at Teacher's office of MAN 1 Bitung

⁶ Ari Dio Putra, Khairul, F.Tanjung, "Improving Reading Skill by Using Herringbone Technique in Recount Text for Senior High School" Vol. 3 (2014).

2. To what extent does the implementation of Herringbone technique improve students' reading comprehension?

C. Objective of the Study

Based on the research question above, the objectives of this study are:

1. To find out whether the Herringbone technique able to improve students' reading comprehension.
2. To describe what extent does the implementation of Herringbone technique improve students' reading comprehension.

D. Limitation of the Study

The limitations of this study are focused on:

1. The implementation of Herringbone technique to improve students' reading comprehension in Narrative text for class XI MIA II students at MAN 1 Bitung i in the Academic year 2021/2022
2. To what extent does the implementation of Herringbone to improve students' reading comprehension in Narrative text for class XI MIA II students at MAN 1 Bitung in the Academic year 2021/2022

E. Significance of the Study

The result of this study is expected to be useful theoretically and practically in developing teaching and learning process. There are two significances of the study:

1. Theoretically

Research is expected to contribute knowledge, especially about the implementation of herringbone technique in learning reading comprehension. This research is expected to be used as a reference for

other researchers in conducting research in the English teaching-learning process.

2. Practically

a. For the Students

The positive impact of the researcher can support the student to learn English. It can assist students in improving their reading comprehension

The students also enjoy the process of teaching. The Herringbone technique makes it easier for students to identify the key and supporting concept. Furthermore, the student's reading knowledge and comprehension will improve.

b. For the Teachers

After knowing that implementing of herringbone technique can improve students' reading comprehension, the teacher can use the herringbone as a reading teaching technique. Furthermore, through herringbone technique, teachers can motivate students to improve their reading comprehension skills.

c. For the Researchers

This study will be useful for next researchers who want to conduct a similar study. This study can be used as a resource for next researchers who want to know and understand more about the implementation of herringbone technique to improve students' reading comprehension. They can also use some of the literature reviews from this study to support their own research

F. Definition of Key Terms

To avoid mistakes and misunderstanding terms and content of the topic in this study, it is necessary to define the key-terms used in this study:

1. Herringbone Technique

Herringbone technique is the technique to help students find important information and main idea in a text by seeking the answer of six comprehension questions on the fishbone graphic organizer.⁷

2. Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating several complex processes such as word reading, word knowledge, fluency, and the ability to understand what is written. It is an active cognitive process that requires the creation of meaning from incoming information and prior knowledge.⁸

⁷ Hidayatur Rohmah, "The Implementation of Herringbone Technique in Reading Comprehension at Second Semester of Non-English Department," *A Journal of Culture, English Language, Teaching & Literature* Vol. 18, no. No. 1 (2018).

⁸ Klingner Janette K et. al., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007).p. 2

CHAPTER II

LITERATURE REVIEW

A. Concept of Reading Comprehension

1. Definition of Reading Comprehension

The overall goal of the reading activity is comprehension. It is formed by combining the reader's background knowledge and the information obtained from the reading material. Reading comprehension is defined by Klingner, Vaughn, and Broadman, as a complicated process involving the interaction of several components. Those components are readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension.⁹

Furthermore, Snow defines reading comprehension significantly differently. Snow divides the component that interacts and involves in reading comprehension into three parts. The reader, the text, and the activity are the three components. As part of the reader components, Snow includes the readers' capacities, abilities, knowledge, and experiences. Snow defines the text as a printed or electronic text, whereas for the activity, Snow includes the aim, procedures, and outcomes of any reading attitude.¹⁰

In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text, and the activity. Those aspects should interact well with each other

⁹ Klingner Janette K et. al., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007).

¹⁰ Catherine Snow, "Reading for Understanding (Toward an R&D Program in Reading Comprehension)," in *College Composition and Communication*, vol. 10 (Santa Monica, California: RAND Corporation, 2002), 174.

If there is an interference growing between them, there will be difficulties in reading.

2. Types of Reading

In reference to the reading concept mentioned in the preceding discussion, there are four types of reading, which can be described as follows:

a. Intensive Reading

Intensive reading involves the detailed reading of texts with two goals of understanding the text and learning language features through a deliberate focus on these items. Intensive reading is appropriate for higher levels in reading since they have more experience reading multiple texts or books to find a specific point. The goal of intensive reading is for students to gain detailed meaning from the text in order to improve their vocabulary and grammar knowledge.¹¹

b. Extensive Reading

Extensive reading is conducted to achieve a general understanding of a typically longer text (book, long article, essays, etc). Extensive reading is also used to obtain a general understanding of a subject and includes reading longer texts for pleasure; extensive reading is used to enhance general knowledge.¹²

c. Aloud Reading

According to Patel, reading aloud must be taught at the primary level because it is the basis of word pronunciation.¹³ Therefore, reading aloud is essential for teaching students how to pronounce words correctly.

¹¹ Muhammad Yusuf Mauludi, "The Effectiveness of Jigsaw Technique to Improve Students' Reading Narrative Text Ability (an Experimental Research with the Eleventh Grade of MAN Kendal in Academic Year of 2010/2011)" (IAIN Walisongo, 2011).

¹² Rob Waring, "Teaching Extensive Reading in Another Language," 2011, <https://doi.org/10.4324/9780367809256>.

¹³ M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)* (Jaipur: Sunrise Publishers & Distributors, 2008).p. 120

d. Silent Reading

According to Patel and Praveen, silent reading is an important skill in the teaching of English. This reading should be used to help students improve their reading skills. Silent reading is done to acquire a lot of information. Teachers must make the students read silently and when they are able to read without any difficulties. It is a habit in which students can read without the use of an audible whisper.¹⁴

In this research uses intensive reading more. Intensive reading can be a starting point for being critical because it allows students to recognize what is said in the text, and what the text means through its context, language, and structure. Intensive reading can focus more deliberately on important core vocabulary, patterns of text organization, and the type of text processing required to understand the text adequately, because the aim is to obtain certain information.

3. The Purpose of Reading

Reading is an activity with a purpose. A person may read in order to gain information of verity existing knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read. Reading also play an important role in civic life. Through reading, the individual keeps informed on the political, social, economic and cultural problems of the country. Reading effect our attitudes, belief, standards, morals judgement, and general behaviour; it shapes our thinking and our actions. The purpose of reading is to correlate the ideas on the text to what you already known. The reader must understand about the subject that they read to connect the ideas.

According to Grabe William and S. Fredericka, the category of purpose for reading includes are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information,

¹⁴ Patel and Jain. P. 122-123

reading to write, reading to critique texts, and reading for general comprehension.¹⁵

a. Reading to search for simple information

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as type of reading ability.

b. Reading to skim quickly

Reading to skim quickly is a common part of many reading tasks and a useful skill. It involves a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

d. Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and restructuring of a rhetorical frame to accommodate information from multiple sources.

e. Reading to write and reading to critique texts

Reading to write and reading to critique texts may be tasks variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

¹⁵ William Grabe and Fredericka Stoller, *Teaching and Researching Reading*, Third Edit (Britain: Pearson Education, 2019).

f. Reading for general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and efficient coordination of many processes under limited time constraint.

Purposes of reading are not only for students, but also the people in general. They must read extensively to get information and knowledge of social living. It can help a person keeps informed on the social, political, and economical problems of their country.

4. Process of Reading Comprehension

Spratt, Peverness, and Williams describe reading as the process of responding to, making sense of, and connecting a text being read with the readers' prior knowledge.¹⁶ Readers relate new knowledge to what they already know while making sense of information. It is thought that connecting to readers' past knowledge would help them remember the new information for a longer period of time.

According to Brown, reading is a process of negotiation meaning.¹⁷ Readers add their knowledge of the meaning of the texts they read to this process. It indicates that the reader's understanding of the text is the outcome of an interaction between their thought and the meaning of the texts they read. Reading comprehension must have occurred during the reading process. As a result, there are several theories that underlie the notions of reading comprehension.

Merisou proposes that reading comprehension is a complicated process in which the reader builds meaning by interacting with the text and employing

¹⁶ Mary Spratt, Alan Peverness, and Melanie Williams, *The TKT (Teaching Knowledge Test) Course* (New York: Cambridge University Press, 2006).

¹⁷ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Pearson Education, 2004).p. 189

prior knowledge and experience, as well as information discovered in the text.¹⁸ The more background information the reader processes about the text, the easier it is for them to understand the text. Merisou states that when someone reads a text, their previous knowledge about the topic is activated.

According to Sadoski, reading comprehension is the process of understanding the meaning of texts. It is a dynamic process in which readers attempt to understand the meaning of the texts. The texts will be meaningless if no effort is made to interpret their meaning.¹⁹ The meaning of the text is not something that is instantly offered. It necessitates that the readers engage in the reading comprehension process.

Davies in Alderson outlines eight subskills of reading processes. They are presented below:

- a. Remembering word meaning
- b. Making assumptions about a word's meaning based on context
- c. Finding answers to questions answered explicitly or in paraphrase
- d. Weaving ideas in the content together
- e. Making assumptions based on the content
- f. Recognizing the goals, attitude, tone, and mood of a writer
- g. Identifying a writer's technique
- h. Following a passage's structures

Davies just proposes a model of the reading comprehension process. Reading comprehension, according to his concept, uses some processes. Initially, the readers develop some expectations and ideas about the texts they would be reading.²⁰ The readers then are required to identify the vocabulary, grammar, and general structure of the texts in order to better understand the meaning. Furthermore, readers should activate their previous knowledge and

¹⁸ Tuula Merisou-Storm, "Primary School Students' Reading Comprehension Skills," *Scandinavian Journal of Educational Research*, 2007.

¹⁹ Mark Sadoski, *Conceptual Foundation of Teaching Reading* (New York: The Guilford Press, 2004).p. 67

²⁰ Paul L Davies, *Success in English Teaching* (New York: Oxford University Press, 2002).

connect it to the topic of the texts. The readers form an opinion on what will happen next based on the points that have already been established.

5. The Factors Influence Reading Comprehension

Some factors from readers' basic skills, according to Klingner, Vaughn, and Broadman, cause difficulties in reading comprehension. Those factors are word reading, fluency, vocabulary mastery, and word knowledge.²¹ When readers have difficulty understanding words, it is difficult for them to comprehend the meaning of the text. When they read slowly and inaccurately, it interferes with their reading comprehension.

According to Torgesen in Peter Westwood, a reader's understanding of a text is influenced by various of factors, including motivation, interest, vocabulary, general knowledge, knowledge of the specific subject, word identification skills, reasoning ability, use of effective strategies and techniques to identify main ideas and supporting detail, and an appreciation of text structure.²²

Based on the definitions provided above, it is possible to conclude that knowledge of the words in various contexts, as well as background knowledge of the topic under discussion, affects reading comprehension. Despite the readers' high fluency, comprehension of the material will be difficult without appropriate knowledge of the words in context. In order to gain more information from the text, the readers' technique for comprehending the text is also important.

6. Levels of reading Comprehension

There are various levels of reading comprehension. Burns in Kamran, separates reading comprehension into literal comprehension, interpretive

²¹ Klingner Janette K et. al., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007).

²² Peter W. Westwood, *Reading and Learning Difficulties: Approach to Teaching and Assessment* (Camberwell, Victoria: The Australian Council for Educational Research (ACER), 2001).

comprehension, critical reading, and creative reading.²³

a. Literal Comprehension

Literal reading comprehension entails collecting information that is immediately stated in a section and is required for higher-level understanding. At this level, readers can understand what the author has said.

b. Interpretive Comprehension

Interpretive comprehension involving reading between the lines or making inferences, it is the process of deriving ideas that are implied rather than directly stated. At this level, the readers can understand what the author means.

c. Critical reading

Critical reading is evaluating written material comparing the ideas discovered in the material, which is known standards and drawing conclusion about their accuracy, appropriateness. Critical reading depends upon literal comprehension and grasping implied ideas is especially important.

d. Creative Reading

Creative reading involves going beyond the material presented the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imagination.

²³ Kamran M, *Developing Students' Speaking Proficiency Through the PPP (Presentation Practice Production)* (Makassar: FKIP Unismuh, 2011).

B. Concept of Herringbone Technique

1. The Definition of Herringbone Technique

The herringbone technique was introduced first by Tierney, et. al in 1980. They stated that, the herringbone technique is a structured outlining procedure designed to assist students in organizing important information in text. The herringbone technique helps students in understanding

the connections between supporting details to identify the main idea. The Herringbone technique is a useful graphic organizer for students to organize the information.²⁴

The herringbone technique, according to Peter Edwards, is a technique used in teaching reading comprehension to find the main idea and supporting details.²⁵ After getting information about the text by answering questions from 5W1H, students write a topic sentence for the text. Moreover, Katherine S. McKnight stated that the herringbone graphic organizer is used to establish supporting details for a main idea.²⁶ It can be used to organize information for any topic.

The Herringbone technique, according to Thaler is a concrete way of helping English learners in finding the comprehensive idea in a paragraph or passage. The students respond to the questions on the fishbone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement.²⁷

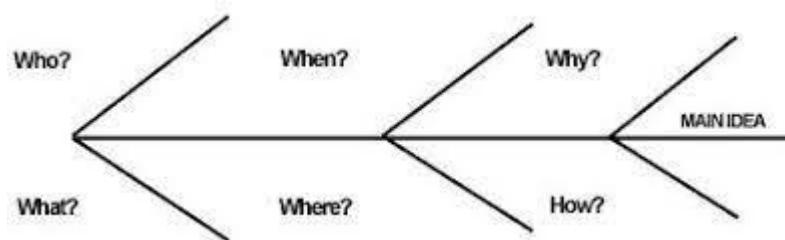
²⁴ Robert J Tierney, John E Readence, and Ernest K Dishner, *Reading Strategies and Practices: A Compendium*, 6 Ed (Boston: Pearson Education, Inc, 2005).

²⁵ Peter Edwards, *Literacy Techniques: For Teacher and Parents*, 3rd editio (Canada: Trafford, 2003). p.32

²⁶ Katherine S. McKnight, *The Teacher's Big Book of Graphic Organizers* (San Francisco: Jossey-Bass, 2010). p.50

²⁷ Engelbert Thaler, *Teaching English Literature* (Paderborn: Verlag Ferdinand Schöningh GmbH & Co. KG, 2008).

Figure 2.1 Herringbone Technique Pattern



The Herringbone graphic organizer like the Fishbone graphic organizer, helps students in understanding the connections between supporting details to identify a main idea.²⁸

Why the name is herringbone? Because the form of the diagram is like a fish skeleton that the head is facing to the left. This diagram shows a main idea from the text's supporting detail. The main idea is represented by a straight line that leads to the head of the fish, with supporting details represented by fish bones or line branches. While the fish bone is being filled with 5W1H (who, what, when, where, why, and how). The supporting detail should be suitable for the text. The main idea of the text can be concluded by knowing the supporting details of the text.²⁹

2. The Advantages of Herringbone Technique

The Herringbone technique has the advantage of helping students in finding for information in a way that improves their ability to answer essay questions. Tierney in Rafain, at.all says that Herringbone technique also helps the students spend a few times while they are reading the text.³⁰

The Herringbone technique has several advantages for the reading comprehension process, which are as follows:

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

²⁸ Katherine S. McKnight, *The Teacher's Big Book of Graphic Organizers* (San Francisco: Jossey-Bass, 2010). p.52

²⁹ McKnight.

³⁰ Desima Rafain, "The Effect of Herringbone Technique on Students' in Recount Text at Second Grade of SMPN 2 Enam Lingkungan Padang Pariaman," *Journal Of English Teaching* Vol.2 (2013).

- b. Walker states that the Herringbone technique is used to assist students in organizing information on the text.³¹
 - c. According to Deegan, the Herringbone technique³²:
 - 1) Helping students in encoding information in a way that improves their ability to answer essay questions.
 - 2) Constructs the main idea from the facts in the paragraph.
 - 3) Helping students in understanding the relationship between various pieces of information that they may have fail to identify.
 - 4) Helping students with their ability to remember details.
3. The Disadvantages of Herringbone Technique

There are some disadvantages of Herringbone Technique (Herber 1978, as cited Nurlinda) such as:³³

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

C. The Implementation of Herringbone Technique in Teaching Reading Comprehension

1. Preparation

The teacher is responsible for some preparation. First, the teacher should prepare materials. The materials must be interesting for the students and appropriate for their level. The materials will be sourced from

³¹ Barbara J Walker, *Techniques for Reading Assessment and Instruction* (New York: Pearson Education, 2005).

³² J Deegan, "Herringbone Technique," 2006, Available at: <http://www.teacherweb.com/PA/NazarethAreaMiddleSchool/TheSpecialistTeam/HerringboneTechnique.doc>. (Accessed on March 14, 2022, at 1 :54 AM)

³³ Septi Nurlinda, "The Influence of Using Herringbone Technique Towrd Students' Reading Comprehension in Recount Text at The First Semester of The Eighth Grade at SMP N 17 Bandar Lampung in The Academic Year of 2017/2018" (UIN Raden Intan Lampung, 2017).

package books, the internet, or other genre-specific sources. The second step is to prepare the media. The media can be pictures, animations, or text that is appropriate for the material that we are going to teach. The learning environment is the next step in preparation. Before starting the lesson, the teacher should check for anything that could disturb the teaching and learning process so that the students and the teacher can enjoy while the process of teaching and learning in the classroom.

2. Procedure

Edwards mentioned some procedures of the Herringbone technique, which can be seen as follows:³⁴

- a. The teacher selects a text that is appropriate for the students' reading level.
- b. The teacher constructs a visual diagram of the Herringbone technique.
- c. The teacher instructs the student to record the answer to the questions on the diagram. They should fill in the answers to six questions, such as: who is the author talking about? Where did they do? What did they do? When did they do? how did they do? why did they do?
- d. The student reads to find the answers and then writes them on the diagram.
- e. After the information is done, the teacher shows to the student how each answer fits into a slot in the main idea sentence.
- f. The student writes the main idea, using the information from the herringbone diagram.
- g. The diagram becomes a tool for story discussion.
- h. The teacher collected the students' answer sheets.

While using the technique to teach the text, there were eight procedures to follow. The teacher follows the procedures by choosing a text at the appropriate reading level and drawing the Herringbone visual diagram. After that, the teacher instructs the student to write the answers

³⁴ Peter Edwards, *Literacy Techniques: For Teacher and Parents*, 3rd edition (Canada: Trafford, 2003).

to the diagram questions on a piece of paper. After the information has been registered, the teacher should explain how each answer fits into the slot in the main idea sentence.

