

**THE EFFECT OF HERRINGBONE TECHNIQUE TOWARD STUDENTS'
READING COMPREHENSION EXPLANATION TEXT OF THE SECOND
YEARS AT SMAN 4 PEKANBARU**

A THESIS

*Intended to Fulfill One of the Award of Sarjana Degree in English Language Teaching
and Education Universitas Islam Riau*



By

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**ENGLISH LANGUAGE EDUCATION
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UNIVERSITAS ISLAM RIAU
2020**


SKRIPSI APPROVAL

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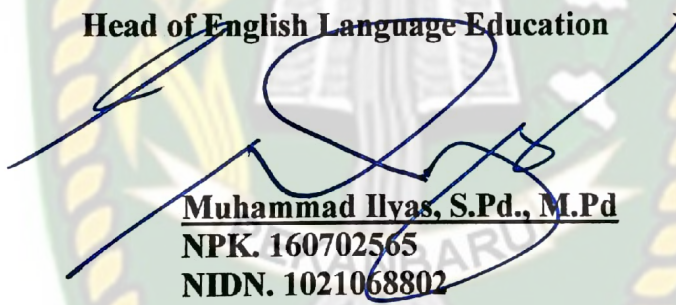
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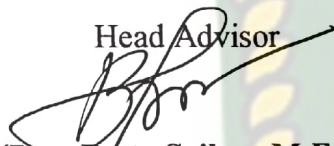
THESIS

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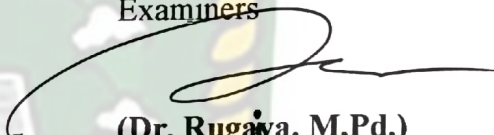
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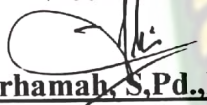
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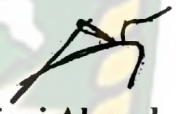

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








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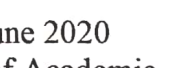


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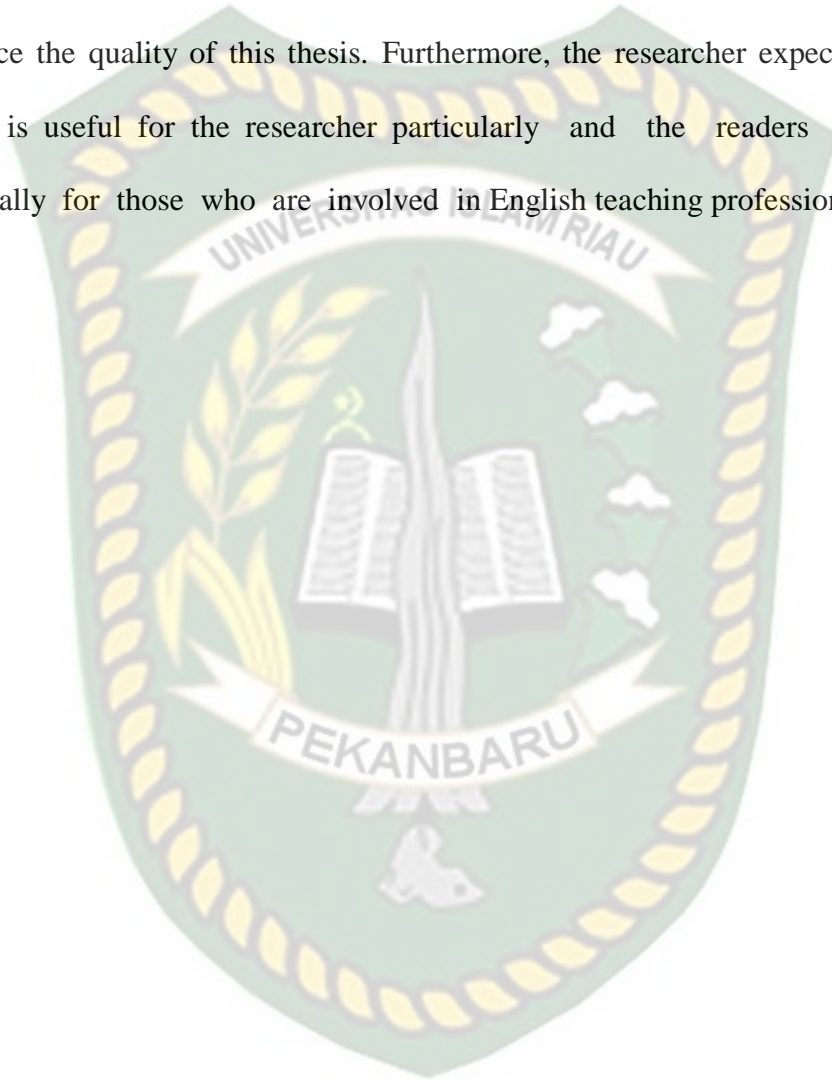
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I take this opportunity to give thanks to Allah Subhanawata'ala the Most Gracious and the Most Merciful that i could finish writing this skripsi. Not forgotten, praise always be given to the Prophet Muhammad Sallallahu 'Alaihi Wassalam.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.



Dokumen ini adalah Arsip Milik :

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ABSTRACT

Tia Andriani, 2020. *THE EFFECT OF HERRINGBONE TECHNIQUE TOWARD STUDENTS' READING COMPREHENSION OF EXPLANATION TEXT ON THE SECOND GRADE STUDENTS AT SMAN 4 PEKANBARU.*

THESIS. Pekanbaru : English Study Program, Faculty Training and Education, Universitas Islam Riau.

Keywords : Herringbone technique, reading comprehension, explanation text

Herringbone technique is one of technique in learning of reading that can improve the students' enthusiastic and motivation in reading a text. In this research, many students especially the second grade students have problem and difficulty in comprehending reading text. So, this research was done to find out any whether there is significant Effect of Herringbone Technique Toward Students' Reading Comprehension of Explanation Text on the Second Grade Students at SMAN 4 Pekanbaru.

This research was an experimental research. This research was conducted at SMAN 4 Pekanbaru. The sampling is grade XI IPS 4 with total sampling was 35 students. The researcher used test as the instrument(reading test).

This technique of data analysis which used was t-test from SPSS version 25 program. Based on the result of reading test it showed that the improvement from the score of t-test. The total score of t-obtained was 6,93 was higher than level of significant t_{table} 5% was 0,329 while at level of significant t_{table} 1% was 0,424. Based on t-table, $0,329 < 6,93 > 0,424$. In other word, $t_{obtained} > t_{table}$, it means that the null hypothesis (H_0) was rejected and the alternatif hypothesis (H_a) was accepted.

So, it can be concluded that there was a significant Effect of Herringbone Technique Toward Students Reading Comprehension of Explanation Text on the Second Grade at SMAN 4 Pekanbaru. Herringbone technique is one of technique that has a good effect towards students' reading comprehension.