D. Review of Previous Study

Table 2.1 Review of Previous Study

No.	Research Identity	Similarity	Difference	Research Originality
1.	Rizky Vita Losi. 2020. The Effect of Herringbone Technique on Students' Reading Comprehension through Narrative Text at MTs PAB 1 Helvetia, Medan ³⁵	The purpose of this study was to find out if the herringbone technique could help students with their reading learning problems.	A quantitative approach with a pre-experimental design was used in this study.	This Research focused on the implementation of the Herringbone technique to improve students' reading comprehension in class XI MIA I students
2.	Rifdatul Habibah. 2020. The Effect of Herringbone Technique to Improve Reading Comprehension of Narrative Text ³⁶	The test was used as the same instrument by the researcher to determine whether the herringbone technique could improve the	It uses a quasi-experimental research design with the aim of obtaining empirical evidence on the	

³⁵ Rizky Vita Losi, "The Effect of Herringbone Technique on Students' Reading Comprehension through Narrative Text at MTs PAB 1 Helvetia, Medan," *Jurnal Humaniora Teknologi* 6 (2020).

³⁶ Rifdatul Habibah, "The Effect of Herringbone Technique to Improve Reading Comprehension of Narative Text (A Quasi-Experimental Study at the Tenth Grade Students of MA Al Falah Jakarta in Academic Year 2020/2021)" (UIN Syarif Hidayatullah, 2020).

		students' reading comprehension ability.	effect of the Herringbone technique on students' reading comprehension.	at MAN 1 Bitung. The researcher used classroom action research
3.	Erli Yanty Rihana Paramida. 2019. The Influence of Using Herringbone Technique Towards Students' reading Comprehension of Recount Text at The Eight grade of MTSN 1 Kotabumi Academic Year 2019/2020 ³⁷	The similarities between these two studies are that they both seek to determine the effect of the Herringbone technique on students' reading comprehension skills.	This study used a quasi-experimental and was conducted with a non-equivalent control group design.	(CAR) as a research design.
4.	Septi Nurlinda. 2017. The Influence of Using herringbone Technique Toward Students' reading Comprehension in Recount Text at The First Semester of The Eighth grade at SMP N 17 Bandar Lampung in The	The objective of this study was to determine whether the use of the Herringbone technique could improve students' ability in reading comprehension.	The different was in the research design where the researcher used quasi-experimental design while in this study used classroom action research design	

³⁷ Erli Yanty Rihana Paramida, "The Influence of Using Herringbone Technique Towards Students' Reading Comprehension of Recount Text at The Eight Grade of MTSN 1 Kotabumi Academic Year 2019/2020," 2019.

	Academic Year of 2017/2018 ³⁸			
5.	Vivi Anisa Dewi. 2016. The Influence of Using Herringbone Technique Toward the Students' Reading Comprehension at The Eight-grade of MTS Darun Najah Sambikarto Sekampung East Lampung ³⁹	The aim of this study is to investigate the influence of using the Herringbone technique on students' reading comprehension.	The research method used quantitative methods, whereas the researchers in this study used classroom action research, which still uses mixed methods in data collection	

From the table above showed previous research related to this research. The first is the research that has been done by Rizky Vita Losi with the title *“The Effect of Herringbone Technique on Students' Reading Comprehension through Narrative Text at MTs PAB 1 Helvetia, Medan”*. The difference in this study, a quantitative approach with a pre-experimental design has been used. The similarity of this research with the research conducted by the researcher is to find out whether the herringbone technique can help students with their reading learning problems.

³⁸ Nurlinda, “The Influence of Using Herringbone Technique Towrd Students' Reading Comprehension in Recount Text at The First Semester of The Eighth Grade at SMP N 17 Bandar Lampung in The Academic Year of 2017/2018.”

³⁹ Vivi Anisa Dewi, “The Influence of Using Herringbone Technique Toward the Students' Reading Comprehension at The Eight-Grade of MTS Darun Najah Sambikarto Sekampung East Lampung” (IAIN Metro, 2016).

The second study is the research with titled "*The Effect of Herringbone Technique to Improve Reading Comprehension of Narrative Text*" which have been done by Rifdatul Habibah. The difference in this research with the research that has been carried out by her was the use of a quasi-experimental research design with the aim of obtaining empirical evidence on the effect of the Herringbone technique on students' reading comprehension. While the similarity is in the use of tests as the same instrument by researchers to determine whether the herringbone technique can improve students' reading comprehension skills.

The third study is conducted by Erli Yanty Rihana with title "*The Influence of Using Herringbone Technique Towards Students' reading Comprehension of Recount Text at The Eight grade of MTSN 1 Kotabumi Academic Year 2019/2020*". The difference in this study is that it uses a quasi-experimental and was conducted with a non-equivalent control group design. The similarities between these two studies are that they both seek to determine the effect of the Herringbone technique on students' reading comprehension skills.

The fourth is the research entitled "*The Influence of Using herringbone Technique Toward Students' reading Comprehension in Recount Text at The First Semester of The Eighth grade at SMP N 17 Bandar Lampung in The Academic Year of 2017/2018*" that Septi Nurlindah has done. The difference between this study and Septi Nurlindah's study is in the research design. She used a quasi-experimental design, whereas the researcher in this study used a classroom action research (CAR) design. The similarities between these two studies are that they both aim to determine whether the Herringbone technique can improve students' reading comprehension skills.

The fifth study that has been done by Vivi Anisa Dewi with title *“The Influence of Using Herringbone Technique Toward the Students’ Reading Comprehension at The Eight-grade of MTS Darun Najah Sambikarto Sekampung East Lampung”*. The difference between this research and the research conducted by Vivi Anisa Dewi is that the research method used quantitative methods, whereas the researchers in this study used classroom action research, which still uses mixed methods in data collection. This study is similar in the aim to investigate the influence of using the Herringbone technique on students' reading comprehension.

E. Hypothesis

In this study, there are two types of hypotheses based on the research question and purpose of the study: null hypothesis (H_0) and alternative hypothesis (H_a), which are as follows:

1. H_0 : There is no improvement in the students' reading comprehension after the implementation of Herringbone technique.
2. H_a : There is an improvement in the students' reading comprehension after the implementation of Herringbone technique

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research conducted the Classroom Action Research design (CAR). Classroom action research is defined as research conducted in the classroom by the teacher, mostly to solve problems or improve the teaching-learning process.¹

Carr and Kemmis define action research as a type of self-reflection inquiry undertaken by participants (for example; teachers, students, or principles) in social (including educational) situations in order to improve the rationality and justice of (1) their own social or educational practice, (2) their understanding of these practices, and (3) the situations (and institutional) in which the practice is carried out.²

Action research is defined as research aimed at the application of action with the purpose of improving quality or solving problems in a group of subjects being studied and observing the level of success or consequences of their actions, to then be given further actions that are perfecting actions or adjustments to conditions and situations in order to obtain better results.

The purpose of this classroom action study is to teach reading comprehension through the herringbone technique.

B. Research Setting

The location in this study at Madrasah Aliyah Negeri 1 Bitung, which is located at Jl. Resettlement, Kekenturan II, Maesa Sub-district, Bitung City, North Sulawesi Province. This research conducted on 9 May 2022 to 10 June 2022.

¹ Anne Burns, *Doing Action Research in Language Teaching* (New York: Routledge, 2010).

² Mu'alimin and Rahmat Arofah Hari Cahyadi, *Penelitian Tindakan Kelas Teori Dan Praktik* (Sidoarjo: Gending Pustaka, 2014).

Table 3.1
The Schedules of Research

Date	Time	Stages
Monday, 9 May 2022	09.00 – 10.00 am	Pre-Test
Thursday, 12 May 2022	09.00 – 10.30 am	Cycle I / First Meeting
Thursday, 19 May 2022	09.00 – 10.30 am	Cycle I / Second Meeting
Monday, 23 May 2022	09.00 – 10.30 am	Cycle I / Third Meeting
Friday, 27 May 2022	09.00 – 10.00 am	Post-Test Cycle I
Saturday, 28 May 2022	09.00 – 10.30 am	Cycle II / First Meeting
Monday, 6 June 2022	09.00 – 10.30 am	Cycle II / Second Meeting
Tuesday, 7 June 2022	09.00 – 10.30 am	Cycle II / Third Meeting
Thursday, 9 June 2022	09.00 – 10.00 am	Post-Test Cycle II

C. Research Instrument

Research instruments used by researcher in this study were observation, interviews, tests, and documentation. The researcher use observation as an instrument to observe situations that occur during the teaching and learning process. In the case of interviews, researcher used them to learn about the problems that students face when learning reading comprehension. The test is an instrument used by researcher to determine the improvement of students' abilities in reading comprehension. The researcher collect documentation such as school profiles, lesson plans, English textbooks, student learning outcomes reports, photos, and interview recordings during the research process.

D. Source of Data

1. Primary data

Primary data is a data source that can directly provide valuable information.¹ The primary data in this study were the results of students'

¹ Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2010).

reading comprehension tests. This research uses quantitative and qualitative descriptive methods. Qualitative data were collected in the form of words such as teacher personal notes, observations, and interviews, while quantitative data were obtained through the final grades of student learning outcomes.

2. Secondary data

Secondary data are data sources that provide data to research indirectly through other researchers or documents rather than directly.² Several journals, articles, and documentation related to the research were used as secondary data.

E. Research Participants

The participants in this research were the students from the eleventh grade in class MIA II at MAN 1 Bitung in the Academic year 2021/2022. The researcher choose them as participants to find out the problems they have in learning reading comprehension. Students from the eleventh grade of MIA II were selected as participants with a total of 19 students. They are divided into eight (8) male student and eleven female students.

F. Technique of Collecting Data

Data plays a significant role in research since the research conclusion is derived from the data. As a result, the quality of the research is determined by the accuracy of the data.

The researcher gathered the data to support the above of this study. Some of these are appropriate for the school environment and can be completed there. The researcher's data collection techniques and methods used is qualitative and quantitative data include observation, interview, tests, and documentation.

² Sugiyono. P.193

The techniques of collecting data were employed in this research are:

1. Qualitative Data

a. Observation

Observation is a data collection technique that is carried out through observation, accompanied by notes on the state or behaviour of the target object.⁴⁴ In this study, the researcher observed the student enthusiasm, behaviours, responds, and activities during the learning process to determine how the learning process was carried out. During the observation, the researcher made an observation checklist that includes a list of the students' activities.

b. Interview

The interview is a data collection technique that involves an oral question and answer procedure that occurs in one direction, with the questions coming from the interviewer and the answers coming from the interviewee.⁴⁵ According to Hopkins, interviews are a way to find out certain situations in the classroom from another point of view.⁴⁶

The researcher conducted interviews after the research to collect data for this study. The researcher conducted interviews with the students. During the pre-research process, the researcher conducted interviews with the teacher to learn about the problems, challenges that the teacher and the students encountered, particularly in the reading lessons. The interviews were conducted during at the end of the research to determine how far the implementation of herringbone technique affects the students' reading comprehension abilities.

c. Documentation

According to Cohen, documentation is a data collection technique that is useful for making the phenomena understory more visible, such

⁴⁴ Abdurrahman Fatoni, *Metodologi Penelitian Dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2011). p.104

⁴⁵ Fatoni. p.105

⁴⁶ Sutrisno Hadi, *Metodologi Research* (Yogyakarta: Andi Ofset, 2002). P.157

as field notes, diaries, journals, records, biography, autobiography, directories, archive, photographs, books, articles, and others.⁴⁷

The writer uses documentation to obtain data about school profiles such as schools' profile, lesson plans, textbooks used, reports on student learning outcomes, and pictures to visualize the activities of implementing herringbone techniques in the classroom.

2. Quantitative Data

a. Test

In this study the researcher gives a test to the students in order to evaluate their reading comprehension. The test is a set of questions or statements used to assess an individual's or group's skill, knowledge, intelligence, and ability. A test, according to Douglas Brown, is a process of measuring a person's ability or knowledge in a specific domain.⁴⁸ For this study, the test used was a multiple-choice test with 15 numbers and the form of the text that was tested was narrative text.

1) Pre-test

The pre-test or initial reflection was developed to evaluate the subjects' pre-existing reading comprehension and was administered during the first meeting before the researcher conducted the research.

2) Post-test

Post-tests were conducted at the end of each cycle. The purpose of the test is to determine whether or not students' achievement has improved. The result of treatments is the post-test. If the average post-test scores are higher than the pre-test scores, the improvement has been identified.

⁴⁷ Keith Morrison, Lawrence Manion, and Louis Cohen, *Research Methods in Education* (New York: Routledge, 2007). p.201

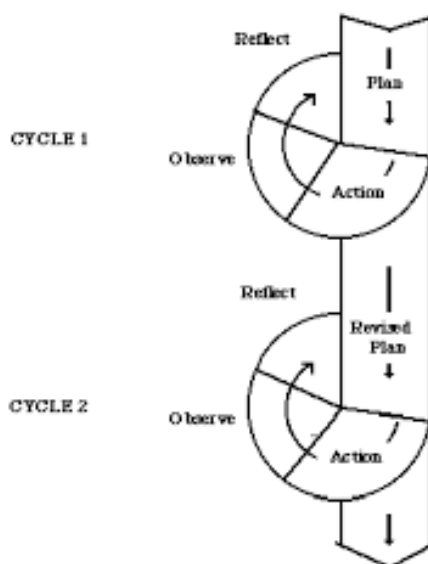
⁴⁸ H. Douglas Brown, *Teaching by Principles* (New York: Pearson Education, 2002). p.384

This step was completed after the treatment to evaluate whether the use of peer review technique can improve students' reading comprehension.

G. Research Procedure

The model developed by Kemmis and McTaggart in Burns was used by the researcher. Action research is conducted in a dynamic and complementary process that consists of four essential "moments": planning, action, observing, and reflecting.⁴⁹

Figure 3.1 Research Procedure



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

The model consists of planning, acting, observing, and reflecting. This classroom action research is divided into two cycles. They are cycles one and two. The researcher collaborated with the English teacher who teaches in XI MIA II class. The following activities are carried out in each cycle:

⁴⁹ Burns, *Doing Action Research in Language Teaching*. p.9

1. Cycle I

Cycle I consisted of four actions were planning, action, observation, and reflecting.

a. Planning

Planning is the first step of classroom action research, it was prepared before doing the action. The researcher explains how the action was carried out in this step.

- 1) The researcher identified the problem and found a solution.
- 2) The researcher made lesson plan.
- 3) The researcher prepared the material and the technique of teaching.
- 4) The researcher prepared the source of learning.
- 5) The researcher prepared observation checklist
- 6) The researcher prepared students attendance list.

b. Action

Action is the second step of this research. After finishing the planning, the learning process was done at the eleventh grade of MAN 1 Bitung. In the action, the researcher applies the Herringbone technique. This action was held to know the improvement of students' reading comprehension skills. The procedure of cycle 1 are explained as follows:

- 1) Pre – Activity
 - a) The researcher greets the students.
 - b) The researcher checks students' attendance.
 - c) The researcher motivating the students how to make students easy to learn English, especially in reading.
- 2) Main Activity
 - a) The students were working in pairs.
 - b) The researcher explained to the student about herringbone technique.

- c) The researcher gives the text in the form of narrative text to the students.
- d) The researcher creates a visual diagram of the Herringbone.
- e) The researcher shows the students a visual diagram of the Herringbone technique and explains how to use it.
- f) The researcher tells the student to write the answer on the diagram. The questions consist of WH-questions.
- g) Students must read the text to determine the answer and then write it on the diagram.
- h) The researcher shows the student how each answer fits into a slot in the main idea sentence after the information has been written.
- i) The students use the information from the Herringbone diagram to write the main idea.

3) Post activity

- a) The herringbone diagram becomes a discussion tool for the text.
- b) The teacher collects the answer sheets from the students.
- c) The teacher closes the teaching and learning activities.

c. Observation

The researcher observed the teaching and learning process before, during, and after treatment. The observation also provides an observation sheet about the overall conditions during the study. The researcher identified the most important aspect of the teaching and learning process.

d. Reflection

The researcher evaluates the effect of the action and identifies the weaknesses during the learning and teaching process in order to improve the next actions in this section. The researcher decided to conduct Cycle 2 after considering the reflection point at the end of Cycle 1.

2. Cycle II

Based on reflection in the cycle, the researcher decided to continue with cycle two in order to help students understand and improve their reading comprehension skills. The steps were like cycle 1.

a. Planning

The researcher revised the lesson plans and continued with carrying out the same teaching and learning process as the planning in cycle 1.

b. Action

The action is carried out by the researcher using the new lesson plans. The researcher observed student activities during the teaching and learning process.

c. Observing

The researcher observes the students' responses, participations, and achievements which are found during the action process. In addition to using observation checklist, the researcher took photos during the learning process as documentation. The researcher gave the students the same test but with a different theme to see whether they could improve their reading comprehension skills by using the herringbone technique.

d. Reflection

Reflection is done after the teaching and learning process. In this step, the researcher examines the test and compares the results of the pre-test and post-test scores. This stage is carried out to determine whether there is an improvement in students' reading comprehension by implementing the herringbone technique.

H. Technique of Data Analysis

The researcher accumulated and analyzed the data gathered through observation, interviews, tests, and documentation. That means organized and managed the data. The researcher must become involved with the data by reading and reflecting on it. The data must then be described, classified, and

interpreted. The researcher analyzed data from both qualitative and quantitative in this study. Creswell defines qualitative data analysis as having three stages:

1. Organizing and familiarizing
2. Coding and reducing
3. Interpreting and representing⁵⁰

As for quantitative data analysis in this study, the researcher calculated the average pre-test and post-test scores. The researcher compared the pre-test and post-test scores to determine the level of improvement. The results were compared with the minimum school completeness criteria (KKM). The minimum completeness criteria (KKM) for English in the eleventh grade at MAN 1 Bitung is 70.

To analyze the data, the researcher used the formula below to calculate the average score:⁵¹

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

Note :

X : Average (mean) of the student score.

$\sum X$: The sum (total) score.

$\sum N$: Number of the students.

In the next stage, the researcher tried to analyze the class percentage that passes the minimum completeness criteria (KKM) using the English

⁵⁰ Donald Ary et al., *Introduction to Research in Education* (United States: Wadsworth Cengage Learning, 2006). p.482

⁵¹ Daryanto, *Penelitian Tindakan Kelas Dan Penelitian Tindakan Sekolah* (Yogyakarta: Gavamedia, 2018).

subject gain score of 70 (seventy) as adapted from the MAN 1 Bitung curriculum. It applied the following formula⁵²:

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

- P : The class percentage
 F : Total percentage score
 N : Number of the students

Then, the researcher analyzed the students' reading comprehension scores from pre-test to post-test. This is used to find out whether there is an improvement in cycles I and II or not. the formula is as follows:⁵³

$$P = \frac{y1 - y}{y} \times 100\%$$

- P : Percentage of students' improvement
 y : Pre-test result
 y1 : Post-test result cycle I

$$P = \frac{y2 - y}{y} \times 100\%$$

- P : Percentage of students' improvement
 y : Pre-test result
 y2 : Post-test result cycle II

⁵² Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008).

⁵³ David E Meltzer, "The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores" (Iowa: Department of Physics and Astronomy, Iowa state University, 2008).

I. Research Stages

1. The researcher arranges the study by deciding the research background and research questions.
2. To begin the study, the researcher collects data from the research subjects and analyze it.
3. The researcher identifies the target population and develop research instruments such as tests, observations, and interviews.
4. Researcher conducted a pre-cycle to give a pre-test to students.
5. Researcher conducted cycle I and II which consisted of planning, action, observation and reflecting.
6. In planning each cycle, the researcher makes a lesson plan that are used in learning reading comprehension.
7. After that, the researcher took action to implement the herringbone technique in reading comprehension learning activities.
8. At the end of each cycle, the researcher collects test results and observations.
9. The researcher calculates and analyze the results of observations and test from pre-test to post-test.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research was conducted in class XI MIA II which consisted of nineteen students. The action was carried out nine times, namely pre-test, cycle one with three meetings, post-test, cycle two with three meetings, and the final post-test. The researcher has prepared a list of student attendance when conducting research at each meeting. This research is trying to find out how the improvement of students' reading comprehension by implementing the Herringbone technique.

The first and second cycles include four steps: planning, action, observation, and reflecting. The first data is taken from the results of the pre-test. The pre-test was conducted at the first meeting before starting the action of the research cycle to analyze students' comprehension of narrative text. Before that, the researcher asked for permission in advance from the Headmaster of MAN 1 Bitung, the homeroom teacher of XI MIA II, and the English teacher who taught in class XI MIA II.

Following that, the collected data was analyzed using both qualitative and quantitative data. The qualitative data was collected from observation, interviews, and documentation, while the quantitative was obtained from the pre-test, post-test I, and post-test II.

1. Qualitative Data

a. Observation

The researcher observed the students' activity during the learning in every meeting by using an observation checklist. The purpose of this observation is to determine how far the situation, participation, and enthusiasm of the student's activities have

progressed during the teaching and learning process in every cycle (cycle I and cycle II).

A progress table based on observations checklist of student activities during the first cycle of learning. is presented below:

Table 4.1
The Result of Students' Activity in Cycle I

No.	Meeting (Cycle I)	Paying Attention	Asking Question	Respond during Learning	Enthusiasm doing the exercise	Work in Pairs
1.	1 st Meeting	12	4	4	9	14
2.	2 nd Meeting	14	4	4	12	16
3.	3 rd Meeting	16	8	6	14	16

Explanations:

- 1) At the first meeting, there were 12 students who paid attention to the researcher's explanations, and 4 students who actively asked questions and provided responses while learning. When the researcher gave the exercise, there were 9 students who were enthusiastic to participate and 14 students who were actively working in pairs.
- 2) For the second meeting, there were 14 who paid attention to the researcher's explanations, 12 students were enthusiastic about the given exercise, and 16 students worked in pairs.
- 3) At the third meeting, the researcher an improvement in student activities during the learning process. There were 16 students paying attention to the material, 8 students bravely ask questions, and 6 students give responses during the learning process. Meanwhile, 14 students have enthusiastic about doing the exercise and 16 students were actively working in pairs.

In the cycle II, the observation process conducted in three meetings. The following is a table of students' observation checklists during the learning process in cycle II:

Table 4.2
The Result of Students' Activity in Cycle II

No.	Meeting (Cycle I)	Paying Attention	Asking Question	Respond during Learning	Enthusiasm doing the exercise	Work in Pairs
1.	1 st Meeting	16	11	10	14	16
2.	2 nd Meeting	16	12	12	14	19
3.	3 rd Meeting	18	12	14	16	19

Explanations:

- 1) The researcher found that 16 students were paying attention to the learning, 11 students were able to ask questions, and 10 students responded during the learning process during the first meeting of this cycle. Meanwhile, 14 students were enthused about participating in the exercise, and 16 of 19 students were focused on working in pairs.
- 2) In the second meeting, the researcher discovered that there was an improvement in students who actively asked questions, responded during learning, and worked in pairs.
- 3) In last meeting of cycle II, the researcher found that the number of students paying attention improved from before, as well as the number of students who responded during the learning process and were enthusiastic about doing the given exercise.

Based on the results of the observations above, the researcher revealed that there was an improvement in student activities from cycle I to cycle II.

b. Interview

The researcher interviewed the grade XI MIA II students. Interviews were conducted after the implementation of the herringbone technique in cycle II and held on Friday, 10 June 2022 and Monday, 13 June 2022. Students were asked ten questions about their responses to reading comprehension and the herringbone technique during the interview.

Based on the results of the interviews, the researcher concluded that before the implementation of the herringbone technique, many students had difficulty understanding the text and frequently felt bored with reading comprehension learning because they used the same technique repetitively, providing the learning process ineffective. Here are what some students said about before the herringbone technique was implemented:

“I do not understand the important point in the text.”

“(Kita nyanda mengerti itu poin-poin yang penting di text)”⁵⁴

“Usually, we were just given text to read without knowing what it meant.”

“(Biasanya, torang hanya dikase itu text tanpa torang tau depe maksud.)”⁵⁵

“Usually, our teacher just gives the story text and keeps asking us to interpret the text, then looking for the main idea in the text and I do not understand a lot.”

⁵⁴ Interview result with the students in XI MIA II of MAN 1 Bitung, Devan Erdiansyah Banggo, 10th June 2022 at Class XI MIA II of MAN 1 Bitung

⁵⁵ Interview result with the students in XI MIA II of MAN 1 Bitung, Indah Hairunnisa, 10th June 2022 at Class XI MIA II of MAN 1 Bitung

“(Biasanyakan sir cuma kase teks cerita begitu terus suruh pa torang mengartikan sama cari ide poko dalam teks dan banyak yang kita tidak mengerti)”⁵⁶

However, after implementing the herringbone technique in reading comprehension learning, they find it easier to understand the material they read by finding for important information in the text. Because the herringbone technique includes diagrams, students can easily discover the main ideas and supporting details in the text they were discussing. Here are what some students said about after the herringbone technique was implemented:

“At first, I thought it would be difficult because I had never heard of this technique, so I was hesitant. But after you teach using this technique, it becomes easy for me to understand the text which I usually think is difficult for me to understand.”

“(Awalnya kita piker bakalan susah soalnya kw akita belum pernah dengar ini teknik jadi kita agak ragu. Tapi setealah kak mengajar pake ini teknik kita jadi mudah buat paham sama teks yang biasanya menurut kita itu susah)”⁵⁷

“In my opinion, it will be easier to find the main ideas. Because usually we are asked to find the main idea of the text is very difficult.”

“(Kalau menurut kita sih, kita lebih gampang mau cari dia pe ide pokok. Soalnya kalua biasanya torang disuruh cari itu ide pokok susah sekali kak)”⁵⁸

From the results of the statement above, the researcher concluded that the implementing herringbone technique in reading comprehension can

⁵⁶ Interview result with the students in XI MIA II of MAN 1 Bitung, Olivia Zahra, 10th June 2022 at Class XI MIA II of MAN 1 Bitung

⁵⁷ Interview result with the students in XI MIA II of MAN 1 Bitung, Zulfikar Lendes, 13rd June 2022 at Class XI MIA II of MAN 1 Bitung

⁵⁸ Interview result with the students in XI MIA II of MAN 1 Bitung, Wafiq Nurhalisa, 13rd June 2022 at Class XI MIA II of MAN 1 Bitung

help students understand the text they read and make it easier for students to find the main ideas and important information in the text.

2. Quantitative Data

a. Pre-Test

The pre-test was held on Monday, 9 May 2022. It was started at 9.00 and finished at 10.00. There were fifteen multiple-choice questions on the test, and each had four alternative responses (A, B, C, D).

Table 4.3
Students' Pre-test Score

No.	Student's Initial Name	Pre-test Score	Passed/Failed
1.	ADU	80	P
2.	AP	73	P
3.	AL	73	P
4.	DEB	47	F
5.	FAM	80	P
6.	GSG	60	F
7.	IH	60	F
8.	KV	60	F
9.	MAD	73	P
10.	NL	60	F
11.	NN	60	F
12.	OZ	60	F
13.	PNA	60	F
14.	RA	53	F
15.	SM	80	P
16.	WN	60	F
17.	ZAN	60	F

18.	ZL	53	F
19.	KAL	60	F
Total Score		1212	-
The Highest Score		80	-
The Lowest Score		53	-
The Average Score		63.79	-
The Class Percentage		31.58%	-

Based on the results of the pre-test, the data showed that the total score was 1212. It was found that the highest score obtained from the results was 80, and the lowest score obtained was 53. The average of students' pre-test score is:

$$\text{Total Pre-test} = 1212$$

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

$$X = \frac{1212}{19}$$

$$\mathbf{X = 63.79}$$

The total score of the student's pre-test ($\sum X$) is 1212 and divided by the total number of students ($\sum N$) is 19 then the result is 63.79.

After calculating the student's average score, the researcher calculated the percentage score to find out the students who passed the Minimum Completeness Criteria (KKM) which was 70. The researcher obtained the data using the following formula:

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

$$P = \frac{6}{19} \times 100\%$$

$$\mathbf{P = 31.58\%}$$

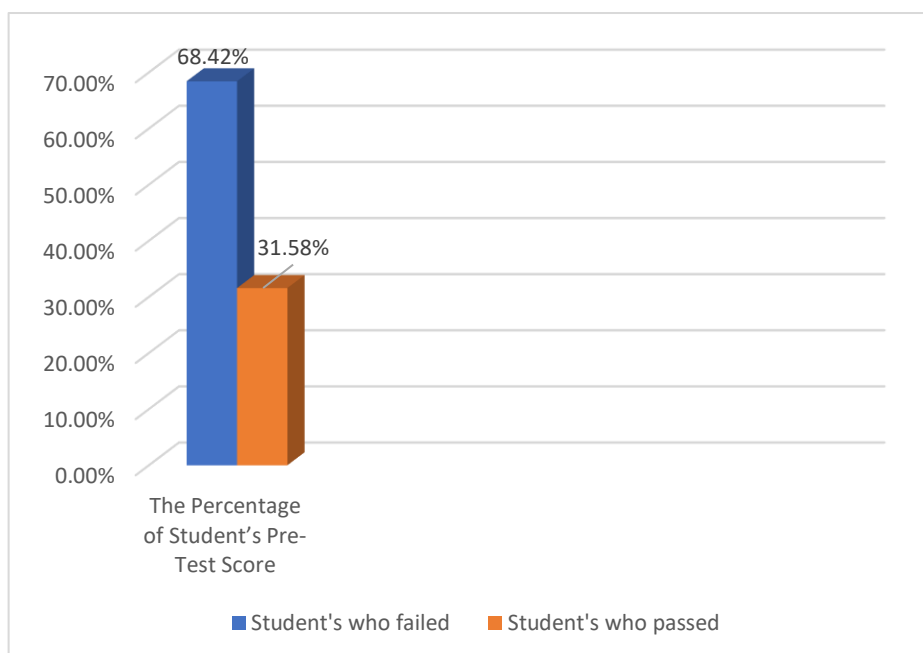
Based on the data above, it is known that the class of percentage score has been calculated by dividing the total percentage score (F), which the students who passed the KKM score are 6 with the number of students (N) is 19 then multiplied by 100% and the result is 31.58%.

Table 4.4
The Result of Pre-Test

No.	Students' Success Criteria	Frequency	Percentage
1.	≤ 70 (Failed)	13	68.42%
2.	≥ 70 (Passed)	6	31.58%
Total		19	100%

Based on the table, it can be seen that there were 13 students or 68.42% who failed the KKM score, while the students who passed the KKM score were 6 or 31.58% who passed the KKM score.

Figure 4.1
The Percentage of Student's Pre-Test Score



The percentage above shows that the number of students who achieve the KKM score is lower than the number of students who do not achieve the score. Therefore, the researcher started the first cycle to implement the herringbone technique in the reading comprehension learning process.

b. Cycle I

1) Planning

The researcher managed the instruments for preparing to cycle I. First is preparing the lesson plans for three meetings, including the material, the text, teaching technique, source of learning, and exercise. Before starting the action of the cycle I, the researcher discussed with the English teacher about the lesson plan and the material that will be used is narrative text. Second, the researcher planned learning activities by implementing the herringbone technique. Third, the researcher prepared observation sheets to observe student behaviors, activities, and responses during the learning process. Fourth, the researcher prepared students' attendance list.

2) Action

In the action, the researcher acts as the teacher who implements the Herringbone techniques to teach reading comprehension in the eleventh grade of MAN 1 Bitung. The herringbone technique will be implemented in every meeting and divided into 3 stages, namely pre-activity, main activity, and post-activity. The researcher explains in detail the action that follows.

a) The First Meeting

The first meeting was conducted on Thursday, 12 May 2022.

(1) Pre-Activity

In the first stage, the researcher greeted the students, asked their condition, and took attendance list before beginning. Then, the researcher asked about the student's

readiness and divided the students into pairs of two to three people before beginning the main activity.

(2) Main Activity

For the first meeting, the researcher started the material on the introduction of narrative text including the structure and language features in narrative text. After explaining narrative text, the researcher gave them the text about “the ant and the dove” and then asked them to read it and discuss about that with their friends. The researcher also provided a visual diagram of the Herringbone technique which consists of WH-questions and explained how to use it.

After listening to the explanation, students begin to determine the answer and write it down on the diagram. They use the information from the Herringbone diagram to write the main idea and other important information.

(3) Post-Activity

The researcher collected the students' answer sheets and asks regarding their difficulties in the learning process. At the last, the researcher closing the teaching and learning activities by saying Hamdalah.

b) The second Meeting

The second meeting was conducted on Thursday, 19 May 2022.

(1) Pre-activity

Before beginning, the researcher greeted the students, asked about their condition, and took attendance.

(2) Main Activity

The researcher explained the herringbone technique again at the second meeting and gave them a narrative text about "The Ugly Duckling." After that, the researcher explained about the text and asked the student to read carefully for find out the important information in the text.

The researcher drew a herringbone technique diagram on the whiteboard while waiting for the students to finish reading the text. The researcher gave the students the opportunity to draw herringbone diagrams on their paper. Students write down the answers they get from the information in the texts they have read.

(3) Post- Activity

The researcher collected the students' answer papers and then asked them about the assigned text. After that, the researcher closed the second meeting by giving the students a new text to be discussed to the next meeting.

c) The Third Meeting

The third meeting was conducted on Monday, 23 May 2022.

(1) Pre-Activity

The researcher greeted the students and then checked the student attendance.

(2) Main Activity

The researcher started the learning process through reading a narrative text that had been distributed at the end of the second meeting. After that, the researcher will ask what information they get from the reading text that has been given. The students will start writing down the information they get in the text and then write it down on herringbone diagram paper.

(3) Post-Activity

The researcher collected the answer papers after the students have finished writing the answers on the herringbone diagram paper. Before closed the last meeting for the first cycle, the researcher distributed the answer sheets that students had done in the first and second meetings which would be discussed together to determine the students' ability to find and collect the important information in the text. Then the researcher closed the meeting by saying Hamdalah and salam.

d) The Result of Post-Test I

The post-test I was carried out on Friday, 27 May 2022 from 09.20 to 10.00. The table below contains the results of the post-test I scores obtained by students.

Table 4.5
The Students' Post-Test I Score

No.	Student's Initial Name	Post-Test I Score	Passed/Failed
1.	ADU	93	P
2.	AP	80	P
3.	AL	80	P
4.	DEB	60	F
5.	FAM	93	P
6.	GSG	67	F
7.	IH	67	F
8.	KV	67	F
9.	MAD	80	P
10.	NL	87	P

11.	NN	73	P
12.	OZ	67	F
13.	PNA	67	F
14.	RA	67	F
15.	SM	87	P
16.	WN	87	P
17.	ZAN	67	F
18.	ZL	60	F
19.	KAL	67	F
Total Score		1416	
The Highest Score		93	-
The Lowest Score		60	-
The Average Score		74.53	-
The Class Percentage		47.37%	-

The researcher found out the average score by formula:

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

$$X = \frac{1416}{19}$$

$$X = 74.53$$

Explanations:

The average score of students obtained by dividing the total score of post-test I students ($\sum X$) is 1416 with a total number of students ($\sum N$) is 19, achieving a result of 74.53.

To analyze the percentage score of students who passed the minimum completeness criteria, the researcher used the following formula:

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

$$P = \frac{9}{19} \times 100\%$$

$$P = 47.37\%$$

Explanations:

According to the result above, it is shown that the class of percentage score has been calculated by dividing the total percentage score (F), which the students who passed the KKM score are 9 with the number of students (N) is 19 then multiplied by 100% and the result is 47.37%.

Table 4.6
The Result of Post-Test I

No.	Students' Success Criteria	Frequency	Percentage
1.	≤70 (Failed)	10	52.63%
2.	≥70 (Passed)	9	47.37%
Total		19	100%

The data showed that there was 10 (52.63%) of students failed and 9 (47.37%) of students who passed the minimum completeness criteria in post-test I.

In the last step, the researcher used the following formula to calculate the percentage of student improvement from pre-test to post-test I:

$$P = \frac{\gamma_1 - \gamma}{Y} \times 100\%$$

$$P = \frac{74.53 - 63.79}{63.79} \times 100\%$$

$$P = \frac{10.74}{63.79} \times 100\%$$

$$P = 16.84\%$$

Explanations:

The percentage of students' improvement was calculated by subtracting the post-test I (74.53) score from the pre-test results (63.79), which resulted in 10.74, then dividing by the pre-test results multiplied by 100% and the result was 16.84%.

That means there was 16.84% of improvement in test scores from the pre-test to the post-test I.

3) Observation

During the implementation of the herringbone technique in the reading comprehension learning process, the researcher found some weaknesses shown by the students during Cycle I. The following are the weaknesses in Cycle I:

- a) Many students have not actively asked and answered questions about the subject material they were studying.
- b) Additionally, some students showed less enthusiasm for completing the exercises given during the first meeting.

4) Reflection

- a) According to the results of Cycle I, 9 students passed the test and the rest of the 10 students failed the test. Many of them got the wrong answer in finding the main idea from the text as a result of the post-test. Furthermore, students are still having difficulty comprehending the text due to the use of pronouns.
- b) According to personal experience during the meeting did not go well. because the researcher is a newcomer, and it makes them feel uncomfortable to ask a question and respond. Based on the results of observations at the first and second meetings,

only 4 students gave questions and responses related to the material.