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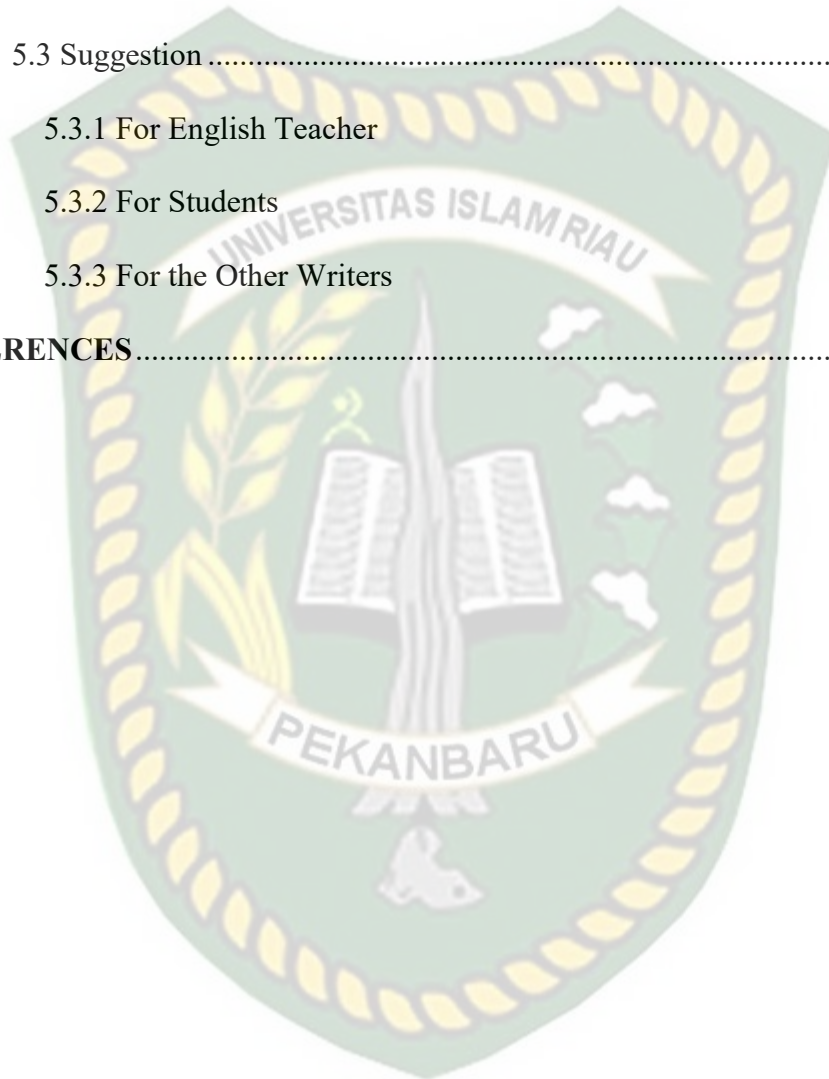
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5.3.1 For English Teacher

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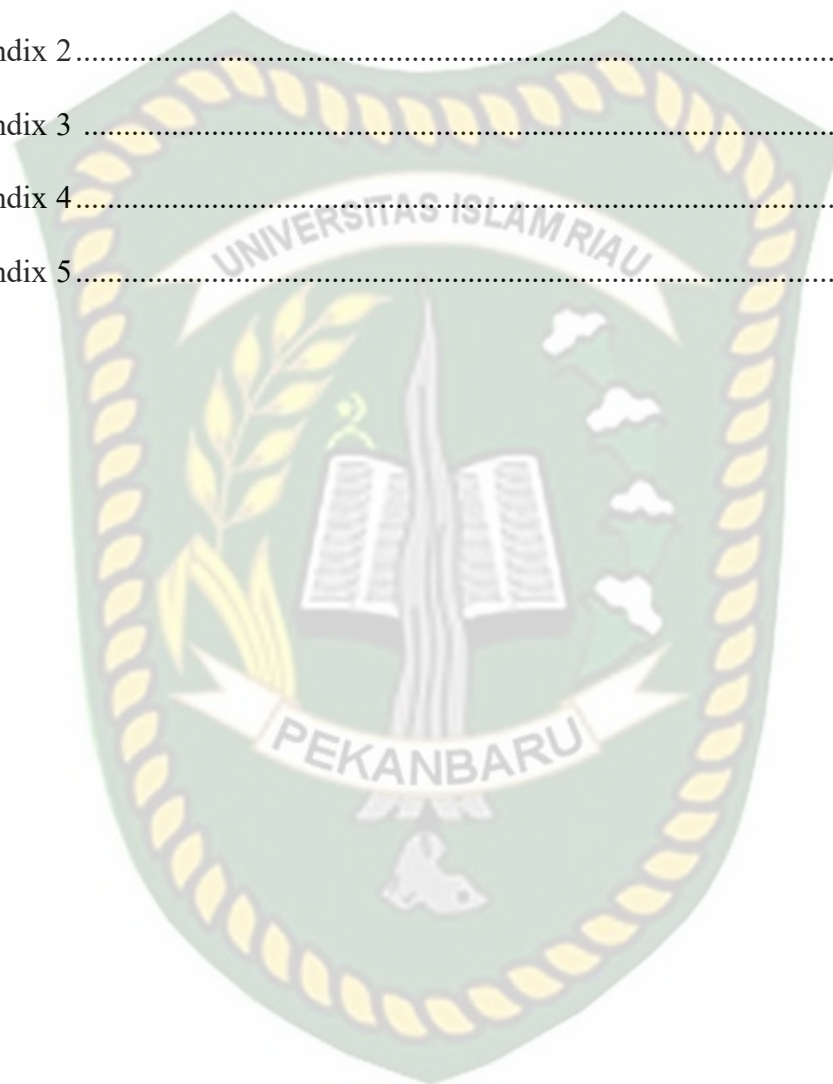
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Reading is one of language skills that much be mastered by English learners. Now days, the process of knowledge science and technology required us to information. Information is the most important aspect of our life. Book, magazine, newspaper, bulletin, internet are sources of information. We can get it only through reading. Thus, we must read a thousand book to avoid out of the date. Learning English involves the four kinds of language skill : Listening, speking, reading, and reading. Teaching should developed there four language skill in order that their student could use the skill to communicate or express their through feeling, and opinion in English. In order to master those skill, the students have to master some elements of language, for instance, grammar, pronunciation, vocabulary, etc. However, students get difficulties in reading mastery where as, reading is a crucial element to master foreign language especially in English.

The 2013 English curriculum for Senior High School states that the objective of teaching English in Indonesia is to enable the student to communicate in English including the ability to read, speak, listen, and write that are taught integratedly. On teaching learning process, the students should have ability to study those skills, Especially reading. The students should be able read and understand about the text to get information.

Reading is one the complex ways in learning English. Reading is one of the most important skill we need in increasing our personal welfare and social progress. It cannot be denied that reading is a part of human life and society. It means that the students have ability in understanding and using the word and meaning. The students not only know words, but also and meaning. In general, people intend to be able to read and understand English text because many scientific book are written in English. Until now, most of students still encounter difficulties in reading. The problem faced by teacher and students who are not fluent in English. One of the difficulties encounter by students is how to remember what thay have read. It is important to realize that we need to very reading rate according to our intention in reading and students cannot find the main idea what they after read.

Students should master reading skill. A good achievement in reading is important to students. Students will get information ideas which can enrich their vocabulary and ideas. It needs to use appropriate technique in teaching reading, in order to produce good reading ability. The technique is very useful for increasing students interest and motivation in learning English. So, the learning process will run better and faster. Reading is complex activity that involved recognition and comprehension process. Comprehension is the goal of the reading, in reading comprehension, students not only read the text but also they understand what they read.

The are many Senior High teaching who still use traditional method in teaching and learning reading. The teachers just give the material and explain it, give

example and exercises. This technique is not effective because the students are bored and need much time to be able to master English for reading. In that case, the teacher are supposed to be creative in teaching learning process to create a good atmosphere, to improve and make the English lesson more exciting. Teaching reading for senior high school needs appropriate technique in order that students are active and creative in reading lesson. Examination is instrument to measure students' capability. One point that must be mastered by them is reading skill. Students need to understand the text they are facing examination. It will make the reading necessary to be learned by the students because reading has some elements that will be needed by students when they do their examination, namely understanding. Usually the teachers just explained the material without use media of teaching or strategy that able to increase the interest and achievement of the students. So, the writer needs to implement a technique that can improve the students' interest in learning English. The writer tries to apply another method as a problem solving in learning English in SMAN 4 Pekanbaru.

There are some ways to reach the better academic achievement of the students' reading comprehension especially in teaching explanation text. It is greatly influenced by the technique used by the teacher. In this research, the writer will use another technique used by the teacher. In this research, the writer will use another technique that can increase the students' reading comprehension in English skill, it is Herringbone Technique. The Herringbone Technique is a strategy that can help students organize the information they know about the subject into different

categories. The Herringbone graphic organizer technique is used for establishing supporting detail for main idea.

Beside, this technique can build the students' reading comprehension to understand the text. It focused on students reading comprehension by using Herringbone Technique. In this technique, the writer will explain to the students the specific goals of the learning and reading students to the topic by the pattern of the Herringbone technique. This technique will motivate the students to study and raise teaching- learning process. By using this technique the students will be more interested and enjoy the teaching reading english. Besides, the writer hopes that this method can be relevant technique to give solution for the problem of reading.

According to Deegan (2006) Herringbone technique is a technique that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on visual diagram of a fish skeleton. Using the answer to the WH question, the students write the main idea across the backbone of the fish diagram. This technique is made to improve students' reading comprehension by organizing important information in a text. It can be conducted that, Herringbone technique helps the students understand the connecting between supporting details to identify a main idea. The Herringbone technique is a useful graphic organizer for students to organize information.

Based on writer observation and information with the English teacher of SMAN 4 Pekanbaru, the writers assume that many students still find difficulties and

problems in learning reading. There are some problem the causes of the students' reading comprehension difficulties are as follows:

Firstly, the students difficult to get the meaning of the word. So, if the students could not understand every word in the text, the students didn't know the meaning from the text. Secondly, the students are not able to find out the main idea in paragraph. In any paragraph students are not easy to comprehension. So, they did not know the information in detail in a paragraph on the text. Thirdly, the students did not understand generic structure of explanation text. It can be seen that when the writer give the students example, to identify generic structure of explanation text, they are not able to mention.

Based on the explanation above, the writer is interested in conducting a research by Herringbone technique inteaching reading. So, that the writer will do a research entitle: " The Effect of Herringbone Technique Toward Students Reading Comprehension of Explantion Text on the Second Grade Students at SMAN 4 Pekanbaru"

1.2 Setting of the Problem

Some problem have been explained in the background, so the researcher need to set the problem.

First, the students difficult to get the meaning of the word. So, if the students could not understand every word in the text, the students did not know the meaning from the text. These problems caused students' achievement in reading is poor and students' interest becomes low.

Second, the students are not able to find out the main idea in the paragraph. In any paragraph students are not easy to comprehend. So, they do not know the information in detail in a paragraph on the text.

Third, the students didn't understand generic structure of explanation text. It can be seen that when the writer gives the students an example, to identify generic structure of explanation text, they are not able to mention.

However, the ability of the students in comprehension reading texts needs to be improved in order to enable them to get used to the reading process and give them enough time to develop their reading comprehension. The writer will apply the Herringbone Technique to increase students' reading comprehension of second grade students at SMAN 4 Pekanbaru reading comprehension by applying the Herringbone Technique. The writer hopes it can improve students' reading comprehension.

In this research, the researcher tried to see the effect of the herringbone technique toward students' reading comprehension explanation text of the second year at SMAN 4 Pekanbaru.

1.3 Limitation of the Problem

Based on the identification of the problem above, it can be seen there are three problems stated in this study. In this research, the focus is on using the herringbone technique to improve students' reading ability in reading explanation text of the second year at SMAN 4 Pekanbaru.

1.4 Formulation of the Problem

Based on the background and the limitation of the problem, this research formulation as follow. “Is there any significant effect of Herringbone Technique toward reading comprehension on explanation text of the second year at SMAN 4 Pekanbaru”?

1.5 Objective of the Research

To find out whether there is or not significant effect of Herringbone Technique toward students reading comprehension in explanation text of the second year at SMAN 4 Pekanbaru.

1.6 Needs for the Research

1. For Teachers

The posotive effect of this research can support the English teachers to apply this technique in teaching reading.

2. For students

The posotive impact of this research can support students to improve reading comprehension. The students feel enjoy and actually in class in teaching learning process.

3. For Writer

To add insight knowledge and to get information about the Herringbone technique in students reading comprehension of explantion text.

4. For other writers

This research to give more reference and know to teaching reading comprehension effectively to the students by using Herringbone technique.

1.7 Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines the key of terms as follows:

1. The Effect

The effect is a result or conduction procedure by a cause something which happens when one thing acts on another (Longman,1998) in Pertiwi Intan (2017).

2. Reading Comprehension

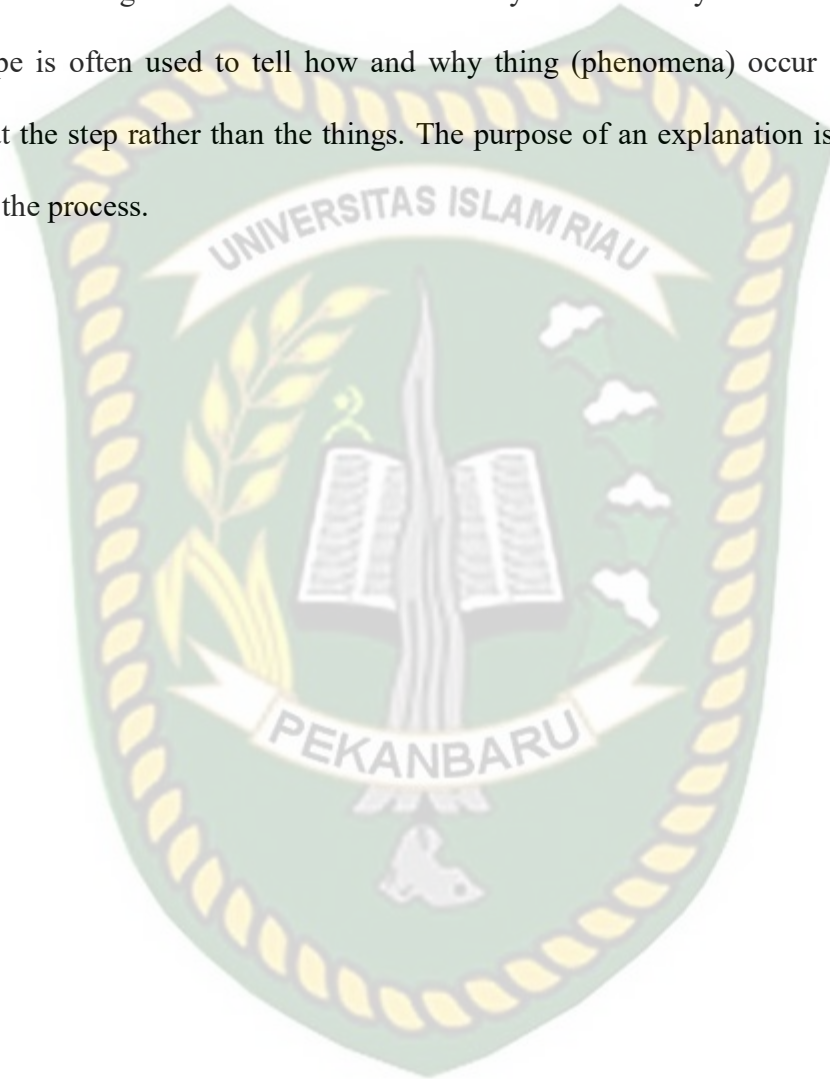
Reading comprehension is an interactive process that goes on between the reader and the text, resulting in comprehension (Kalayo and Anshari, 2007). However in this research, reading comprehension refers to the students' understanding in comprehending reading explanationtext. How they are able to find out the topic or theme, main ideas, supporting ideas.