The researcher continues into the cycle II based on the outcomes of reflection in order to overcome problems and improve the results obtained in the cycle I.

c. Cycle II

1) Planning

There are still many students in the first cycle who have not achieved the minimum completeness criteria score (KKM). As a result, the researcher decided to conduct cycle 2 to resolve the problems defined in cycle 1. The researcher begins by revising the lesson plan as well as the narrative text that will be used and continued by carrying out the same teaching and learning process as the planning in cycle 1.

2) Action

a) The First Meeting

The first meeting in cycle II was conducted on Saturday, 28 May 2022.

(1) Pre-Activity

Before beginning, the researcher greeted the students, asked about their condition, and took attendance. The researcher then separated the students into pairs of two or three before beginning the main activity.

(2) Main Activity

For the main activity, the researcher started the material by giving the students a reading text entitled "the legend of rainbow" that they had to read and then discuss with their friends.

The researcher explained how they used the herringbone technique to identify the information in the

text they read. Then, the students began to determine the answer and wrote it on the herringbone diagram.

(3) Post-Activity

The researcher collected the students' answers and asked about their difficulties with herringbone diagrams. Finally, the researcher said hamdalah to close the teaching and learning activities.

b) The Second Meeting

The second meeting was conducted on Monday, 06 June 2022.

(1) Pre-Activity

The researcher greeted the students and took their attendance. Before starting the main activity, the researcher repeated the previous material.

(2) Main Activity

The main activity started with the researcher giving the reading text "Pinocchio." Then students will be asked to carefully read and discuss the main points they got from the text. After that, the students will be required to stand and read the text aloud by the researcher.

(3) Post-Activity

Before closing the meeting, the researcher asked that the students read the text provided because it would be discussed again at the next meeting. Then the meeting will be ended by saying Hamdalah.

c) The Third Meeting

The third meeting was conducted on Thursday, 07 June 2022.

(1) Pre-Activity

As before, the researchers started the class meeting by greeting the students and taking their attendance. Then,

the researcher will be asked the students about the text that has been shared at the previous meeting.

(2) Main Activity

The researcher began the class by giving the students a herringbone diagram paper to practice on according to the instructions that had been given. The herringbone technique diagram is presented in the form of WH-Questions, which students will filled out with important information from the texts they have read and discussed.

After the students have completed the assigned exercise, the researcher will show how each answer fits into a slot in the main idea sentence after the information has been written down. Therefore, they will use the information from the herringbone diagram to write the text's main idea.

(3) Post-Activity

After the main activities are completed, the researcher will collect answer sheets from students. Next, the researcher will ask students what difficulties they find when discussing the given text.

The researcher concluded the meeting by saying Hamdalah after the students answered to the question.

d) The Result of Post-Test II

The post-test II was held on Thursday, 9 June 2022 from 09.20 to 10.00. The results of students' Post-test II scores are shown in the table below.

Table 4.7
The Students' Score of Post-Test II

No.	Student's Initial Name	Post-Test II Score	Passed/Failed
1.	ADU	100	P
2.	AP	87	P
3.	AL	93	P
4.	DEB	73	P
5.	FAM	93	P
6.	GSG	67	F
7.	IH	87	P
8.	KV	67	F
9.	MAD	87	P
10.	NL	87	P
11.	NN	87	P
12.	OZ	87	P
13.	PNA	73	P
14.	RA	87	P
15.	SM	87	P
16.	WN	93	P
17.	ZAN	73	P
18.	ZL	67	F
19.	KAL	73	P
Total Score		1568	-
The Highest Score		100	-
The Lowest Score		67	-
The Average Score		82.53	-
The Class Percentage		84.21%	-

Based on the data presented above, it was found that the lowest score was 67 and the highest score was 100. The researcher concluded that the average post-test II score of students was:

$$\text{Post Test II} = 1568$$

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

$$X = \frac{1568}{19}$$

$$\mathbf{X = 82.53}$$

Explanations:

The average score of students obtained by dividing the total score of post-test II students ($\sum X$) is 1568 with a total number of students ($\sum N$) is 19, and the result is 82.53.

After calculating the average student score, the researcher analyzed the percentage of classes that passed the minimum completeness criteria (KKM) score. The following formula was used:

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

$$P = \frac{16}{19} \times 100\%$$

$$\mathbf{P = 84.21\%}$$

Explanations:

Based on the result above, it is known that the class of percentage score has been calculated by dividing the total percentage score (F), which the students who passed the KKM

score are 16 with the number of students (N) is 19 then multiplied by 100% and the result is 84.21%.

Table 4.8
The Result of Post-Test II

No.	Students' Success Criteria	Frequency	Percentage
1.	≤70 (Failed)	3	15.79%
2.	≥70 (Passed)	16	84.21%
Total		19	100%

Based on the data above, the researcher knew that 16 (84.21%) of students passed the KKM while 3 (15.79%) of student still failed the KKM score. The data also showed that the students who achieved KKM scores were higher than students who did not achieve KKM scores.

In the final step, the researcher calculates the percentage improvement in students' results by comparing their pre-test scores to their post-test II scores using the formula below:

$$P = \frac{\gamma_2 - \gamma}{Y} \times 100\%$$

$$P = \frac{82.53 - 63.79}{63.79} \times 100\%$$

$$P = \frac{18.74}{63.79} \times 100\%$$

$$P = 29.38\%$$

Explanations:

The percentage of students' improvement was obtained by subtracting the post-test II (82.53) score from the pre-test

results (63.79), which resulted in 18.74, then dividing by the pre-test results multiplied by 100% and the result was 29.38%.

According to the result, there was a 29.38% improvement in test results from pre-test to post-test II.

3) Observation

Observations in cycle II were done directly during the reading comprehension learning process. In cycle II, the researcher implemented the herringbone technique in the learning process and focused on the student's development.

Based on the researcher's observations in cycle II, the problems in the first cycle eventually decreased. Many students paid attention to the explanation, were active in asking and responding during the learning process, became enthusiastic during the given exercise, and were also involved in discussing with their friends.

4) Reflection

Based on the implementation of the herringbone technique in cycle II, it was obtained 82.53 students' average scores in the overall evaluation of the second cycle and obtained 84.21% overall class percentage of students' minimum completeness criteria in cycle II. According to these data, students' minimum completeness criteria are included in the high category. Therefore, the researcher stated that the success rate of students significantly improved in cycle II.

The improvements that occur to students are as follows:

- a) By implementing the herringbone technique into the reading comprehension learning process, students' ability to understand

texts has improved, as has their ability to find the main ideas and supporting details of the texts they read.

- b) Increased students' participation in asking and responding to the material they have discussed.
- c) enhance the students' enthusiasm for understanding the text and doing the given exercise.
- d) The results of the scores achieved by students have better improvement.

B. Discussion

1. The Implementation of Herringbone Technique

The researcher implemented herringbone technique in this study to improve the reading comprehension of students in class XI MIA II at MAN 1 Bitung in the academic year 2021/2022. In this case, herringbone is a technique that can help students to improve their reading comprehension. Peter Edward stated, "The herringbone technique used to help students in reading comprehension to find the main idea and supporting details."⁵⁹ The researcher instructed students to work in pairs of two to three people when learning this technique. The teaching and learning process with the herringbone technique helps to improve students' reading comprehension because students more easily understand the text, were also able to discuss and communicate with their friends about the material they read and use herringbone diagrams to make it easier for them to find important information.

Based on the research conducted, the findings showed that many students can understand the material given. Therefore, the herringbone technique can improve students' reading comprehension skills, and have a positive impact on their learning outcomes. However, there were some weaknesses in the implementation of the herringbone technique in cycle I:

⁵⁹ Peter Edwards, *Literacy Techniques: For Teacher and Parents*, 3rd editio (Canada: Trafford, 2003).

- a. Not all students pay attention during the learning process.
- b. The students afraid to asking questions and giving responds about the material.
- c. Students' enthusiasm to do the exercises was low.
- d. Many students did not achieve the minimum completeness criteria score.

Following the weaknesses in cycle I, the researcher improved the learning process in cycle II. Cycle II improvements include:

- a. As a teacher, the researcher provides support to students in asking questions and responding to the material.
- b. Students' enthusiasm in comprehending the text and doing the given exercise increased.
- c. Many students can achieve the minimum completeness criteria score.

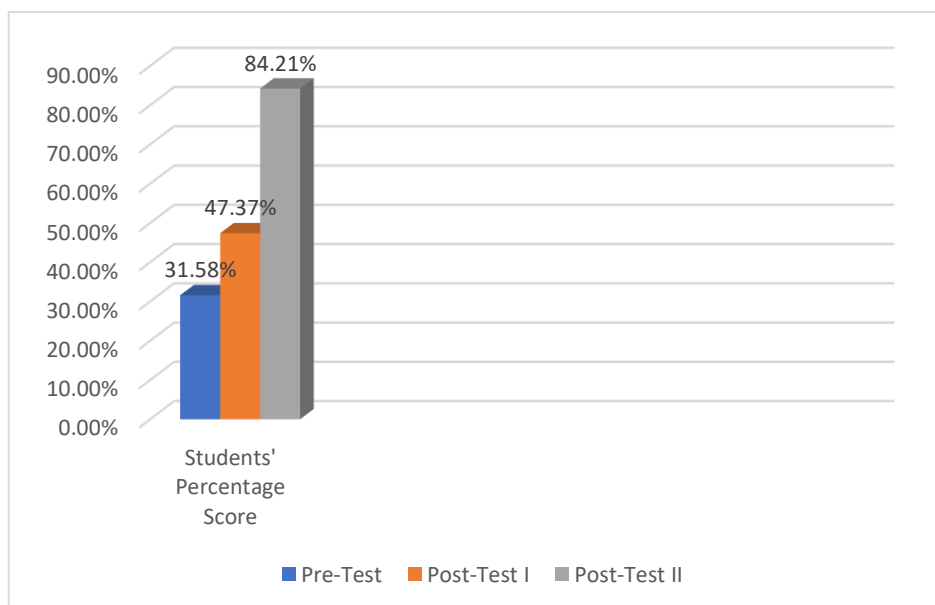
The implementation of the herringbone technique in cycle II resulted in an improvement in the learning outcomes of all students. Compared to cycle I, student learning outcomes in cycle II have increased.

2. Students' Learning Outcomes

Learning outcomes were abilities that students gain as a result of the teaching and learning process in accordance with learning objectives. The test given to students in this study was a multiple-choice question with 15 numbers about narrative text material. Students may find the material discussed in the first and second cycles to be interesting story texts.

Based on the findings, the implementation of herringbone technique is able to improve students' learning outcomes in reading comprehension. This is evidenced by the students' increased class percentage completeness from pre-test to post-test cycles I and II.

Figure 4.2
Students' Learning Outcomes



According to the figure above, there is an improvement in students' learning outcomes from pre-test, post-test I, and post-test II. The results obtained in the pre-test were 31.58% or 6 students from the total 19 students who passed the minimum completeness criteria (KKM) of 70. Meanwhile, students' learning outcomes showed a little improvement in scores during the post-test cycle I. The completeness percentage was 47.37% since 9 students out of 19 passed the test and 10 students failed the test. Furthermore, students' learning outcomes in cycle II improved for all students. There were 16 students who achieved the KKM score, and 3 students who did not achieve KKM score. As a result, the percentage of completeness was 84.21%.

Based on these results, the researcher concluded that the implementation of herringbone technique improved students' learning outcomes during the teaching and learning process of reading comprehension. In teaching and learning activities, reading comprehension requires techniques that can improve and also help students improve their

abilities and learning outcomes. By applying this herringbone technique, find it easier to find important information in the text and understand the connections between supporting details to identify the main idea. This is supported by the statement from Tierney, et al that the herringbone technique helps students in understanding the connections between supporting details to identify the main idea.⁶⁰

⁶⁰ Robert J Tierney, John E Readence, and Ernest K Dishner, *Reading Strategies and Practices: A Compendium*, 6 Ed (Boston: Pearson Education, Inc, 2005).

CHAPTER V

CONCLUSION AND SUGGESTION

Following the results of this research, the researcher provides a conclusion and suggestions in this chapter. The first section includes the research findings' results, and the second includes suggestions dealing with the objectives of teaching and the learning process.

A. Conclusion

In this research, the researcher concluded two conclusions to answer the research question. The conclusion as follow:

1. The implementation of herringbone technique in MAN 1 Bitung class XI MIA II is able to improve students' abilities in the reading comprehension learning process. This can be seen in the results, which show an improvement in students' reading comprehension during the learning process, including students paying more attention to the material, being active in asking and responding, having enthusiasm when doing the given exercise, participating in discussions with their friends, and improving their achievement in every test.
2. The Implementation of herringbone technique to improve students' reading comprehension at the eleventh grade of MIA II in MAN 1 Bitung in the Academic year 2021/2022 has been carried out in two cycles. Furthermore, the herringbone technique is used in the learning process to enhance students' reading comprehension skills. The pre-test data revealed that the percentage of students who failed the test was higher than the students who passed the test. The number of students who failed the pre-test was 68.42%, or 13 students, while the number of students who passed was 31.58% or 6 students. Furthermore, the percentage of students who passed the minimum completeness criteria score (KKM) for cycle I increased from 31.58% to 47.37% or 9 students. However, these results

have not reached the completeness percentage criteria. The percentage of students who passed the test in cycle II reached 84.21% or 16 students. In other words, the result showed that students' reading comprehension had an improvement.

B. Suggestion

The researcher gave some suggestions to the following based on the results of the research.

1. The student

For the student, Because the herringbone technique is easy to apply to reading comprehension in the text, students must pay attention to the teacher's instructions.

2. The Teacher

The researcher expected the teacher to implement techniques or strategies to make English learning more interesting for students. English teachers should prepare classes in a comfortable environment so that students are always focused and enthusiastic to study without being forced. Teachers must also choose the appropriate techniques to help students in being more involved in the learning process.

3. Other Researcher

There are numerous techniques available to help students improve their reading comprehension. Furthermore, there are other aspects of reading ability that can be analyzed and improved. Hopefully, the finding of this research will give a contribution as preliminary data for further research.

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APPENDICES

APPENDIX 1

School Profile

The data of MAN 1 Bitung

Name of School	: MAN 1 Bitung
NSM	: 131271720001
NPSN	: 69725253
Status	: Negeri
Accreditation	: B (86)
Since	: 1975
Address	: Jln. Resetlement Bak Aer
Urban village	: Kekenturan
Sub-district	: Maesa
City	: Bitung
Zip Code	: 95523
Province	: North Sulawesi
Telephone	: 0852-4097-6887
Email	: man1bitung@gmail.com
Website	: www.manbitung.sch.id
Curriculum	: Curriculum 2013

MAN 1 Bitung was founded in 1975 after changing places several times. Currently, MAN 1 Bitung has a permanent building, and the status of the building has become a Negeri with accreditation B.

Vision

"The Realization of Madrasah Aliyah Negeri 1 Bitung Superior, Quality in the Preparation and Development of Human Resources in Science, Technology, Faith, and Taqwa

The vision reflects the Madrasa's future-oriented goals while taking current potential into consideration, in accordance with community norms and expectations. To make this happen, the Madrasah determines the strategic steps stated in the madrasa mission.

Mission

1. Making Madrasah Aliyah Negeri 1 Bitung superior, Islamic, and populist
2. Organizing quality and success-oriented education
3. Preparing graduates who are skilled and able to continue their education and enter the world of work

Madrasah Goals

1. Excellent Madrasah

- a. Creating excellent students in the academic field
- b. Improving graduate students both in quantity and quality
- c. Improving the achievement of Madrasah Science competence of students at the city, province, and national levels
- d. Creating an Arabic and English madrasa environment
- e. Creating students who are able to read Al-Quran and carry out compulsory and sunnah worship
- f. Increase the extra achievements of students at the city, province, and national levels

2. Madrasah with Character

- a. Producing faithful and devoted students
- b. Fostering real Islamic characters in the environment
- c. Forming the character of students who care about the environment
- d. Producing a clean and beautiful madrasa environment
- e. Realizing madrasa plus skills
- f. Producing a quality and competitive culture of discipline and work culture

APPENDIX 2

The Letters



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Dr S H Sarundajang Kawasan Ring Road I Kota Manado Tlp / Fax (0431) 860616 Manado 95128

Nomor : B-1010 /In. 25/F.II/TL.00.1/04/2022
Sifat : Penting
Lamp : -
Hal : Permohonan Izin Penelitian

Manado, 19 April 2022

Kepada Yth :
Kepala MAN 1 Bitung
Di
Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama : Nur Mutmainnah
N I M : 17.2.6.033
Semester : X (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)


Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : *"The Implementation Of Herringbone Technique To Improve Students' Reading Comprehension"*. Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan Islam dengan Dosen Pembimbing :

1. Nur Halimah, M.Hum
2. Lies Kryati, M.Ed

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan April s.d Juni 2022.

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam Wr. Wb

a.n. Dekan
Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga,

Mutmainnah

Tembusan :

1. Rektor IAIN Manado sebagai Laporan
2. Dekan FTIK IAIN Manado
3. Kaprodi TBI IAIN Manado
4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BITUNG
MADRASAH ALIYAH NEGERI I**

Jln. Resettlement, Bak Aer Kel. Kakenturan Dua Kec. Maesa Kota Bitung 95523

Email: man1bitung@gmail.com Web. manbitung.sch.id

NSM : 131271720001 NPSN : 69725153 TERAKREDITASI : "B"

SURAT KETERANGAN

Nomor : 189 /MA.23.04/PP.00.3/6/2022

Yang bertanda tangan dibawah ini :

Nama : **Drs. H. Sudarto Katijo, M.Pd.I**

NIP : 19691020 199703 1005

Jabatan : Kepala MAN 1 Bitung

Menerangkan bahwa :

Nama : **Nur Mutmainnah**

N I M : 17.2.6.033

Semester : X (Sepuluh)

Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

Program Studi S1 : Tadris Bahasa Inggris (TBI)

Adalah benar telah melakukan penelitian di Madrasah Aliyah Negeri 1 Bitung dalam rangka penyusunan Skripsi yang berjudul "*The Implementation of Herringbone technique to Improve Students' Reading Comprehension*".

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Bitung, 16 Juni 2022 M
16 Dzulkaidah 1443H

Kepala Madrasah,

Drs. H. Sudarto Katijo, M.Pd.I
NIP. 19691020 199703 1 005

APPENDIX 3

Lesson Plan (RPP)

LESSON PLAN

CYCLE I

School	: MAN 1 Bitung	Skill	: Reading
Class/Semester	: XI MIA II/II	Topic	: Narrative Text
Subject	: English	Time Allocation	: 3 x 90 Minutes (3x pertemuan)

A. Core Competence

1. Living and practicing religious teachings which is embraced.
2. Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behaviour, 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.
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.
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.