3. Herringbone Technique

Herringbone technique provides readers with a framework for recognizing and recording main ideas and supporting details during and after reading. The categories included in the diagram are often the main idea (the spine of the fish) and "who, where, what, why, when, and how" (the ribs), but they can be altered to fit the particular text students are reading (Jacobs, 2010).

4. Explanation Text

According to Mark Anderson and Kathy Anderson says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature. It looks at the step rather than the things. The purpose of an explanation is to tell each step of the process.



CHAPTER II

REVIEW OF RELATADE LITERATURE

2.1 The Nature of Reading

2.1.1 The Definition of Reading

There are four skills in English listening, reading, speaking and writing. All of those skills have each different function in English. As English learners of course we have to study all of the skill. Reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing.

Reading mean 'reading and understanding' in Judd (2012) states the nature of reading are perceive and decode letter then understand all the words in order to understand meaning of a text . A foreign language learner who says, 'I can read the words but I do not know what they mean is not, therefore, reading, in this sense. He or she is merely decoding - translating written symbols into corresponding sounds.

Deboer and Dallman say that reading is a much more complex process. Reading as an activity which involves comprehension and interpretation of ideas symbolized by written or printed language. Some think of reading as a sounding out of printed words, either with or without a comprehension of meaning. It was absolutely not true. Reading is not only how we sounding out the written text but also construct a meaning so we can apply knowledge from the text in real life.

Brindley also states Reading is a complex area. We can use the term to

mean the process itself, or a response to literary text. It can mean the retrieval of information in a nonliterary text, or take on wider meanings like “reading the situation”. Reading is not confined to print in a book. It is central to the debate about meaning and the construction of the reader. It is linked to issues of standards in education, and to one of the functions of education itself the production of a literate society.

Richard reading is what happens when people look at a text and assign meaning to the written symbols in that text. Reading is a powerful activity that confers knowledge, insight and perspective on readers.

Westwood (2013) states that Reading may be defined as a message- getting, problem-solving activity which increases in power and flexibility the more it is practiced. This definition states that within the directional constraints of the printers code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the authors message. For the beginner, reading is concerned mainly with learning to recognize the printed symbol that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read. In short, reading is the combination of word recognition and intellect and emotion interrelated with prior knowledge to understand the message communicated.

From the definition above it can be concluded that reading is much more complex process which decode letter then understand all the words in order to

understand meaning of a text that involves comprehension and interpretation of ideas symbolized by written or printed language.

2.1.2 The Purposes of Reading

The purposes of reading have to do with goals or aims of reading. There are some purposes of reading according Grellet :

a. Reading to search for simple information

In reading to search, the readers typically scan the text for specific piece of information or specific word. Scanning usually conducted by the reader in order to minimize time.

b. Reading to skim quickly

Reading to skim (i.e. sampling segment of the text for a general understanding) is a common part of many reading task and useful skill it is own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and than using basic reading comprehension skills on those segment of the text until a general idea is formed.

c. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which person need to learn a considerable amount of information from a text. Text allows people to communicate their ideas with one another across time and space. Indeed, a large part of what each person knows comes from reading texts. People whonever discover how to learn from a text have strong constraint on what they can

know and do. on careful reflection, however, learning from text is more controversial topic than is readily obvious. Learning may be of higher quality when students experience the world directly rather than read about it. Through reading, students can experience the thinking of these experts and come to know some of what they knew or know without completing the same years of study or possessing equal amounts of academic insight. Successful learning depends on a close match among reader goals, text characteristic, reader proficiencies, and instructional context.

d. Reading to integrate information, write and critiques texts.

Reading integrate information requires additional information decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information to integrate and how to integrate it for the readers goal. In this respect, both reading to write and reading to critique text may be task variant of reading to integrate information.

According to Harmer stated that reading has some purposes:

1) Identifying the topic

In identifying the topic of the text, they get the topic by relating their own schemata, it will help them to get the idea about the text quickly and effectively

2) Predicting and guessing

The readers sometimes guess in order to try and understand what the text is

about, especially if they have first identified the topic. And they try to predict what is coming and make assumptions about the content of the text. Then they try to relate their schemata with the text that they read.

3) General understanding

The readers have not to understand the text specifically, but they just understand the general idea of the text and they do not need to focus on details information. It is called as skimming. It means running your eyes over a text to get quick idea of the gist of a text.

4) Specific information

The readers need the specific details that include in the text. It is called as scanning. For example; the readers want to find the name of director or movie stars in a film review.

5) Detailed information

Sometimes the readers read in order to understand everything in details information. It is usually in written instructions or directions or description of scientific procedures. For example; if someone writes an address and telephone number.

6) Interpreting text

The readers are able to get the meaning of the passage, using a variety of clues to understand what the writer is implying. The readers will be success in interpretation if they have schemata.

People read for many reasons, the readers generally have different objective in reading. From the explanation above can be concluded that the readers conduct reading activities to gain an information from a text, whether just simple or detail information.

2.1.3 Technique of Reading

Reading is an important activity in life with which one can update his/ her knowledge. Reading skill is an important tool for academic success. According Wright there are some technique of reading :

1. Skimming; glancing rapidly through a text to determine its general content. e.g. quickly glancing through an article to see if it interest or not.

Being able to look over material rapidly for given purposes without reading every phrase is great asset for a reader to posses. Skimming enables people to select content that they want to read and to discard, which is inconsequential for their purposes. Skimming permits people to gain a general idea about material when that is their purposes rather than to read all material in detail.

2. Scanning; reading to locate specific information, e.g. locating telephone number in directory.

Being able to search through material rapidly with given purposes in mind, in order to find a specific fact or an answer to particular question plays a large role in much of a youngsters reading. Scanning enables people to locate specific information without reading all materials around it.

1. Intensive reading; In intensive reading, the reader tries to absorb all the information given by author. E.g. reading dosage instruction for medicine.
2. Extensive reading; the reader deals with longer text as a whole, which requires the ability to understand the component parts and their contribution to the overall meaning. E.g. reading newspaper article, short story, or novel.

Grellet in mentions four strategies or way of reading, as follows: (1) Skimming : quickly running ones eyes over a text to get the gist of it. (2) Scanning : quickly going through a text to find a particular piece of information. (3) Extensive reading : reading longer texts, usually for ones own pleasure. This is a fluency activity, mainly involving global understanding.(4) Intensive reading : reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

Each kind of reading skills that has been explained above are used for certain purposes. each also requires different approach and technique its goal. For example, skimming and scanning techniques are usually used by readers when they read a reading selection when take reading test. By using these techniques, they may be able to find the information they need without have to read all reading passage and save their times. It can be concluded that skimming and scanning is the process of reading in order to get the particular information of the text, and extensive and intensive reading is the process of reading to get the detail information of the text.

2.1.4 Macro and Micro Skill of Reading

Brown (2010) presents macro and micro skills in reading .Macro skills are parts of academic writing that focus on working at the section and whole text level (e.g. structure/ organization). (1) discriminate among the distinctive graphemes and orthographic patterns of English, (2) retain chunks of language of different lengths in short-term memory, (3) process writing at an efficient rate of speed to suit the purpose. (4) recognize a core of word, and interpret word order patterns and their significance. (5) recognize grammatical word classes (noun, verbs, etc)., systems (e.g., tense, agreement, pluralization), pattern, rules, and elliptical forms. (6) recognize that a particular meaning may be expressed in different grammatical forms. (7) recognize cohesive devices in written discourse and their role signaling the relationship between and among clauses.

Here are some of the micro-skills involved in reading: (1) recognize the rhetorical forms of written discourse and their significance for interpretation; (2) recognize the communicative function of written texts, according to form and purpose; (3) infer context that is not explicit by using background knowledge; (4) from described events, ideas, etc. infer links and connection between events, deduce causes and effects, and detect such relations as a main idea, supporting idea, new information, given information, generalization, and exemplification; (5) distinguish between literal and implied meanings, (6) detect culturally specific references and interpret them in a context of the appropriate cultural schemata (7) develop and use a battery of reading strategies,

such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

The reading list above notice that the readers often overlap with each other slightly, especially when thought of reading process. At the same time, the readers will notice that each one, could be individually tested, or form the basis of distinct practice activities. In Brown's list, the first on the list is essentially recognizing the alphabet, and automatically understanding how it combines into words. The skills build upon each other, becoming increasingly based on understanding larger meaning.

2.2 Reading comprehension

2.2.1 The Definition of Reading Comprehension

According to Kennedy in Faridah (2013) reading comprehension is a thinking process by which a pupil selects facts, information, or ideas from printed materials; determines the meaning the author intended to transmit; decides how they relate to previous knowledge he has acquired and judges their appropriateness and worth for meeting his own needs and objectives. Therefore when read a text we also need to relate with our past experiences. So we can easier to understand and internalize the essence of the text in our self.

Gilakjani (2016) said that reading comprehension is an interactive process of finding meanings from a text. Reading comprehension is a complex process that involves components, processes, and factors with the aim of finding better ways of

improving it among learners. Reading comprehension is a series of cognitive activities that include a lot of dimensions like the understanding of words and their meanings, mindful reaction, and integration.

Reading comprehension that is also called reading for comprehension is an activity meant to extract certain kinds of information from English text. Reading in foreign language may face some difficulties, such as: difficult words, difficult to get information from the passages and difficult to make a conclusion of the passages.

Comprehending is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in text to what you already know. It is also means remembering what you have read. In other words, comprehending means thinking while you read. (Mikulecky and Jeffries, 2007)

According to McNamara (2007) comprehension refers to the ability to go beyond the words, to understand the ideas and the relationship between ideas conveyed in a text. For some readers, comprehension always challenging. They may understand each word separately, but linking them together into meaningful ideas often does not happen as it should. These readers can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text.

One of the most important comprehension skills is finding the main ideas. This could be a literal skill if the idea is directly stated, or an inferential skill if it is not directly stated. In order to read with a degree of comprehension necessary to

succeed in academic work, a student must be proficient in each of the reading levels.

2.2.2 Strategies for Reading Comprehension

According Haynes (2010) there are six reading comprehension strategies that we believe are important to teach the students: (1) Visualizing what is happening in the story, (2) Activating background knowledge by making connections, (3) Asking mental questions to self-check comprehension, (4) Learning how to make inferences about what is read, (5) Determining the importance of information in a text, and (6) Synthesizing information that is learned.

The important strategies in reading comprehension are they readers have to activating their background knowledge, knowing the purpose of the text that they read, generating question during reading and summarizing the important thing and put in into their own words.

2.3 Teaching Reading

2.3.1 The Nature of Teaching Reading

According to Hopson (2013) teaching is a noble, caring profession, but teacher should be clear about the line that is drawn between caring and doing too much for people. Teaching has its rewards. However, the rewards are quiet, internal. A teacher is rewarded when a student show improvement in his work, when a student seek out the teacher for help, when a connection develops between the students and teacher. A teacher is rewarded in countless ways, and all the rewards are unique as the individual teacher.

According to Brown (2019) teaching may be defined as “showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.” Teaching is not primarily telling. It is helping other people learn. That means the focus is on the learners, not the teachers. People learn best through experiencing something themselves.

Teaching reading seems to have its own importance in language teaching. According to Nunan (2013), teaching reading usually has at least two aspects. First, who are learning to read for the very first time. A second, who already have reading skills in their first language.

From the definition above, it can be concluded that teaching is the process of learning that giving by the teacher with the train or instruction and causing to know or understand.

2.3.2 The Stages of Teaching Reading

Reading is viewed as an interactive process between language and thought. Cahyono et al. (2011), There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and post-reading activities.

1. Pre-reading Activities

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activations is concerned with students’ background knowledge, objectives of reading class, learning activities, and motivating the students.

Pre-reading is to tell students the purposes of reading and learning. Pre-reading is also to motivate the students.

2. During/Whilst-Reading Activities

During reading activities are the activities that a reader does while reading takes place. While reading includes: (a) identifying the main idea, (b) finding details in a text, (c) following a sequence, (d) inferring from the text, and (e) recognizing the discourse patterns. During/whilst reading activities are instructional activities that are going on while reading activities are happening.

a. Post-reading activities

Post-reading activities are the activities conducted by a reader after reading. The activities are used to recheck readers understanding on the text topic being read. Post-reading activities are instructional activities that the students and teacher do after reading takes place.

There are main important stages in teaching reading : pre-reading, during reading, and past-reading. By implementing those activities well, surely the student will be easier in conduct reading activity. Herringbone Technique can be applied in during reading so the students answer the question of fish diagram one by one when reading the text. Then to reinforce their answers, they can checks again in post reading activity.

2.3.3 The Assessment on Reading

Brown (2012) in his book explains some reading assessment based on the type of reading. The explanation as follows:

(1) The design of assessment task for perceptive reading

At the beginning level of reading a second language lies a set of task that are fundamental and basic: recognition of alphabetic symbols, capitalize and lowercase letters, punctuation, words, and grapheme phoneme correspondences assessment of basic reading may be carried out in a number of different ways. Here the design of assessment of perceptive reading, as follows:

a. Reading aloud

The test takes sees separate letters, words, and or short sentences and reads them aloud, one by one, in presence of an administrator. Since the assessment is reading comprehension, any recognizable oral approximation of the target response is considers correct.

b. Written response

The same stimuli are presented, and the test takes task is to reproduce the probe in writing. The evaluation of test takes response must be carefully treated.

c. Multiple-choices

Multiple-choices responses are not only a matter of choosing one of four or five possible answers. Others format, some of which are especially useful at the low levels of reading, include same different, circle the answer, true/false, choose the

letter, and matching.

d. Pictured-cued item

Test-takers are shown a picture, such as the one on the next page, along with a written text and are given on of a number of possible tasks to perform or a true/false procedure might be presented with the same picture.