B. 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.	<ul style="list-style-type: none">- Demonstrate polite and caring behaviour in carrying out interpersonal communication with teachers and friends.- Shows honest, disciplined, confident, and responsible behaviour in carrying out transactional communication with the teacher and friends.- Shows the behaviour of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication.	<ul style="list-style-type: none">- Shows courteous and caring attitude in doing the task of learning English.- Demonstrate honest, disciplined, and responsible attitude in doing the tasks of learning English.- 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.	<ul style="list-style-type: none">- Identify characteristics of the Narrative text.- Explain the text format of the Narrative Text.- Explain the function of the 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.	<ul style="list-style-type: none"> - Answering questions based on the text they read. - Present the information obtained in the text of the narrative text.
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C. Learning Material

1. Definition of 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

4. Narrative Text

a. Text in First Meeting

The Ant and the Dove

One 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.

b. Text in Second Meeting

The Ugly Duckling

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return. However, the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very grey. He didn't look like the others at all. He was like a turkey.

When the mother duck brought the children to the pond for their first swimming lesson. The huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly. However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked. The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter.

Finally, the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

c. Text in Third Meeting

The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and

shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

D. Teaching Technique

Herringbone Technique

E. Media, Tools and Learning Resource

1. Media : Text of the stories, Test Sheets.
2. Tools : Marker, Whiteboard, paper of herringbone diagram, Mobile Phone, Dictionary
3. Learning Resources :
 - a. Text : - English Textbooks of MAN 1 Bitung
- Source from Internet

F. Learning Activity

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
1.	<p>Preliminary Orientation</p> <ul style="list-style-type: none"> - Teacher starts the learning by greeting, prayer and checking student attendance. - The teacher focuses the student's attention on the material to be learned. <p>Apperception</p> <ul style="list-style-type: none"> - Teacher gives the students early perception about the material that will be taught <p>Motivation</p> <ul style="list-style-type: none"> - 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. <p>Reference</p> <ul style="list-style-type: none"> - Teacher gives science study to be studied. - Teacher explains the subject matter and description of the subject matter in outline 	<ul style="list-style-type: none"> - 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 	10 Minutes

	<ul style="list-style-type: none"> - 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 	<p>to be used.</p> <ul style="list-style-type: none"> - Students follow the teacher's instruction - Students record it and understand it 	
2.	<p>CORE ACTIVITY</p> <p>Phase 1</p> <ul style="list-style-type: none"> - Teacher explains Narrative text to the students - Teachers gives example of Narrative text - 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 <p>Phase 2</p> <ul style="list-style-type: none"> - Teacher makes students work in pairs with their friends - Teacher gives the students a text of narrative text. <p>Phase 3</p> <ul style="list-style-type: none"> - Teacher asks the students to read carefully the text and answer the questions given by the teacher <p>Phase 4</p> <ul style="list-style-type: none"> - Teacher monitors the students when they are doing their tasks. 	<ul style="list-style-type: none"> - Students pay attention toward teacher's explanation - Students pay attention to the teacher and ask questions related to the generic structure and language feature - Students find out the generic structure and language feature of Narrative text given by teacher - Student work in pairs - Students accept the topic that is given - students read the text to find the answer - Students write their answer on the herringbone diagram paper 	<p>30 Minutes</p> <p>5 Minutes</p> <p>15 Minutes</p> <p>20 Minutes</p>
3.	<p>CLOSING</p> <ul style="list-style-type: none"> - Teacher collects the students' work - Teacher asks the students to make a summary based on the investigation they have made - The teacher closes the lesson by praying and to say good bye 	<ul style="list-style-type: none"> - Students collect their work to the teacher - Students make summary based on the investigation they have made - Students pray and say good bye 	<p>10 Minutes</p>

G. Appraisal

- 1) Assessment Technique : Written Test (Post-Test)
- 2) Form Instrument

The written test is in the form of multiple-choice questions. Assessment is done by counting the number of correct answers to the questions that have been given.

The formula for calculating student scores is as follows

$$\frac{\textit{The total score obtained by studentsh}}{\textit{Maximum Score}} \times 100$$

Bitung, 23 May 2022

Researcher



Nur Mutmainnah
NIM: 17.2.6.033

LESSON PLAN

CYCLE II

School	: MAN 1 Bitung	Skill	: Reading
Class/Semester	: XI MIA II/II	Topic	: Narrative Text
Subject	: English	Time Allocation	: 3 x 90 Minutes (3x pertemuan)

A. Core Competence

1. Living and practicing religious teachings which is embraced.
2. Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behaviour, 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.
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.
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.

B. 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.	<ul style="list-style-type: none"> - Demonstrate polite and caring behaviour in carrying out interpersonal communication with teachers and friends. - Shows honest, disciplined, confident, and responsible behaviour in carrying out transactional communication with the teacher and friends. - Shows the behaviour of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication. 	<ul style="list-style-type: none"> - Shows courteous and caring attitude in doing the task of learning English. - Demonstrate honest, disciplined, and responsible attitude in doing the tasks of learning English. - 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.	<ul style="list-style-type: none"> - Identify characteristics of the Narrative text. - Explain the text format of the Narrative Text. - Explain the function of the 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.	<ul style="list-style-type: none"> - Answering questions based on the text they read. - Present the information obtained in the text of the narrative text.

C. Learning Material

1. Definition of 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. 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
3. Narrative Text
 - a. Text in First Meeting

The Story of Rainbow

A long time ago, there was a farmer. He had a small farm. One day he found that a wall which he had built on previous days was getting knocked down. The farmer did not know who or what made it. Because he felt tired of this happening the farmer decided to catch who should be responsible.

One evening, while the farmer was in guard he heard something strange near that wall, then he ran to find out who or what it was. It was surprising him because there were three stars maidens there. When they saw the farmer was approaching, they tried to escape. Two of the star maidens could run and escape but one of them was left behind.

The farmer then caught the star maiden. She was beautiful and soon the farmer felt in love with her. Because he was afraid that the star maiden would run away, the farmer hid her magical wings so she could not fly anymore. the farmer and the star maiden got married. Time went by they live together and got a beautiful baby boy. They lived happily for a long time, until one day, the star maiden found her magical wings near their house. She wore her wings back and flew with her son next to her. The farmer was alone and heart broken. The gods saw the tears of the farmer. They felt pity of him so they decided to build a bridge of different colours for him to climb to the sky and see his son and wife.

b. Text in Second and Third Meeting

Pinocchio

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Later on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

D. Teaching Technique

Herringbone Technique

E. Media, Tools and Learning Resource

1. Media : Text of the stories, Test Sheets.
2. Tools : Marker, Whiteboard, paper of herringbone diagram, Mobile Phone, Dictionary
3. Learning Resources :
Text : - English Textbooks of MAN 1 Bitung
- Source from Internet

F. Learning Activity

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
1.	Preliminary Orientation - Teacher starts the learning by greeting, prayer and checking	- Students respond the teacher to greeting and pray	

	<p>student attendance.</p> <ul style="list-style-type: none"> - The teacher focuses the student's attention on the material to be learned. <p>Apperception</p> <ul style="list-style-type: none"> - Teacher gives the students early perception about the material that will be taught <p>Motivation</p> <ul style="list-style-type: none"> - 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. <p>Reference</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 instruction - Students record it and understand it 	<p>10 Minutes</p>
<p>2.</p>	<p>CORE ACTIVITY</p> <p>Phase 1</p> <ul style="list-style-type: none"> - Teacher explains Narrative text to the students - Teachers gives example of Narrative text - 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 <p>Phase 2</p> <ul style="list-style-type: none"> - Teacher makes students work in pairs with their friends - Teacher gives the students a text of narrative text. <p>Phase 3</p>	<ul style="list-style-type: none"> - Students pay attention toward teacher's explanation - Students pay attention to the teacher and ask questions related to the generic structure and language feature - Students find out the generic structure and language feature of Narrative text given by teacher - Student work in pairs 	<p>30 Minutes</p> <p>5 Minutes</p>

	<ul style="list-style-type: none"> - Teacher asks the students to read carefully the text and answer the questions given by the teacher <p>Phase 4</p> <ul style="list-style-type: none"> - Teacher monitors the students when they are doing their tasks. 	<ul style="list-style-type: none"> - Students accept the topic that is given - students read the text to find the answer - Students write their answer on the herringbone diagram paper 	<p>15 Minutes</p> <p>20 Minutes</p>
3.	<p>CLOSING</p> <ul style="list-style-type: none"> - Teacher collects the students' work - Teacher asks the students to make a summary based on the investigation they have made - The teacher closes the lesson by praying and to say good bye 	<ul style="list-style-type: none"> - Students collect their work to the teacher - Students make summary based on the investigation they have made - Students pray and say good bye 	<p>10 Minutes</p>

G. Appraisal

- 1) Assessment Technique : Written Test (Post-Test)
- 2) Form Instrument

The written test is in the form of multiple-choice questions. Assessment is done by counting the number of correct answers to the questions that have been given.

The formula for calculating student scores is as follows

$$\frac{\textit{The total score obtained by students}}{\textit{Maximum Score}} \times 100$$

Bitung, 2 May 2022

Researcher



Nur Mutmainnah
NIM: 17.2.6.033

APPENDIX 4

Test and the Answer Key

PRE-TEST

Name :

Class :

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 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 wanted the cock's horns
 - c. The cock did not like his horns
 - d. The millipede was stealing 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. How did the cock get his revenge to the millipede?
 - a. He eats the millipedes
 - b. He took the millipede's horns
 - c. He stepped on the millipedes
 - d. He didn't do any revenge
6. 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!
7. What is the main idea of the text?
 - a. The dragon borrows the cock's horns
 - b. The cock lost his horns because the millipede deceived him by saying that the dragon will return his horns
 - c. Why does the cock eat the millipede?
 - d. The dragon offered the millipede as a guarantor.

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 on the street. When the forty thieves arrived, they had their knives between their teeth. But they could not find either Ali or the gold. And Ali and his wife lived happily ever after.

Read the following text and answer the questions:

8. 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
9. Where did Ali baba find the gold?
 - a. In the forest
 - b. Ali baba's home
 - c. In the cave
 - d. In the tree
10. How did Ali and the forty thieves can open 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
11. 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
12. Why did Ali baba and his wife sweep 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 make them know Ali's home
13. "He rode off to get the other thieves"
The underlined word on the seventh paragraph refers to....
 - a. Ali baba
 - b. The thief
 - c. Ali baba's wife
 - d. Wolves

14. What can we learn from the story?
- a. Do not be a thieves
 - b. We should be a lazy man if we want to live happily like Ali baba
 - c. Do not be a lazy man
 - d. We should not be a greedy person in our life
15. 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

POST-TEST I

Name :

Class : XI MIA II

Choose the correct answer by giving mark (X) on a, b, c or d !

1. What is Narrative Text?
 - a. A text that contains general information
 - b. A text that describes someone or something specifically
 - c. A text that contains complication and resolutions
 - d. A text that tell about recent information
2. Some of the these are included in narrative text, except...
 - a. Myth
 - b. Folktale
 - c. Legend
 - d. News
3. One of the paragraph in narrative text introduces the characters, the place and time story takes place and sets the scene, which is called ..
 - a. Resolution
 - b. Orientation
 - c. Complication
 - d. Re-Orientation
4. What is the last paragraph of narrative text called?
 - a. Orientation
 - b. Re-Orientation
 - c. Resolution
 - d. Complication

The Legend of Lake Toba

There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find that the fish could talk. The fish begged him to set it free.

Batara Guru sahala was so surprised and set the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara Guru sahala fell in love with that fish-woman and wanted to marry her. Batara guru Sahala also promised to keep the secret that she had been a fish and would never tell anybody about it.

They were happily married. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and the word fish reached his daughters. The daughters were crying. They found their mother and told her about it.

The mother was very angry. Batara Guru Sahala broke his promise. The mother started shouting angrily, then the earth began to shake and volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Lake Toba.

Read the following text and answer the questions:

5. **What is the main idea of the fourth paragraph?**
 - a. How Lake Toba was formed
 - b. The daughters found their mother
 - c. Their daughters were crying
 - d. Batara Guru Sahara had two daughters
6. **Why was the mother very angry?**
 - a. Her daughter was crying and found her
 - b. The earth began to shake and volcanoes
 - c. Batara Guru Sahala broke his promise
 - d. Batara Guru Sahala was angry

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and Uncle because her parents were dead.

One day she heard her uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America, and they didn't have enough money to take Snow White.

Snow White did not want her uncle and Aunt to do this so she decided it would be best if she ran away. The next morning, she ran away from home when her aunt and Uncle were having breakfast. She ran away into the woods.

She was very tired and hungry.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" "I am Snow White," she said.

The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, I could? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

Read the following text and answer the questions:

7. **Why did Snow White live with her aunt and uncle?**
 - a. **She did not have house**
 - b. **Because her parents were dead**

- c. **Because she worked in their house**
 - d. **As a result of forcing attitude from them**
8. How many dwarfs that lived with Snow White?
- a. Seven dwarfs
 - b. Five dwarfs
 - c. Three dwarfs
 - d. Six dwarfs
9. *She knocked but no one answered so she went...* (paragraph four). What is the antonym of the word "went"?
- a. **Run away**
 - b. **Leave**
 - c. **Live**
 - d. **Come**
10. When is Snow White run away from house?
- a. At night
 - b. In the evening
 - c. In the morning
 - d. At midnight
11. Why Snow White ran away to the woods?
- a. Her uncle was angry with her
 - b. Snow White Liked playing in the woods
 - c. Her uncle and Aunt would go to America
 - d. Her parents passed away
12. Where does Snow White take a rest when she is tired and hungry?
- a. She rests under the tree
 - b. In the woods
 - c. In the little cottage
 - d. In the cave
13. The third paragraph describes in detail....
- a. What Snow White did after hearing their plan
 - b. How Snow White went into the cottage
 - c. Whom Snow White met in the woods
 - d. Where Snow White's aunt and uncle had breakfast
14. The dwarf said, "If you wish, you may live here with us." What did the dwarf mean with the underlined words?
- a. He offered Snow White to stay with them
 - b. He asked Snow White for a permission to stay
 - c. He agreed to stay with Snow White
 - d. He wishes to stay with Snow White
15. What is the type of the text used by the writer?
- a. Descriptive
 - b. Recount
 - c. Narrative
 - d. Report

POST-TEST II

Name :

Class : XI MIA II

Choose the correct answer by giving mark (X) on a, b, c or d !

Read the text below and answer the questions!

Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest mangoes growing on it. Near the tree lived a crocodile with his wife.

The crocodile, called Karo, and Ram become friends. Sometime Ram used to throw Karo some delicious mangoes for himself and his wife.

One day, Karo's wife told him, "The monkey eats such sweet fruit every day, he must be having the sweetest heart. Get his heart for me, dear husband!". "I cannot, he is my friend," replied Karo, "That means you do not love me," cried the wife.

So sadly, Karo went to Ram the next day. "Ram, please come to my house, I want you to meet my wife." "My friend, how can I come? I live on the land and you in the water," answered Ram.

"Do not worry, my friend, just sit on my back and I shall carry you," Karo cunningly offered him. The poor monkey sat jumped on his friend's back and off they went.

Ram was having a lot of fun when he saw that Karo was very sad and quiet. The monkey asked, "Why are you so quiet, my friend?" Karo replied, "Because your life is short. My wife wants to eat your heart and that is why we are going to her.

Ram was shocked but could not run. He came up with a plan in his mind and sad," Why did you not tell me before? I always leave my heart in the tree when I go out." "Oh, no!" Cried Karo, "Now, what can we do?" "Let's go back and take it," said the clever monkey.

So, the foolish Karo turned around and swam for the mango tree. As soon as Ram could reach a tree branch, he swung up into the tree to safety. He laughed down at the crocodile, "How can I be alive without my heart! Go! Tell your greedy wife how foolish you are!"

From that day, Karo did not only lose a friend but the delicious mangoes as well.

Answer these questions based on the text!

1. What is the text about?
 - a. Karo, the foolish monkey
 - b. Crocodile heart
 - c. The clever monkey and the foolish crocodile
 - d. A crocodile with his wife
2. How many characters are there in the story?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
3. Where did the story take place?
 - a. On a big mango tree near the lake
 - b. In Karo's house
 - c. Near a big mango tree
 - d. On the land
4. "Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest mangoes growing on it. Near the tree lived a crocodile with his wife."
This part of the text is called the ...
 - a. Introduction
 - b. Orientation
 - c. Re-Orientation
 - d. Complication
5. When the complication started?
 - a. When Karo's wife asked her husband to get Ram's heart for her
 - b. When Ram lived on a big mango tree near the lake
 - c. When Karo and Ram become a friend
 - d. When Ram laughed down at the crocodile

Hansel and Gretel

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them." She said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

"Children, I have come to save you," she said hugging them tightly. "I have done a dreadful thing."

“I hope in time you will forgive me. Let me take you home and become a family again”. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

6. What is the story telling about?
 - a. A stepmother who saved her children from a witch
 - b. A witch who is really kind
 - c. Two children saved their stepmother from a witch
 - d. A step mother who does not care about the children
7. “The witch fell into the oven and step mother shut the door.” (Paragraph 4)
The underlined word can be replaced by the word.....
 - a. Marked
 - b. Opened
 - c. Closed
 - d. Pointed
8. How did the stepmother find her children?
 - a. She walked into the forest
 - b. She fell into the cliff
 - c. She peeped through the window of the witch’s cottage
 - d. She pushes against the wall

The story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very smart. This parrot says any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first time the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the parrot would not say it. Then the man got too angry, and He shouted over and over, “Say Catano, or I will kill you!” but the bird wouldn’t talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I will kill you”.

9. Where is the story taken?
 - a. Brazil

- b. New York
 - c. Puerto Rico
 - d. France
10. How often did the owner teach the bird how to sit the word?
- a. Many times
 - b. Every second
 - c. Everyday
 - d. Always
11. What can we learn from the text?
- a. We have to follow others
 - b. We are allowed to help others
 - c. We have to imitate others
 - d. We are not allowed to force others
12. "It was very smart"
- The underlined word refers to...
- a. The chicken
 - b. The bird
 - c. The man
 - d. Catano

The Farm Yard

Two roosters were fighting fiercely to be the king of the farmyard. One finally gained the advantage and the other surrendered.

The defeated rooster slunk away and hid in a quiet corner. The winner flew up to a high wall, flapped his wings, and crowed the victory, as loud as possible.

Suddenly, an eagle came sailing through the air and carried it off, with his talons. The defeated rooster immediately went out of the hiding corner and ruled the farmyard from then on.