(2) The design of assessment for selective reading

Selective reading is largely the artifact of assessment format. In order to ascertain one reading recognition of lexical, grammatical, or discourse feature. Certain typical tasks are used: pictures-cued tasks, matching, true/false, multiple choices.

a. Multiple choices (for form-focused criteria)

The mainly reason, so many teacher use this multiple choice is it is easy to administer and can be scored quickly.

b. Matching task

The test taken tasks simply to respond correctly which makes matching an appropriate format.

c. Gap-fillings task

Gap-filling or fill in the blank is the item in which the test taken response is to write a word or phrase. The design of assessment for interactive reading.

Reading is a process of negotiating meaning; the reader brings the text a set of schemata to understand it. Typical genre of the interactive reading is anecdote, short narrative, and explanation.

d. Cloze task

The text taker should give the answer to deleting paragraph based on their mastering the vocabulary. Even, cloze task also made in the form of multiple choices to make raped scoring.

e. Multiple choice plus comprehension question

The test takers should answer the question that has created by using the criteria of comprehending the text.

2.3.3.1.1.1 Short answer task.

A popular alternative multiple choice questions following reading passages is the age-old short answer format. A reading passage is presented, and the test taker reads question then answered a sentence or two.

2.3.3.1.1.2 Editing (longer task)

Test taker should edit the sentence by choosing one wrong word.

(3) The design of assessment reading for extensive reading

Extensive reading applies to text of a book more than a page, up to an including professional article, essay, technical report, etc. The purpose of assessment usually is to tap into the learners global understanding of the text the design of

assessment of reading for extensive reading as follows:

a. Skimming

It is the processes of rapid converge of reading matter to determine its gist or the main idea.

b. Summarizing and responding

Asking the test taker to write the summary of the text, then given to another test taker to get the response about the summary.

From the explanation above, the design of reading assessment which is used for the research is multiple choice plus comprehension question, because the text which is used to test the student is about short explanation and narrative text in kind of interactive reading.

2.4 Herringbone Technique

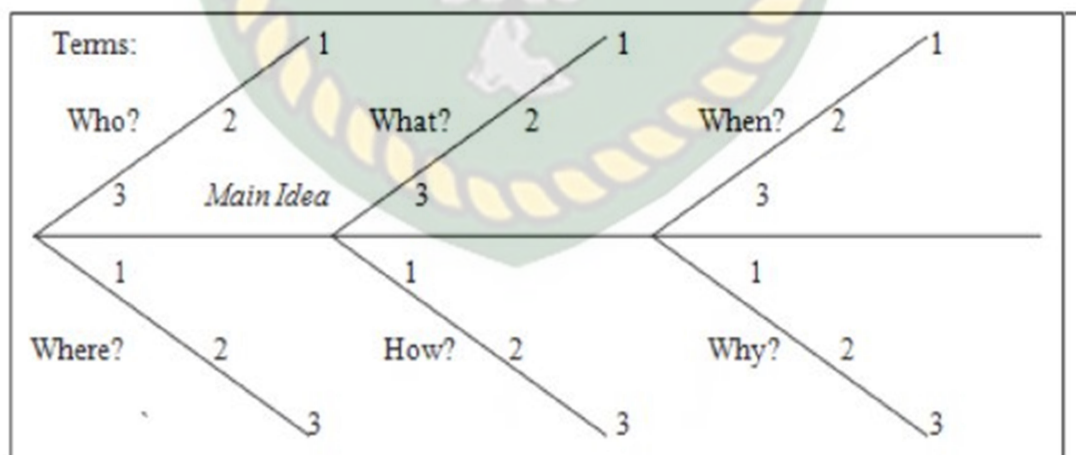
2.4.1 The Definition of Herringbone Technique

According to Thaler (2018), a useful technique for analyzing a single idea or text is the Herringbone Technique, so named because it resembles a fish skeleton. Herringbone Technique consists of a short graphic organizer and it is a concrete way of helping English learners to find the comprehensive idea in a paragraph or passage. The students answer the questions listed in the fishbone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement.

According to Coe Herringbone (2016) technique is developed by it is named because resemble a fish skeleton that useful for analyzing a single idea. It contains six questions that help students to organize the details of the text.

According to Deegan (2013) Herringbone Technique is a technique that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton. Using the answer to the WH questions, the students writes the main idea across the backbone of the fish diagram. The Herringbone Technique helps develop comprehension skills as well as informational organization, contrast and comparison skill as well as the ability to remember details. There is the picture of herringbone diagram.

Figure
Format of Herringbone Technique



Based on the statement above, it means that the herringbone is used to help the students identify the main idea and the related supporting ideas of the lesson,

text or concept. It contains six questions that help students organize the detail of the text.

According to Deegan, herringbone technique is a technique that develops comprehension of the main idea by plotting who, what, when, where, how, and why question on a visual diagram a fish skeleton. Based on statement, it means that herringbone technique can make the students active in learning because the activities more focus on fish skeleton six question the students comprehending.

According to the Bounchard herringbone is graphic organizer supports comprehension of text by providing a framework upon which the who, what, when, why, where, and how questions can be visually organized in relation to the main idea. It means herringbone technique is concept to comprehend task that creates a framework for students to take note and sort information.

In summary, herringbone technique is a kind of technique for teaching reading comprehension by providing a structured outline to help students identify the main idea and the related supporting idea of the text by plotting who, what, when, where, how and why questions on a visual diagram of a fish skeleton.

2.4.2 Procedures of Herringbone Technique

According to Edward (2016) the procedures of herringbone technique are : (1) Select reading material at the students level. The first step is the teacher preparation of the material. And then the teacher selected a text appropriate for the students. (2) Construct a visual diagram of Herringbone with the 5W+1H (who? When? Where? Why? What? How?) and the main idea. After the the teacher select reading material, the second step is the teacher construct a visual diagram of herringbone technique. For makes students more enthusiastic in using herringbone diagram, the writer used colorful paper to draw the herringbone diagram.

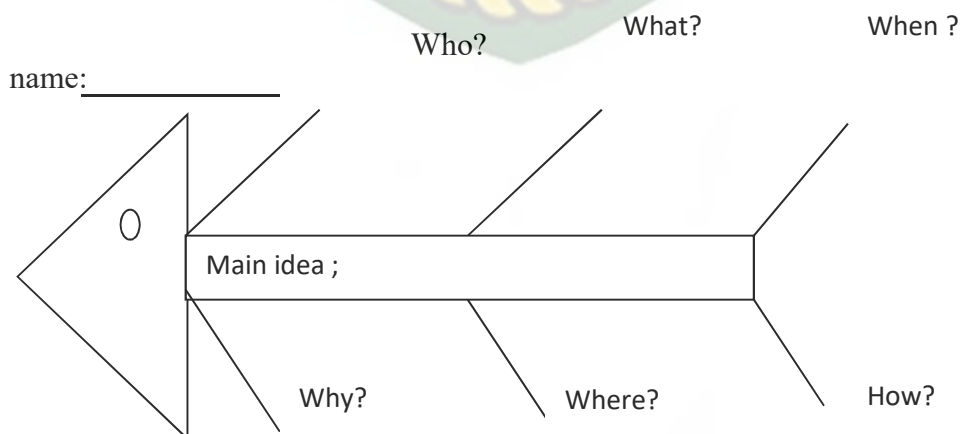
Identifying the students ' ability in 5W+1H question before using herringbone diagram is needed, because it consists of 5W+1H. (3) Students read, brainstorm and write important information about the text in their notebook. After the teacher construct a herringbone technique diagram, the next step is the teacher ask to the students to read the text and they discuss it. After that the teacher ask to students to search important information in the text, and then the students write in the notebook. (4) After discussion, the students write answer on the Herringbone outline.

In this step is the teacher uses 5W+1H question to construct a discussion. The students answer the question on the appropriate herringbone diagram categories they have constructed. (5) Students discuss answer (5W+1H+ main idea) In this step is the students discuss about their answer from 5W+1H question

and the main idea in the text. (6) The Herringbone outline is used for the revision of the text. The last step is the teacher helps students make summary of the text. Writing an order on the whiteboard is needed if the class is too crowded. It makes students to give more attention to the teacher, because sometimes the teachers' voice cannot reach the class.

From the explanation above, Herringbone Technique can be concluded that, in teaching reading using herringbone technique, the teacher has important role. The teacher should give variety question to the students. Teacher who being active will influence the students' active. In the process of using herringbone technique teacher should be active. The writer also tries to give reinforcement in the form of appreciation word for students while teaching process. It makes students confidence in answering and asking or doing the test. By those ways, students can use herringbone diagram easily and they can comprehend the text faster.

Figure 2.1 Herringbone Diagram



2.4.3 Advantages of Herringbone Technique

There are some Advantages of using Herringbone technique cited of journal by Chyka Suriani & Jufri (2013), they are : (1) The students will be more active in the class especially in reading. When they do the steps of herringbone technique in reading they will have activities that make them active in class. (2) Herringbone technique also make them enthusiastic in reading a text, because they will focused on the simple question. (3) In discussion process students can share the information about the text that have already read. (4)The activities in reading make the students fresh and out of boring reading. (5) Herringbone technique makes the students easlier to find the main idea of the text.

From those Advantages it can be concluded that Herringbone Technique is effective graphic organizer that can be easily used by students will be more active in the class especially in reading, enthusiastic in reading a text and gaining their active participation in a group discussion. Herringbone Technique also gives students the fun reading activity in teaching learning process.

2.5 Explanation Text

The writer discuss some relevance theories about explanation text that consist of concept of explanation text, language feature of explanation text and generic structure of explanation text.

2.5.1 Concept of Explanation Text

According to Mark Anderson and Kathy Anderson says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature. It

looks at the step rather than the things. The purpose of an explanation is to tell each step of the process (the how) and to give reasons (the why). Explanation is a piece of explicit the how or why of particular phenomena, events, and concepts occur in scientific and technical fields. Grammatical features in explanation text include passive voice, simple present tense, conjunctions of time and cause, noun groups and complex sentences.

The text is appropriate in implementing herringbone technique. It was caused by the technique emphasizes the important information which are in explanation text that can be obtain by asking six basic comprehension question (whi, what, when, where, how, and why). Language feature of explanation text is present tense. The sample of explanation text can be found in natural, social, scientific, and cultural phenomena.

2.5.2 Language Features of Explanation Text

According to Mark Anderson and Kathy Anderson features of an explanation the are :

The language features usually found in an explanation are: (a)Featuring generic participant; sun, rain, etc. (b) Using chronological connection; to begin with, next, etc. (c) Using passive voice pattern. (d) Using simple present tense.

2.5.3 Generic Structures of Explanation Text

1. General statement

The first paragraph has a general statement that introduces od identifies the scientific or technical phenomenon. It gives the audience a brief introduction to the event ot thing and an understanding of the type of text that is to follow.

2. Sequenced statement

At this stage students' explanation are developing causal relationship as well as sequential ones. The logically sequenced happens rather than focusing on an object. The explanation sequence should consist of a series of happenings, actions, causes or processes that are the focus of the text type. This chain of actions, causers or events results in the phenomenon about which the explanation is written. Events may be related according to time or cause or through both and should be detailed and accurate, ensuring that all elements have been included. Sequences often develop by explaining how the events happen over a period of time : first this happens and then this is followed by the next events. It is important that in addition to researching the facts, students understand the reason behind them. Attention should be focused on writing these reason in their explanations.

3. Concluding statement

Atually this is not mentioned in explanation text, however, many people think that the last of paragraph is closing, in which it is actually part of sequenced explanation

2.5.4 Example of Explanation text

| Making Paper from Woodchips | |
|--|--|
| A general statement | Wood-chipping is a process used to obtain pulp and paper products from forest trees. |
| A sequenced explanation of why or how something occurs | The wood-chipping process begins when the trees are cut down in a selected area of the forest called a coupe. |
| | Next the tops and branches of the trees are cut out and then the logs are taken to the mill. |
| | At the mill the bark of the logs is removed and the logs are taken to a chipper which cuts them into small pieces called woodchips. |
| | The woodchips are then screened to remove dirt and other impurities. At this stage they are either exported in this form or changed into pulp by chemicals and heat. |
| Closing | The pulp is then bleached and the water content is removed. |
| | Finally the pulp is rolled out to make paper. |

Taken from <https://www.nurdiono.com/generic-structure-of-explanation-text.html>

2.6 Relevance Studies

The first study is, Nurjani Firda, 2016. The Effect of Herringbone Technique toward Students' Reading Comprehension of Recount Text at the Grade VIII Students of SMPN 4 Rambah Hilir. The purposes of this research were to find out students' reading comprehension of recount text taught by using Herringbone technique and taught without using Herringbone technique. And to find out whether there was a significant effect of using Herringbone technique toward students reading comprehension of recount text at the grade VIII students of SMPN 4 Rambah Hilir. This research was an experimental research, precisely a pre-experimental research. The design of this research was one group pretest and posttest design. There were eight meetings in giving treatments. The instrument of this research was test multiple choices. The participants were students at grade VIII of SMPN 4 Rambah Hilir. The research findings showed that the improvement from the score of t-test. The total score of t-test was 4.433. Based on t-table, $2.00 < 4.433 > 2.65$. Therefore, it could be concluded that there was a significant effect of using Herringbone Technique toward students reading comprehension of recount text at the grade VIII students of SMPN 4 Rambah Hilir.

The second is Ali Usman (2016) The present research aims at investigating the effect of Herringbone Technique toward the eighth grade students' reading comprehension. The quantitative method was used in this research. Experiment design was carried out in the implementation of the method. This research took place at SMP Negeri 3 Kediri. The subject of this research was the eighth grade

students of SMP Negeri 3 Kediri especially at VIII A class which consists of 32 students. For proposing the effect of Herringbone Technique on the eighth grade students, the study adopted pre and post-test design to measure students' reading comprehension. The technique of data analysis which used was T-test. The findings show that students' score of reading comprehension statistically significant increase from 2216 to 2492. In addition, the students enjoyed and become more active when they were taught by using Herringbone Technique. Based on the results obtained, it is recommended that Herringbone Technique can be used in improving students' reading comprehension.