13. From the text, we know that...
- a. Only one rooster can rule the roost
 - b. The eagle had watched them all-day
 - c. The roosters are fighting to flap their wings
 - d. The farm needs a new king
14. What is the main idea of paragraph 3?
- a. An eagle watching the rooster from a distance
 - b. The defeated rooster came out from the hiding place
 - c. The eagle took the winning rooster as his prey
 - d. The winning rooster celebrates his winning proudly
15. What can we learn from the story?
- a. There is always a bigger enemy in this life
 - b. Do not be cocky when we have achieved our goal
 - c. Your friend can be your enemy
 - d. Always grab your opportunit

**ANSWER KEY
(PRE-TEST)**

1. A
2. A
3. D
4. C
5. A
6. C
7. B
8. B
9. C
10. C
11. D
12. A
13. B
14. D
15. C

**ANSWER KEY
(POST-TEST I)**

1. C
2. D
3. A
4. B
5. A
6. C
7. B
8. A
9. D
10. C
11. C
12. C
13. B
14. A
15. C

**ANSWER KEY
(POST-TEST II)**

1. C
2. C
3. A
4. B
5. A
6. A
7. C
8. C
9. C
10. A
11. D
12. B
13. B
14. C
15. B

STUDENTS SCORE OF PRE-TEST

The Implementation of Herringbone Technique to Improve Students' Reading Comprehension

No.	Student's Name	Initial Name	Post-Test I Score	Passed/Failed
1.	Anisa Dwi Usman	ADU	80	P
2.	Ario Pangestu	AP	73	P
3.	Akbar Lahia	AL	73	P
4.	Devan Erdiansyah Banggo	DEB	47	F
5.	Finanda Anandita Maming	FAM	80	P
6.	Ghaida Salsabina Ghaza Ramadhani	GSG	60	F
7.	Indah Hairunnisa	IH	60	F
8.	Kelvin Villianto	KV	60	F
9.	Mutia Amalia Damal	MAD	73	P
10.	Nurul Latif	NL	60	F
11.	Nadya Nurhamidin	NN	60	F
12.	Olivia Zahra	OZ	60	F
13.	Putri Nabila Asharie	PNA	60	F
14.	Rika Amalia	RA	53	F
15.	Sidiq Maulana	SM	80	P
16.	Wafiq Nurhalisa	WN	60	F
17.	Zidane Al Daffi Nasir	ZAN	60	F
18.	Zulfikar Lendes	ZL	53	F
19.	Kafka A.R Lamadi	KAL	60	F
Total Score			1212	

STUDENTS SCORE OF POST-TEST CYCLE I

The Implementation of Herringbone Technique to Improve Students' Reading Comprehension

No.	Student's Name	Initial Name	Post-Test I Score	Passed/Failed
1.	Anisa Dwi Usman	ADU	93	P
2.	Ario Pangestu	AP	80	P
3.	Akbar Lahia	AL	80	P
4.	Devan Erdiansyah Banggo	DEB	60	F
5.	Finanda Anandita Maming	FAM	93	P
6.	Ghaida Salsabina Ghaza Ramadhani	GSG	67	F
7.	Indah Hairunnisa	IH	67	F
8.	Kelvin Villianto	KV	67	F
9.	Mutia Amalia Damal	MAD	80	P
10.	Nurul Latif	NL	87	P
11.	Nadya Nurhamidin	NN	73	P
12.	Olivia Zahra	OZ	67	F
13.	Putri Nabila Asharie	PNA	67	F
14.	Rika Amalia	RA	67	F
15.	Sidiq Maulana	SM	87	P
16.	Wafiq Nurhalisa	WN	87	P
17.	Zidane Al Daffi Nasir	ZAN	67	F
18.	Zulfikar Lendes	ZL	60	F
19.	Kafka A.R Lamadi	KAL	67	F
Total Score			1416	

STUDENTS SCORE OF POST-TEST CYCLE II

The Implementation of Herringbone Technique to Improve Students' Reading Comprehension

No.	Student's Name	Initial Name	Post-Test II Score	Passed/Failed
1.	Anisa Dwi Usman	ADU	100	P
2.	Ario Pangestu	AP	87	P
3.	Akbar Lahia	AL	93	P
4.	Devan Erdiansyah Banggo	DEB	73	P
5.	Finanda Anandita Maming	FAM	93	P
6.	Ghaida Salsabina Ghaza Ramadhani	GSG	67	F
7.	Indah Hairunnisa	IH	87	P
8.	Kelvin Villianto	KV	67	F
9.	Mutia Amalia Damal	MAD	87	P
10.	Nurul Latif	NL	87	P
11.	Nadya Nurhamidin	NN	87	P
12.	Olivia Zahra	OZ	87	P
13.	Putri Nabila Asharie	PNA	73	P
14.	Rika Amalia	RA	87	P
15.	Sidiq Maulana	SM	87	P
16.	Wafiq Nurhalisa	WN	93	P
17.	Zidane Al Daffi Nasir	ZAN	73	P
18.	Zulfikar Lendes	ZL	67	F
19.	Kafka A.R Lamadi	KAL	73	P
Total Score			1568	

APPENDIX 5

The Observation Sheet of Students' Activity in Cycle I

Cycle I

The Observation of Student's Activity (1st Meeting)

No.	Students' Initials Name	Paying attention	Asking question	Respond during learning	Enthusiasm doing the exercise	Work in pairs
1.	ADU	√	-	-	√	√
2.	AP	√	-	-	-	√
3.	AL	√	√	√	√	√
4.	DEB	-	-	-	-	√
5.	FAM	√	√	√	√	-
6.	GSG	√	-	-	√	√
7.	IH	-	-	-	-	√
8.	KV	√	-	-	√	√
9.	MAD	√	√	√	√	√
10.	NL	-	-	-	-	√
11.	NN	√	-	-	√	√
12.	OZ	-	-	-	-	√
13.	PNA	-	-	-	-	√
14.	RA	√	-	-	√	-
15.	SM	√	√	√	√	√
16.	WN	√	-	-	-	-
17.	ZAN	√	-	-	-	√
18.	ZL	-	-	-	-	-
19.	KAL	-	-	-	-	-
Total		12	4	4	9	14

Bitung, 12 May 2022

Observer



Nur Mutmainnah

NIM: 17.2.6.033

Cycle I
The Observation of Student's Activity (2nd Meeting)

No.	Students' Initials Name	Paying attention	Asking question	Respond during learning	Enthusiasm doing the exercise	Work in pairs
1.	ADU	√	-	-	√	-
2.	AP	√	-	-	-	√
3.	AL	√	√	√	√	√
4.	DEB	√	-	-	√	√
5.	FAM	√	√	√	√	√
6.	GSG	-	-	-	-	√
7.	IH	-	-	-	-	√
8.	KV	-	-	-	-	√
9.	MAD	√	√	√	√	√
10.	NL	√	-	-	√	-
11.	NN	-	-	-	√	√
12.	OZ	√	-	-	√	√
13.	PNA	√	-	-	√	√
14.	RA	-	-	-	√	√
15.	SM	√	√	√	√	-
16.	WN	√	-	-	-	√
17.	ZAN	√	-	-	-	√
18.	ZL	√	-	-	-	√
19.	KAL	√	-	-	√	√
Total		14	4	4	12	16

Bitung, 19 May 2022

Observer



Nur Mutmainnah

NIM: 17.2.6.033

Cycle I
The Observation of Student's Activity (3rd Meeting)

No.	Students' Initials Name	Paying attention	Asking question	Respond during learning	Enthusiasm doing the exercise	Work in pairs
1.	ADU	√	√	√	√	√
2.	AP	√	-	√	√	√
3.	AL	√	√	√	√	√
4.	DEB	-	-	-	√	√
5.	FAM	√	√	√	√	√
6.	GSG	√	-	-	-	√
7.	IH	√	√	-	√	-
8.	KV	-	-	-	-	√
9.	MAD	√	√	√	√	√
10.	NL	√	-	-	-	√
11.	NN	√	√	-	√	-
12.	OZ	√	-	-	-	√
13.	PNA	√	-	-	√	√
14.	RA	√	√	-	√	√
15.	SM	√	√	√	√	√
16.	WN	√	-	-	√	√
17.	ZAN	-	-	-	-	√
18.	ZL	√	-	-	√	√
19.	KAL	√	-	-	√	-
Total		16	8	6	14	16

Bitung, 23 May 2022

Observer



Nur Mutmainnah

NIM: 17.2.6.033

APPENDIX 6

The Observation Sheet of Students' Activity in Cycle II

Cycle II
The Observation of Student's Activity (1st Meeting)

No.	Students' Initials Name	Paying attention	Asking question	Respond during learning	Enthusiasm doing the exercise	Work in pairs
1.	ADU	√	-	√	√	√
2.	AP	√	-	√	√	√
3.	AL	√	√	√	√	√
4.	DEB	√	√	√	√	√
5.	FAM	√	√	√	√	√
6.	GSG	√	√	-	√	√
7.	IH	√	-	√	√	-
8.	KV	√	-	-	√	√
9.	MAD	√	-	√	√	√
10.	NL	√	√	-	√	√
11.	NN	√	-	√	-	√
12.	OZ	-	√	-	-	√
13.	PNA	√	√	-	√	-
14.	RA	√	-	√	√	√
15.	SM	√	√	√	√	-
16.	WN	√	-	-	√	√
17.	ZAN	-	√	-	-	√
18.	ZL	√	-	-	-	√
19.	KAL	-	-	-	-	√
Total		16	11	10	14	16

Bitung, 28 May 2022

Observer



Nur Mutmainnah

NIM: 17.2.6.033

Cycle II
The Observation of Student's Activity (2nd Meeting)

No.	Students' Initials Name	Paying attention	Asking question	Respond during learning	Enthusiasm doing the exercise	Work in pairs
1.	ADU	-	√	√	√	√
2.	AP	√	-	√	√	√
3.	AL	√	√	√	√	√
4.	DEB	-	√	-	√	√
5.	FAM	√	-	√	-	√
6.	GSG	√	√	-	√	√
7.	IH	√	√	-	√	√
8.	KV	√	√	√	√	√
9.	MAD	√	√	√	√	√
10.	NL	√	-	√	√	√
11.	NN	√	√	-	√	√
12.	OZ	√	-	√	-	√
13.	PNA	√	-	√	√	√
14.	RA	√	√	-	√	√
15.	SM	√	-	√	√	√
16.	WN	-	√	-	√	√
17.	ZAN	√	-	√	√	√
18.	ZL	√	√	-	√	√
19.	KAL	√	√	√	-	√
Total		16	12	12	14	19

Bitung, 06 June 2022

Observer



Nur Mutmainnah

NIM: 17.2.6.033

Cycle II
The Observation of Student's Activity (3rd Meeting)

No.	Students' Initials Name	Paying attention	Asking question	Respond during learning	Enthusiasm doing the exercise	Work in pairs
1.	ADU	√	-	√	√	√
2.	AP	√	√	√	√	√
3.	AL	√	√	√	√	√
4.	DEB	√	√	-	√	√
5.	FAM	√	√	√	√	√
6.	GSG	√	√	√	√	√
7.	IH	√	√	√	√	√
8.	KV	√	-	√	-	√
9.	MAD	√	√	√	√	√
10.	NL	√	-	-	√	√
11.	NN	√	√	√	√	√
12.	OZ	√	-	√	-	√
13.	PNA	√	√	-	√	√
14.	RA	√	-	√	√	√
15.	SM	√	√	√	√	√
16.	WN	√	√	-	√	√
17.	ZAN	√	-	√	√	√
18.	ZL	-	-	√	-	√
19.	KAL	√	-	-	√	√
Total		18	12	14	16	19

Bitung, 07 June 2022

Observer



Nur Mutmainnah

NIM: 17.2.6.033

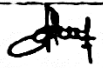







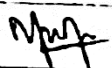
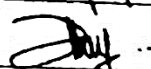
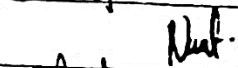


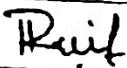


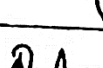

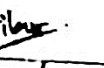
APPENDIX 7

The List of Students' Attendance

**STUDENT ATTENDANCE LIST
PRE-TEST**

Date : Monday, 9 May 2022

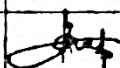







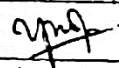
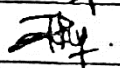

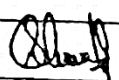

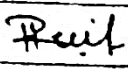




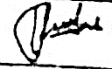
Class : XI MIA II

No	Student's Name	L/P	Signature
1	Anisa Dwi Usman	P	
2	Ario Pangestu	L	
3	Akbar Lahia	L	
4	Devan Erdiansyah Banggo	L	
5	Finanda Anandita Maming	P	
6	Ghaida Salsabina Ghaza Ramadhani	P	
7	Indah Hairunnisa	P	
8	Kelvin Villianto	L	
9	Mutia Amalia Damal	P	
10	Nurul Latif	P	
11	Nadya Nurhamidin	P	
12	Olivia Zahra	P	
13	Putri Nabila Asharie	P	
14	Rika Amalia	P	
15	Sidiq Maulana	L	
16	Wafiq Nurhalisa	P	
17	Zidane Al Daffi Nasir	L	
18	Zulfikar Lendes	L	
19	Kafka A.R Lamadi	L	

STUDENT ATTENDANCE LIST
1st MEETING
CYCLE I

Date **Thursday, 12 May 2022**









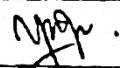
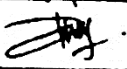

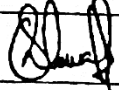

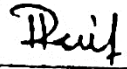
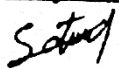




Class **XI MIA II**

No	Student's Name	L/P	Signature
1	Anisa Dwi Usman	P	
2	Ario Pangestu	L	
3	Akbar Lahia	L	
4	Devan Erdiansyah Banggo	L	
5	Finanda Anandita Maming	P	
6	Ghaida Salsabina Ghaza Ramadhani	P	
7	Indah Hairunnisa	P	
8	Kelvin Vullianto	L	
9	Mutia Amalia Damal	P	
10	Nurul Latif	P	
11	Nadya Nurhamidin	P	
12	Olivia Zahra	P	
13	Putri Nabila Asharie	P	
14	Rika Amalia	P	
15	Sidiq Maulana	L	
16	Wafiq Nurhalisa	P	
17	Zidane Al Daffi Nasir	L	
18	Zulfikar Lendes	L	
19	Kafka A.R Lamadi	L	

STUDENT ATTENDANCE LIST
3rd MEETING
CYCLE I








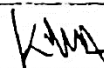
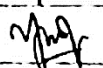


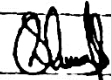

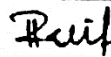




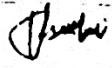
Date **Monday, 23 May 2022**

Class **XI MIA II**

No	Student's Name	L/P	Signature
1	Anisa Dwi Usman	P	
2	Ario Pangestu	L	
3	Akbar Lahia	L	
4	Devan Erdiansyah Banggo	L	
5	Finanda Anandita Maming	P	
6	Ghaida Salsabina Ghaza Ramadhani	P	
7	Indah Hairunnisa	P	
8	Kelvin Villianto	L	
9	Mutia Amalia Damal	P	
10	Nurul Latif	P	
11	Nadya Nurhamidin	P	
12	Olivia Zahra	P	
13	Putri Nabila Asharie	P	
14	Rika Amalia	P	
15	Sidiq Maulana	L	
16	Wafiq Nurhalisa	P	
17	Zidane Al Daffi Nasir	L	
18	Zulfikar Lendes	L	
19	Kafka A.R Lamadi	L	

STUDENT ATTENDANCE LIST
2nd MEETING
CYCLE I








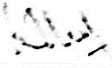
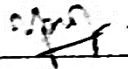


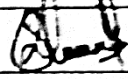






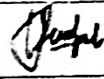
Date **Thursday, 9 May 2022**
 Class **XI MIA II**

No	Student's Name	I/P	Signature
1	Anisa Dwi Usman	P	
2	Ario Pangestu	L	
3	Akbar Laha	L	
4	Devan Erdiansyah Banggo	L	
5	Finanda Anandita Maming	P	
6	Ghaida Salsabina Ghaza Ramadhani	P	
7	Indah Hairunnisa	P	
8	Kelvin Villianto	L	
9	Mutia Amalia Damal	P	
10	Nurul Latif	P	
11	Nadya Nurhamidin	P	
12	Olivia Zahra	P	
13	Putri Nabila Asharie	P	
14	Rika Amalia	P	
15	Sidiq Maulana	L	
16	Wafiq Nurhalisa	P	
17	Zidane Al Daffi Nasir	L	
18	Zulfikar Lendes	L	
19	Kaska A.R Lamadi	L	

**STUDENT ATTENDANCE LIST
POST-TEST I**

Date : Friday, 27 May 2022



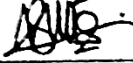





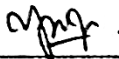

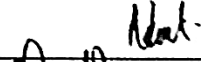
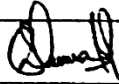

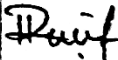





Class : XI MIA II

No	Student's Name	L/P	Signature
1	Anisa Dwi Usman	P	
2	Ario Pangestu	L	
3	Akbar Lahia	L	
4	Devan Erdiansyah Banggo	L	
5	Finanda Anandita Maming	P	
6	Ghaida Salsabina Ghaza Ramadhani	P	
7	Indah Hairunnisa	P	
8	Kelvin Villianto	L	
9	Mutia Amalia Damal	P	
10	Nurul Latif	P	
11	Nadya Nurhamidin	P	 Nadya
12	Olivia Zahra	P	
13	Putri Nabila Asharie	P	
14	Rika Amalia	P	
15	Sidiq Maulana	L	
16	Wafiq Nurhalisa	P	
17	Zidane Al Daffi Nasir	L	
18	Zulfikar Lendes	L	
19	Kafka A.R Lamadi	L	

STUDENT ATTENDANCE LIST
4th MEETING
CYCLE II

Date : Saturday, 30 May 2022

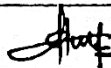







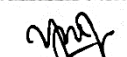


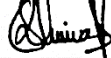






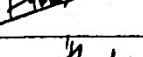
Class : XI MIA II

No	Student's Name	L/P	Signature
1	Anisa Dwi Usman	P	
2	Ario Pangestu	L	
3	Akbar Lahia	L	
4	Devan Erdiansyah Banggo	L	
5	Finanda Anandita Maming	P	
6	Ghaida Salsabina Ghaza Ramadhani	P	
7	Indah Hairunnisa	P	
8	Kelvin Villianto	L	
9	Mutia Amalia Damal	P	
10	Nurul Latif	P	
11	Nadya Nurhamidin	P	
12	Olivia Zahra	P	
13	Putri Nabila Asharie	P	
14	Rika Amalia	P	
15	Sidiq Maulana	L	
16	Wafiq Nurhalisa	P	
17	Zidane Al Daffi Nasir	L	
18	Zulfikar Lendes	L	
19	Kafka A.R Lamadi	L	

**STUDENT ATTENDANCE LIST
POST-TEST II**

Date : Thursday, 9 June 2022

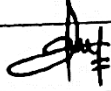





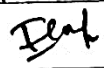
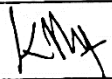
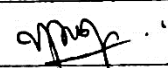

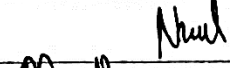
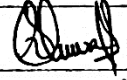

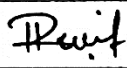
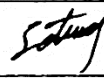


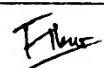
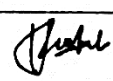
Class : XI MIA II

No	Student's Name	L/P	Signature
1	Anisa Dwi Usman	P	
2	Ario Pangestu	L	
3	Akbar Lahia	L	
4	Devan Erdiansyah Banggo	L	
5	Finanda Anandita Maming	P	
6	Ghaida Salsabina Ghaza Ramadhani	P	
7	Indah Hairunnisa	P	
8	Kelvin Villianto	L	
9	Mutia Amalia Damal	P	
10	Nurul Latif	P	
11	Nadya Nurhamidin	P	 Nadya
12	Olivia Zahra	P	
13	Putri Nabila Asharie	P	 Nabila
14	Rika Amalia	P	 Rika
15	Sidiq Maulana	L	
16	Wafiq Nurhalisa	P	
17	Zidane Al Daffi Nasir	L	
18	Zulfikar Lendes	L	
19	Kafka A.R Lamadi	L	

STUDENT ATTENDANCE LIST
6th MEETING
CYCLE II








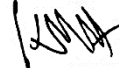
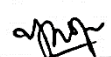

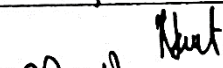


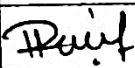





Date : Tuesday, 7 June 2022

Class : XI MIA II

No	Student's Name	L/P	Signature
1	Anisa Dwi Usman	P	
2	Ario Pangestu	L	
3	Akbar Lahia	L	
4	Devan Erdiansyah Banggo	L	
5	Finanda Anandita Maming	P	
6	Ghaida Salsabina Ghaza Ramadhani	P	
7	Indah Hairunnisa	P	
8	Kelvin Villianto	L	
9	Mutia Amalia Damal	P	
10	Nurul Latif	P	
11	Nadya Nurhamidin	P	
12	Olivia Zahra	P	
13	Putri Nabila Asharie	P	
14	Rika Amalia	P	
15	Sidiq Maulana	L	
16	Wafiq Nurhalisa	P	
17	Zidane Al Daffi Nasir	L	
18	Zulfikar Lendes	L	
19	Kafka A.R Lamadi	L	

STUDENT ATTENDANCE LIST
5th MEETING
CYCLE II

Date : Monday, 6 June 2022
 Class : XI MIA II

No	Student's Name	L/P	Signature
1	Anisa Dwi Usman	P	
2	Ario Pangestu	L	
3	Akbar Lahia	L	
4	Devan Erdiansyah Banggo	L	
5	Finanda Anandita Maming	P	
6	Ghaida Salsabina Ghaza Ramadhani	P	
7	Indah Hairunnisa	P	
8	Kelvin Villianto	L	
9	Mutia Amalia Damal	P	
10	Nurul Latif	P	
11	Nadya Nurhamidin	P	
12	Olivia Zahra	P	
13	Putri Nabila Asharie	P	
14	Rika Amalia	P	
15	Sidiq Maulana	L	
16	Wafiq Nurhalisa	P	
17	Zidane Al Daffi Nasir	L	
18	Zulfikar Lendes	L	
19	Kafka A.R Lamadi	L	

APPENDIX 8

The Interview's Data

INTERVIEW GUIDELINE

The Implementation of Herringbone Technique to Improve Students' Reading Comprehension

1. What do you think about learning reading comprehension?
2. What are the difficulties you face when learning reading comprehension?
3. Can you understand the text you read?
4. Are you able to find important information in the text you read?
5. Do you like to read story text?
6. What text genres do you usually read or like?
7. Does learning reading comprehension make you feel bored?
8. Can the implementation of the herringbone technique make it easier for you to understand the text you read?
9. Can the implementation of the herringbone technique make you active in participating?
10. How did you feel when the teacher taught before and after using the herringbone technique?

TRANSCRIPT INTERVIEW 1

Name : Anisa Dwi Usman
Date : Friday, 10 June 2022
Times : 09.00
Place : XI MIA II Class
R : Researcher
P : Participant

1. R : What do you think about learning reading comprehension?
P : Karena itu kemampuan buat mengolah teks, sama memahami makna teks yang torang ada baca
(Because it is the ability to process text and understand the meaning of the text that is read)
2. R : What are the difficulties you face when learning reading comprehension?
P : Depe kesulitan sih memahami tata bahasa dan kesulitan dalam membaca kata-kata yang baru saja saya dengar
(Difficulty in understanding grammar and difficulty in reading words that I just heard)
3. R : Can you understand the text you read?
P : Iya bisa sih kak
(Yes, I can)
4. R : Are you able to find important information in the text you read?
P : Iya bisa kak
(Yes, I can)
5. R : Do you like to read story text?
P : Iya kak. Karena kita kwa lebih suka b abaca teks cerita begiru dari pada teks yang lain.
(Yes. Because I prefer reading story texts more than other texts)
6. R : What text genres do you usually read or like?

P : Fantasi, fiksi, misteri sama cerpen kak
(Fantasy, Fiction, Mystery, and Short Story)

7. R : Does learning reading comprehension make you feel bored?

P : Nda terlalu bekeng bosan sih
(It's not so boring)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya kak. Soalnya diagram herringbone bantu pa kita lebih bisa pahami sama ceriya yang kita ada baca.

(Yes. Because the herringbone diagram helps me understand the text of the story I am reading)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya. Dari kak biasanya ada kase penjelasan sama depe petunjuk for pahami atau cara mau pake diagram sebelum torang mulai belajar

(Yes. Because we are usually provided an explanation and instructions on how to understand or use diagrams before we start learning)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Sebelum tau ini teknik, kita kesulitan buat memahami teks yang dikasi dan juga kesulitan buat tahu ide pokok dari teks yang biasa torang ada baca

(Before getting to know this technique, I had difficulty understanding the text given and also had difficulty knowing the main idea of the text that was usually read)

TRANSCRIPT INTERVIEW 2

Name : Ario Pangestu

Date : Friday, 10 June 2022

Times : 09.16

Place : XI MIA II Class

R : Researcher

P : Participant

1. R : What do you think about learning reading comprehension?

P : Mudah torang mengerti sama menyenangkan

(It was easy to understand and also fun)

2. R : What are the difficulties you face when learning reading comprehension?

P : Saat kita ada baca kata atau kalimat yang belum pernah kita dengar

(When reading a word or sentence that I have never read or heard before)

3. R : Can you understand the text you read?

P : Ada mangarti sedikit noh kaka

(I understand a bit)

4. R : Are you able to find important information in the text you read?

P : Sedikit kak

(A little)

5. R : Do you like to read story text?

P : Iya kak

(Yes)

6. R : What text genres do you usually read or like?

P : cerita fantasi kak

(Fantasy)

7. R : Does learning reading comprehension make you feel bored?

P : Tidak sih kak

(No)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Itu cukup mudah sih kak

(It is quite easy)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya kak. Soalnya bekeng kita lebih percaya diri trus kita jadi mampu mau kase pendapat

(Yes, because I am more confident and able to give an opinion)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Kita lebih aktif selama belajar Bahasa Inggris, tidak bekeng bosan, sama menurut kita lebih efektif dari pada torang ada belajar sebelumnya
(More active in studying English, less boring, and more effective than in previous lessons)

TRANSCRIPT INTERVIEW 3

Name : Akbar Lahia

Date : Friday, 10 June 2022

Times : 09. 22

Place : XI MIA II Class

R : Researcher

P : Participant

1. R : What do you think about learning reading comprehension?

P : Menurut kita pembelajaran reading comprehension bagus sih kak soalnya torang tidak Cuma disuruh untuk membaca to' tapi juga torang mesti paham sama depe informasi penting yang ada diteks.

(I think that learning reading comprehension is important because it helps us to not only read but also understand the text's important information)

2. R : What are the difficulties you face when learning reading comprehension?

P : untuk depe kesulitan sendiri sih biasanya ada saat ketemu kosa-kata yang biasanya kita nda tau depe arti

(For the difficulty itself usually lies in the vocabulary I usually don't know what it means)

3. R : Can you understand the text you read?

P : Iya kak

(Yes)

4. R : Are you able to find important information in the text you read?

P : Iya bisa sih kak.mau dapat depe informasi

(Yes, I can find that information)

5. R : Do you like to read story text?

P : Suka kak

(Yes, I like it)

6. R : What text genres do you usually read or like?

P : Fantasi

(Fantasy)

7. R : Does learning reading comprehension make you feel bored?

P : Dulunya sih bosan kak mar sekarang su nyanda sih lebih menekmati teks yang kita ada baca

(I used to feel bored but now when reading texts, I enjoy it)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya kak. Dia pe penggunaan Teknik kwa bekeng gampang for kita mau mengerti sama maksud teks yang kita ada baca

(Yes, using this technique makes it easier for me to understand the material of the text I read)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya. soalnya ini tekkn kwa buat kita nyanda rasa bosan trus kita le bisa ba diskusi sama tape teman-teman

(Yes, because this technique keeps me from being bored and allows me to discuss with my friends)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Perbedaan yang kita ada rasa sih biasanya torang cuma dikasi teks begitu kong torang baca dan itu membosankan kak. Tapi, setelah kak pake ini Teknik kita nda Cuma membaca tapi bisa tau depe informasi-informasi penting dari teks yang kita baca

(The difference I feel is that usually we are only given text to read and that is quite boring. However, after using this technique, I was able to not only read but also get important information from the text)

TRANSCRIPT INTERVIEW 4

Name : Devan Erdiansyah Banggo

Date : Friday, 10 June 2022

Times : 09.30

Place : XI MIA II Class

R : Researcher

P : Participant

1. R : What do you think about learning reading comprehension?

P : kemampuan untuk mau ba olah teks sama memahami maksud dari teks yang dibaca

(The ability to process text and understand the meaning of the text that is read)

2. R : What are the difficulties you face when learning reading comprehension?

P : kesulitan yang kita hadapi sih saat memahami kata-kata yang baru kita dengar

(I faced difficulty understanding new words I heard)

3. R : Can you understand the text you read?

P : Sedikit kak

(a bit)

4. R : Are you able to find important information in the text you read?

P : Iya

(Yes)

5. R : Do you like to read story text?

P : Lumayan suka sih kak

(I quite like it)

6. R : What text genres do you usually read or like?

P : Fantasi

(Fantasy)

7. R : Does learning reading comprehension make you feel bored?

P : iya sedikit kak

(Yes, a bit)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya soalnya kya depe Teknik seru terus nda terlalu bekeng bosan

(Yes, because the techniques are exciting and not so boring)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya soalnya kita harus berdiskusi sama tape teman-teman dan ba cari depe informasi di dalam diagram

(Yes, because I have to discuss it with my friends and look for the information in the diagram)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Ada noh kak depe perbedaan antara sebelum dan sesudah. Kita biasanya kya tidak paham sama poin-oin yang ada di teks, tapi diagram herringbone bantu pa kita untuk paham sama poin-poin diteks yang kita baca.

(There is a difference between before and after. I usually don't understand the important points in the text, but herringbone diagrams help me understand the points of the text)

TRANSCRIPT INTERVIEW 5

Name : Finanda Anandita Maming

Date : Friday, 10 June 2022

Times : 09. 40

Place : XI MIA II Class

R : Researcher

P : Participant

1. R : What do you think about learning reading comprehension?

P : Menurut saya, belajar membaca pemahaman itu penting karena dapat membantu meningkatkan pengetahuan dan kosa kata dalam bahasa Inggris
(I think that learning reading comprehension is important because it can help you increase your knowledge and vocabulary in English)

2. R : What are the difficulties you face when learning reading comprehension?

P : Kesulitannya sih disaat kita membaca terus ketemu kata-kata yang nda familiar
(The difficulty is when reading and finding unfamiliar/unknown words)

3. R : Can you understand the text you read?

P : Iya bisa kak
(Yes I can)

4. R : Are you able to find important information in the text you read?

P : Iya kak
(Yes)

5. R : Do you like to read story text?

P : Iya, suka kak
(Yes, I like it)

6. R : What text genres do you usually read or like?

P : Untuk genre dalam Bahasa Inggris, kita suka mau baca cerita fiksi sama romance. Dan untuk Bahasa Indonesia, kita suka baca yang genre fantasi.

(As for genres in English, what I like to read are fiction and romance. Then for Indonesian, I like to read fantasy genres)

7. R : Does learning reading comprehension make you feel bored?

P : Nyanda sih kak, soalnya dia pe pembelajaran bekeng kita lebih bisa paham depe teks atau depe cerita yang kita ada baca.

(No, because the learning made me more able to understand the text or stories that I read)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya kak

(Yes, It can)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Mungkin saat belajar Bahasa Inggris, terutama untuk pembelajaran membaca, kita biasanya nyanda belajar pake ini Teknik. Maka dari itu, Ketika ada pembelajaran yang pake Teknik baru itu bekeng kita lebih bersemangat kak.

(Maybe because while learning English, especially for reading, I usually do not use this technique. Therefore, if there is a lesson that uses a new technique, it makes me excited)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : tentu saja ada dia pe beda kak. Biasanya kita harus pake internet untuk paham teks cerita. Tapi, diagram dari Teknik ini bisa bantu pa kita paham dengan poin-poin penting di teks yang kita baca.

(Of course, there is a difference. I usually must use the internet to understand the story's text. However, the diagram of the technique can help me understand the important points in the text that I read)

TRANSCRIPT INTERVIEW 6

Name : Ghaida Salsabina Ghaza Ramadhani

Date : Friday, 10 June 2022

Times : 09. 49

Place : XI MIA II Class

R : Researcher

P : Participant

1. R : What do you think about learning reading comprehension?

P : Pembelajaran buat torang pahami teks bacaan lebih baik
(Learning to understand the reading text better)

2. R : What are the difficulties you face when learning reading comprehension?

P : Teks bacaan yang sulit untuk dipahami
(Reading texts are complex and difficult to comprehend)

3. R : Can you understand the text you read?

P : Sedikit sih kak
(a little bit)

4. R : Are you able to find important information in the text you read?

P : Iya
(Yes)

5. R : Do you like to read story text?

P : kita suka, tapi tergantung dari depe genre kak
(I like it, but it belongs to a specific genre)

6. R : What text genres do you usually read or like?

P : Fantasi sama cerita rakyat begitu
(Fantasy, Folklore)

7. R : Does learning reading comprehension make you feel bored?

P : Itu nda terlalu begitu membosankan sih. Soalnya kita suka sama genre text yang kak ada kase

(It is not that boring. Because I like the given text's genre)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya itu mudah sekali

(Yes, it is very easy)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya , bisa kak. Soalnya kwa torang disuruh untuk ba diskusi jadi dengan begitu torang bisa isi itu jawaban dibagian kosong diagram dengan informasi yang torang ada dapat

(Yes, can. Because we were invited to discuss so that we could fill in the blanks on the diagram with the information we gathered)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Depe perbedaan terjadi Ketika torang harus mengerti atau pahami teks tanpa pake torang mau pake internet

(The difference occurs when we must understand the text without the use of the internet)

TRANSCRIPT INTERVIEW 7

Name : Indah Hairunnisa

Date : Friday, 10 June 2022

Times : 10.03

Place : XI MIA II Class

R : Researcher

P : Participant

1. R : What do you think about learning reading comprehension?

P : Reading comprehension itu kemampuan yang sulit mau belajar akang
(Reading comprehension is a difficult skill to learn)

2. R : What are the difficulties you face when learning reading comprehension?

P : Ketika kita ada baca beberapa teks tanpa tau apa depe maksud
(When I read some text without knowing the meaning of the text)

3. R : Can you understand the text you read?

P : Sedikit sih kak
(Just a little bit)

4. R : Are you able to find important information in the text you read?

P : Sedikit
(Just a bit)

5. R : Do you like to read story text?

P : Cukup suka sih kak
(Quite like it)

6. R : What text genres do you usually read or like?

P : Romance sama fiksi begitu kak
(Romance and fiction)

7. R : Does learning reading comprehension make you feel bored?

P : Nyanda terlalu

(Not really)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya. soalnya ini Teknik nekeng lebih gampang mau mengerti depe teks yang kita ada baca kak

(Yes. This technique makes it easier to understand the text that I read)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya, soalnya torang harus kerha sama buat mau cari depe poin-poin penting yang ada didalam teks

(Yes, because we must work together to find the important points on the text)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Sebelumnyakan torang hanya dikasi teks begitu kong torang nda paham. Tapi setelah kak ada pake ini Teknik kita lebih mudah mau cari depe ide pokok yang ada didalam teks.

(Previously, we were just given text to read without knowing what it meant. However, after using this technique, I find it easier to get the main idea from the text)

TRANSCRIPT INTERVIEW 8

Name : Kelvin Villianto

Date : Friday, 10 June 2022

Times : 10. 15

Place : XI MIA II Class

R : Researcher

P : Participant

1. R : What do you think about learning reading comprehension?

P : Bagus sih kak, soalnya biasanya torang mudah untuk memahami teks
(*Good. Because it is typically simple to comprehend the text*)

2. R : What are the difficulties you face when learning reading comprehension?

P : Kesulitan untuk belajar kosa kata yang baru
(*Difficulty in learning new vocabulary*)

3. R : Can you understand the text you read?

P : Sedikit
(*A bit*)

4. R : Are you able to find important information in the text you read?

P : Iya
(*Yes*)

5. R : Do you like to read story text?

P : Iya, kita menikmati teks cerita soalnya menarik kwa kak.
(*Yes, I enjoy the story text since it is interesting.*)

6. R : What text genres do you usually read or like?

P : Romance, Action sama misteri kak
(*Romance, Action story, Mystery*)

7. R : Does learning reading comprehension make you feel bored?

P : Sedikit kak
(*A little*)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya

(Yes)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya kak

(Yes)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Depe Teknik membantu pa kita buat pahami depe konten dari teks yang kita ada baca

(The technique really helped my understanding of the content of the text that I read)

TRANSCRIPT INTERVIEW 9

Name : Mutia Amalia Damal

Date : Friday, 10 June 2022

Times : 10.25

Place : XI MIA II Class

R : Researcher

P : Participant

1. R : What do you think about learning reading comprehension?

P : Pembelajaran yang dimana torang harus paham sama isi dari text yang torang ada baca

(Learning where we have to understand the text we read)

2. R : What are the difficulties you face when learning reading comprehension?

P : Masih banyak kata yang belum kita tau

(There are many words that are still not recognized)

3. R : Can you understand the text you read?

P : Iya bisa kak

(Yes I can)

4. R : Are you able to find important information in the text you read?

P : Iya

(Yes)

5. R : Do you like to read story text?

P : Iya, kita suka membaca cerita-cerita Wattpad

(Yes, I enjoy reading Wattpad stories)

6. R : What text genres do you usually read or like?

P : Fantasi, romance, sama dongeng

(Fantasy, Romance, Fairy tale)

7. R : Does learning reading comprehension make you feel bored?

P : Tidak terlalu sih kak, kalau itu bekeng kita semangat mau belajar selama proses pembelajaran

(Not really, if it can make me excited to learn during the learning process)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya. implementasi dari Teknik herringbone bantu pa kita buat mengerti sama teks yang kita baca

(Yes. The implementation of herringbone technique helped me to understand the text that I read)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya, soalnya penggunaan Teknik memungkinkan pa kita lebih mengerti apa yang kita baca terus bekeng kita aktif ba diskusi sama tape teman

(Yes, because applying this technique allows me to better understand what I read while also allowing me to actively discuss it with my friends)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : perbedaannya sebelum pake herringbone Teknik, kita kesulitan buat mengerti teks yang kita baca. Tapi setelah pake Teknik ini kita lebih mengerti tentang teks yang kita ada baca.

(The difference is that before implementing the Herringbone Technique, I had difficulties understanding the text that was read. However, after implementing this technique, I understand a little more about the text that is read)

TRANSCRIPT INTERVIEW 10

Name : Nurul Latif
Date : Friday, 10 June 2022
Times : 10.42
Place : XI MIA II Class
R : Researcher
P : Participant

1. R : What do you think about learning reading comprehension?

P : Reading comprehension itu pelajaran yang sulit untuk dipelajari
(Reading comprehension is a difficult subject to learn)

2. R : What are the difficulties you face when learning reading comprehension?

P : Kita kesulitan untuk memahami teks yang dikase
(I have difficulty understanding the given text)

3. R : Can you understand the text you read?

P : nyanda terlalu sih kak
(Not really)

4. R : Are you able to find important information in the text you read?

P : Sedikit
(Just a bit)

5. R : Do you like to read story text?

P : Tergantung depe genre dari ceritanya noh kak
(Depends on the genre of the story)

6. R : What text genres do you usually read or like?

P : Horor, Fantasi sama fiksi kak
(Horror, Fantasy, and Fiction)

7. R : Does learning reading comprehension make you feel bored?

P : Sedikit kak
(Just a little)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya. Teknik ini sangat membantu dalam proses pembelajaran

(Yes. This technique is very helpful in the learning process)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya, soalnya Teknik ini lumayan mudah buat kita untuk bertanya sama berdiskusi

(Yes, because this technique is quite easy for me to ask questions and discuss)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Depe perbedaan cukup banyak kak. Namun, factor yang paling relavan itu Ketika kita rasa lebih mudah untuk paham sama materi tersebut dan dapat menemukan poin-poin penting didalam teks yang kita ada baca.

(The difference is quite a lot. However, the most relevant factor is when I find it easier to understand the material and find important points in the text that I read)

TRANSCRIPT INTERVIEW 11

Name : Nadya Nurhamidin
Date : Friday, 10 June 2022
Times : 10. 57
Place : XI MIA II Class
R : Researcher
P : Participant

1. R : What do you think about learning reading comprehension?
P : Reading comprehension itu pengetahuan yang harus dipahami untuk mengetahui maksud dari teks tersebut
(Reading comprehension is knowledge that must be understood to understand what the text means)
2. R : What are the difficulties you face when learning reading comprehension?
P : untuk mengerti maksud dari kata-kata baru
(Understanding the meaning of the new words)
3. R : Can you understand the text you read?
P : Sedikit
(Just a bit)
4. R : Are you able to find important information in the text you read?
P : nyanda terlalu sih kak
(Not really)
5. R : Do you like to read story text?
P : Iya kak
(Yes)
6. R : What text genres do you usually read or like?
P : cerita fiksi sama cerpen kak
(Fiction and short story)
7. R : Does learning reading comprehension make you feel bored?

P : Nyanda kak

(No)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya, soalnya depe Teknik bekeng gampang untuk memahami teks yang kita baca

(Yes, the technique makes me easy to understand the text that I read)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya soalnya itu memungkinkan buat berkomunikasi sama kita pe teman

(Yes because it is allowing me to communicate with my friends)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Perbedaannya sih kak Ketika pake ini Teknik, kita lebih bisa memperhatikan apa yang kak ada ajarkan.

(The difference is that when I use this technique, I pay more attention to what is being taught)

TRANSCRIPT INTERVIEW 12

Name : Olivia Zahra
Date : Friday, 10 June 2022
Times : 11.13
Place : XI MIA II Class
R : Researcher
P : Participant

1. R : What do you think about learning reading comprehension?

P : Pelajaran yang sulit kita pahami.

(A lesson that is difficult for me to understand.)

2. R : What are the difficulties you face when learning reading comprehension?

P : kesulitannya kalau biasa guru suruh cari apa maksud dari text yang torang baca.

(The difficulty is if the teacher usually asks us to find out what the meaning of the text we read)

3. R : Can you understand the text you read?

P : sedikit mengerti

(A little bit)

4. R : Are you able to find important information in the text you read?

P : sedikit

(A little bit)

5. R : Do you like to read story text?

P : iya suka, tapi cerita yang pendek begitu kalua cerita yang panjang kurang suka.

(Yes, I like it, but only short stories. But I don't like long stories)

6. R : What text genres do you usually read or like?

P : Romance sama fiksi

(Romance and fiction)

7. R : Does learning reading comprehension make you feel bored?

P : Sedikit bosan. Tapi itu tergantung kalau kegiatannya.

(A little bored. But it depends on the activity.

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya. Diagramnya tidak bikin ribet mau cari jawaban dari soal yang kakak ada kase.

(Yes, the diagram does not make it difficult to find answers to the questions you give).

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya, soalnya kita disuruh untuk mencari jawaban sama sama dengan teman terus berdiskusi.

(Yes, because we are told to look for answers together with friends and we can discuss).

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : biasanya sir cuma kase teks cerita begitu terus suruh mengartikan sama cari ide pokok dalam teks dan banyak yang tidak paham. Tapi waktu pake ini Teknik tidak susah mau cari main idea karena kita Cuma disuruh cari apa yang ada sesuai didiagram.

(Usually, our teacher just gives the story text and keeps asking us to interpret the text, then looking for the main idea in the text and I don't understand a lot. But when I used this technique, I had no trouble finding the main idea because we were only instructed to look for what was there according to the diagram).

TRANSCRIPT INTERVIEW 13

Name : Putri Nabila Asharie

Date : Friday, 10 June 2022

Times : 11.26

Place : XI MIA II Class

R : Researcher

P : Participant

1. R : What do you think about learning reading comprehension?

P : pelajaran tentang bacaan

(lessons about reading)

2. R : What are the difficulties you face when learning reading comprehension?

P : Kita biasa kurang mengerti sama kosa-kata baru yang biasa muncul diteks yang torang ada baca.

(I usually do not understand the new vocabulary appearing in the text we read).

3. R : Can you understand the text you read?

P :iya, kalau kosakatanya mudah.

(yes, if the vocabulary is easy).

4. R : Are you able to find important information in the text you read?

P : Cuma sedikit

(Just a little bit).

5. R : Do you like to read story text?

P : iya

(Yes)

6. R : What text genres do you usually read or like?

P : kita suka fantasi sama cerita fiksi.

(I like fantasy and fiction).

7. R : Does learning reading comprehension make you feel bored?

P : Tidak terlalu sih kak.

(not that boring).

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : iya kak. Soalnya diagramnya mudah kwa buat torang mau cari itu teks pe maksud.

(Yes. Because the diagram makes it easier for us to find the meaning of the text).

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya kak.

(Yes)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Dulu kita susah mau mengerti itu teks, mar saat kak pake itu Teknik kita jadi mudah mencari ide pokok karena kita mengerti maksud dari teks itu.

(In the past I had difficulty changing the text I read, but after using this technique I found it easier to find the main idea because I understood the meaning of the text).

TRANSCRIPT INTERVIEW 14

Name : Rika Amalia
Date : Monday, 13 June 2022
Times : 08.40
Place : XI MIA II Class
R : Researcher
P : Participant

1. R : What do you think about learning reading comprehension?
P : Pelajaran yangtorang disuruh untuk membaca
(lessons that make us to read).
2. R : What are the difficulties you face when learning reading comprehension?
P : Kita tidak mengerti kalau depe kata kerja sudah berubah
(I do not understand if the verb has changed)
3. R : Can you understand the text you read?
P : tidak terlalu sih kak
(not too understand)
4. R : Are you able to find important information in the text you read?
P : Sedikit kak
(Just a little bit)
5. R : Do you like to read story text?
P : Iya kak. Tapi Cuma yang Bahasa Indonesia kalau yang Bahasa inggris belum mampu kita.
(yes. but I only read Indonesia but for English, I cannot).
6. R : What text genres do you usually read or like?
P : Romance sama yang horror begitu.
(Romance and horror stories).

7. R : Does learning reading comprehension make you feel bored?

P : Sedikit kak. Yang bikin kita bosan lantaran kita kwa tidak paham depe arti.

(A little. what makes me bored is because I do not know the meaning of the story).

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : iya sih kak. Soalnya kak sudah le kasih penjelasan tentang cara torang mau pake ini Teknik.

(Yes. because you have already explained how we can use this technique).

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya bisa kak.

(Yes).

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : biasanya kita Cuma diam kalau guru ada kase teks begitu tapi waktu kak pake ini Teknik kita suka le bertanya sama berdiskusi sama tape teman.

(I usually just keep quiet when the teacher gives me a text to read. but when you use this technique, I like to ask questions and participate in discussions with my friends).

TRANSCRIPT INTERVIEW 15

Name : Sidiq Maulana
Date : Monday, 13 June 2022
Times : 09.00
Place : XI MIA II Class
R : Researcher
P : Participant

1. R : What do you think about learning reading comprehension?
P : Serusah kak, soalnya dengan belajar reading comprehension kita dapat bnyk pengetahuan lebih dalam reading
(It is fun, because by learning reading comprehension, I get a lot of knowledge about reading)
2. R : What are the difficulties you face when learning reading comprehension?
P : kalau kita ada ketemu kata atau kalimat yang panjang
(when I find a long word or sentences)
3. R : Can you understand the text you read?
P : iya kak.
(Yes)
4. R : Are you able to find important information in the text you read?
P : iya kak
(Yes)
5. R : Do you like to read story text?
P : iya suka kak
(Yes, I like it)
6. R : What text genres do you usually read or like?
P : Romance,fantasi,horror
(Romance, fantasy,horror).
7. R : Does learning reading comprehension make you feel bored?

P : Tidak kak

(No)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya bisa kak

(Yes)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya bisa. Karena dengan teknik tersebut dapat meningkatkan level kita dalam membaca, agar menjadi lebih terbiasa dan agar dapat mengetahui sudah sampai sejauhmana tingkatan kita dalam membaca.

(Yes, it can. Because with this technique it can increase our level of reading so that we become more accustomed, and we can find out how far our level in reading).

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Dengan teknik herringbone saya dapat lebih mengetahui dengan baik bagaimana penggunaan teknik garis besar tersebut dalam bahasa inggris.

(With the herringbone technique I can better know how to use the outline technique in English)

TRANSCRIPT INTERVIEW 16

Name : Wafiq Nurhalisa
Date : Monday, 13 June 2022
Times : 09.13
Place : XI MIA II Class
R : Researcher
P : Participant

1. R : What do you think about learning reading comprehension?

P : Awalnya kita bapikir kalau ini pelajaran yang membosankan.
(At first I thought that this lesson was boring)

2. R : What are the difficulties you face when learning reading comprehension?

P : Kalau ada kosakata baru yang belum pernah kita dengar
(If there is a new vocabulary that I have never heard)

3. R : Can you understand the text you read?

P : Iya sedikit kak
(A little bit)

4. R : Are you able to find important information in the text you read?

P : Iya kak setelah belajar sama kak
(yes but after studying with you)

5. R : Do you like to read story text?

P : Iya suka kak
(Yes, I like it)

6. R : What text genres do you usually read or like?

P : Romance
(Romance)

7. R : Does learning reading comprehension make you feel bored?

P : Tidak sih kak
(No)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : iya

(yes)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : iya bisa kak.

(Yes)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Kalau menurut kita sih, kita lebih mudah gampang mau cari dia pe ide pokok. Soalnya kalau biasanya torang disuruh cari itu ide pokok susah sekali kak.

(In my opinion, it will be easier to find main ideas. because usually we are asked to find the main idea of the text is very difficult).

TRANSCRIPT INTERVIEW 17

Name : Zidane Al Daffi Nasir

Date : Monday, 13 June 2022

Times : 09.30

Place : XI MIA II Class

R : Researcher

P : Participant

1. R : What do you think about learning reading comprehension?

P : Seru sih kak

(It is exciting)

2. R : What are the difficulties you face when learning reading comprehension?

P : Kalau disuruh baca teks yang panjang kak

(if asked to read a long text)

3. R : Can you understand the text you read?

P : Tidak terlalu sih kak

4. R : Are you able to find important information in the text you read?

P : Sedikit kak. Tapi itu pun setelah kase tau dia pe cara.

(A bit. But after you tell me the method)

5. R : Do you like to read story text?

P : suka kak.

(I like it)

6. R : What text genres do you usually read or like?

P : yang misteri begitu sama fantasi kak.

(Mystery and fantasy)

7. R : Does learning reading comprehension make you feel bored?

P : Tidak terlalu sih kak. Soalnya dia pe teks le kaka ada kase yang biasa kita baca yang dia pe Bahasa Indonesia.

(Not really. because the text you gave, I have read in Indonesian)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya.

(Yes).

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya bisa kak. Soalnya tidak disuruh buat ba pikir sendiri.

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Kita jadi lebih mudah dan tidak makan waktu lama kalau mau ba jawab soal reading.

(I find it easier and it does not take a long time t answer reading questions)

TRANSCRIPT INTERVIEW 18

Name : Zulfikar Lendes
Date : Monday, 13 June 2022
Times : 09.43
Place : XI MIA II Class
R : Researcher
P : Participant

1. R : What do you think about learning reading comprehension?

P : Kalau menurut kita sih kak itu pelajaran yang susah buat kita mau pelajari. Soalnya torang bukan Cuma ba baca saja tapi harus paham betul sama depe teks pe maksud.

(This is a difficult lesson for me to learn because we don't just read but have to really understand the meaning of the text).

2. R : What are the difficulties you face when learning reading comprehension?

P : Saat ba baca teks yang panjang kong kita tidak mengerti itu teks pe maksud.

*(when I read a long text I don't understand the meaning of the text).*s

3. R : Can you understand the text you read?

P : Cuma sedikit sih kak

(Just a little bit)

4. R : Are you able to find important information in the text you read?

P : Sedikit kak

(A bit).

5. R : Do you like to read story text?

P : Suka kak.

(I like it).

6. R : What text genres do you usually read or like?

P : Cerita yang horror kak

(Horror story)

7. R : Does learning reading comprehension make you feel bored?

P : Kita tidak rasa bosan sih kak kalau dia pe teks gampang kita paham.

(I don't feel bored if the text that I read is easy for me to understand).

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya

(Yes).

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya kak. Soalnya kak ada suruh torang ba diskusi sama torang pe teman.

(Yes. because you told us to discuss with friends)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Awalnya kita pikir bakalan susah soalnya kwa kita belum pernah dengar ini Teknik jadi kita agak ragu. Tapi setelah kak mengajar pake ini Teknik kita jadi mudah buat paham sama teks yang biasanya menurut kit aitu susah.

(At first, I thought it would be difficult because I had never heard of this technique, so I was hesitant. but after you teach using this technique, it becomes easy for me to understand the text which I usually think is difficult for me to understand).

TRANSCRIPT INTERVIEW 19

Name : Kafka A.R Lamadi
Date : Monday, 13 June 2022
Times : 10.05
Place : XI MIA II Class
R : Researcher
P : Participant

1. R : What do you think about learning reading comprehension?

P : belajar untuk lebih paham sama isi teks yang torang ada baca.
(learn to better understand the content of the text read).

2. R : What are the difficulties you face when learning reading comprehension?

P : kalau baca teks yang belum pernah kita baca.
(If I read a text I have never read)

3. R : Can you understand the text you read?

P : Sedikit
(a little bit)

4. R : Are you able to find important information in the text you read?

P : tidak terlalu kak
(Not really)

5. R : Do you like to read story text?

P : suka kak
(I like it)

6. R : What text genres do you usually read or like?

P : kita suka ba baca komik kak
(I like reading comics)

7. R : Does learning reading comprehension make you feel bored?

P : Sedikit kak
(A little bit)

8. R : Can the implementation of the herringbone technique make it easier for you to understand the text you read?

P : Iya bisa

(Yes)

9. R : Can the implementation of the herringbone technique make you active in participating?

P : Iya kak

(Yes)

10. R : How did you feel when the teacher taught before and after using the herringbone technique?

P : Torang jadi lebih mudah mengerti dan paham sama teks yang torang ada baca.

(It makes it easier for us to understand and understand the texts we read).

APPENDIX 9

Documentation

DOCUMENTATION



Pre-test (Monday, 9 May 2022)



The first meeting in the first cycle (Thursday, 12 May 2022)



The second meeting in the first cycle (19 May 2022)



Post-Test in Cycle I



The first meeting in Cycle II (Saturday, 28 May 2022)



The second meeting in Cycle II (Monday, 6 June 2022)



Post-Test in Cycle II (Thursday, 9 June 2022)



Interview with the student' of XI MIA II (Friday, 10 June 2022)

APPENDIX 10

Researcher Biography

RESEARCHER BIOGRAPHY



Name : Nur Mutmainnah
Place and Date of Birth : Maumere, 10th May 1998
Address : Perum. Rizky I Tangkoko Ling. II Kel. Manembo-
nembo Atas Kota Bitung
Phone Number : 085242093980
E-mail : Nurmutmainnah45@gmail.com

Parents' Name

Father : Muhaimin Sinyo, S.Hi
Mother : Jaharia Rejani

Educational Background

Elementary School : MIS Darul Istiqomah Maros (2005-2011)
Junior High School : MTSN 1 Biringkanaya Makassar (2011-2013)
Senior High School : MA Ulul Albab Makassar (2013-2016)

Manado, 22 September 2022

The Researcher

Nur Mutmainnah