Cut Dara Ilfa Rahila, 2016 This study was aimed at finding out differences between students who were taught with and without Herringbone technique and the effectiveness of applying the technique to enhance students' ability in comprehending narrative text Herringbone technique (Deegan, 2006) is a technique that helps students grow their comprehension of the main idea by scheming who, what, when, where, why, and how question on a visual diagram of a fish skeleton. The methodology used in this research was quantitative approach by experimental method. The subjects of this study were 26 students in experimental class and 26 students in control class of MTSN Takengon II, Aceh Tengah, Aceh. In collecting data, the researchers used tests and questionnaire. The data were analyzed by non-parametric statistic, Mc. Nemar test and Chi-square for two independent samples. Result of the data reveals result of Mc. Nemar test by which the Chi-Square observed in experimental class was higher than Chi Square table and Chi Square obtained in control class ($21,05 > 3,814 < 12$) and using Chi-

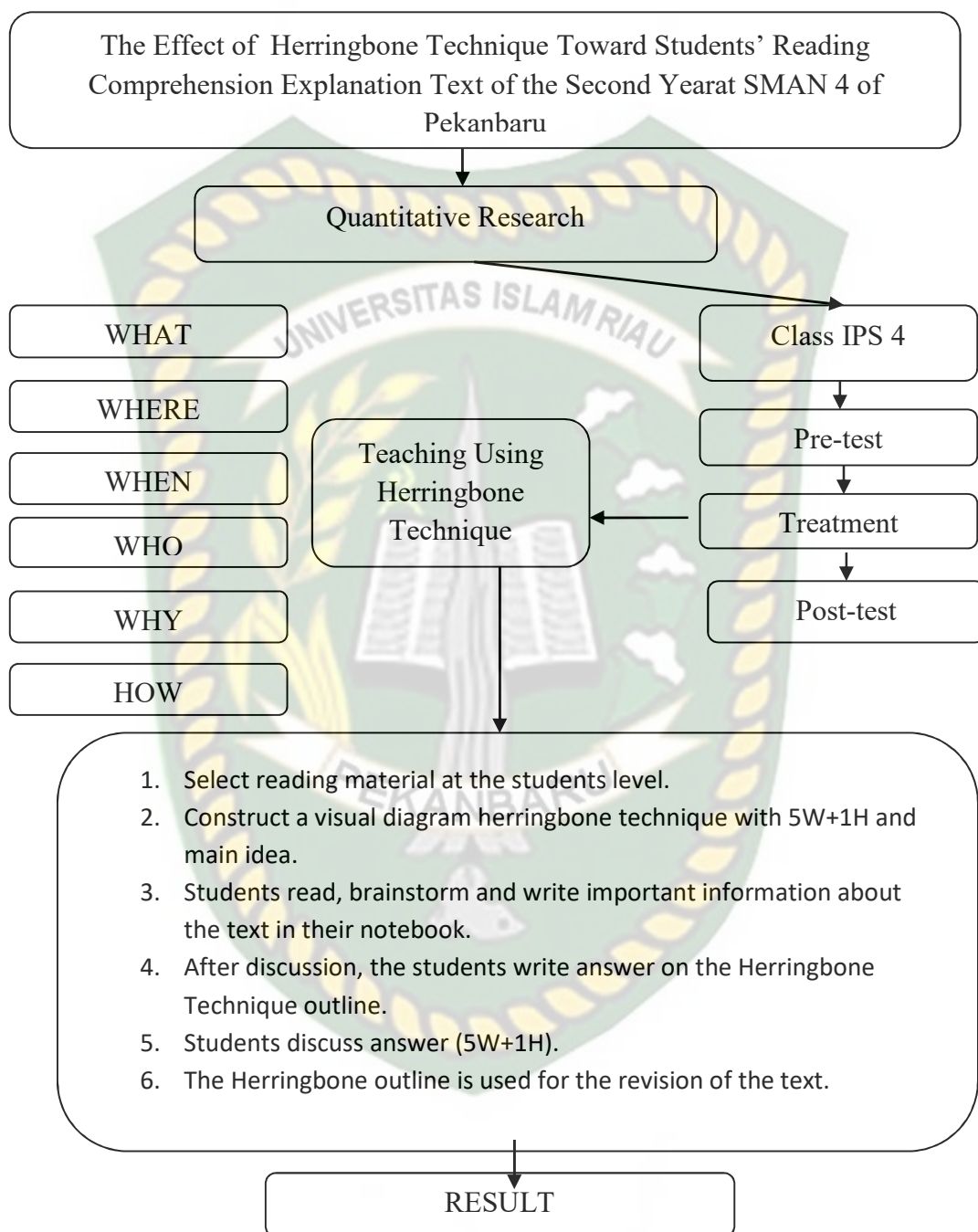
square for two independent samples showed that the perceived score was higher than score of Chi-Square table ($4,857 > 3,814$). Moreover, based on the data from questionnaire, the students stated that Herringbone technique was fun to help them understand the materials and the time used was more useful. Hence, the result of Mc. Nemar revealed that there was significant differences between the students taught with and without Herringbone technique and Chi Square for two independent samples proved that Herringbone technique was effective to enhance students' ability in comprehending narrative test

2.7 Conceptual Framework

This research is referred to the reading comprehension in explanation text and using herringbone technique that was proposed by some expert. At some expert stated that using herringbone technique is good technique to develop reading comprehension in the text.

In this research describe about the Effect of Herringbone Technique Toward Students' Reading Comprehension of Explanation Text on the second Grade at SMAN 4 Pekanbaru. In this research have one class. In one class can divided into 3 section, there are pre-test, treatment, and post-test the writer applying Herringbone Technique on Reading Comprehension. The writer will be to do the research based on the conceptual framework.

Figure 2.2 Conceptual Framework



2.4 Hypothesis of the Research

In this research, researcher determine between alternative hypothesis and null hypothesis. It following as :

2.4.1 The Alternative Hypothesis (H_a)

There is a significant effect of Herringbone Technique toward reading comprehension on explanation text at the second year students' SMAN 4 of Pekanbaru.

2.4.2. The Null Hypothesis (H_o)

There is no significant effect of Herringbone Technique toward reading comprehension on explanation text at the second year students' of SMAN 4 of Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

In conducting this research needs a plan some steps the researcher was taken. Consequently, the designed of the research should be suitable for the research condition. For these reason, the researchers has to followed the research design, if the researcher want her research be successful. The design of the research is quantitative research. According to Creswell (2009), quantitative research is a means for testing objective theory by examining the relationship among variables.

This study was conducted in experimental research to know the effectiveness of herringbone technique to improve students' reading comprehension at second year students of SMAN 4 of Pekanbaru in academic years 2017/2018. Experimental research is a scientific investigation in which the researcher manipulates one or more independent variable, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable (Ary, 2014).

This study uses pre-experimental with one group pretest-posttest design that consist of pre-test, treatment and post-test. This study is classified as pre-experimental design because of no control of extraneous variable. In the One-Group pretest-posttest design, a single group was measured or observed not only after being exposed by a treatment, but also before. The pre-test and post-test were

given to take the score of the student's achievement before and after being taught by using herringbone technique. Then both of the score were computed by using t-test to find out if there is significant influence of teaching reading comprehension by using herringbone technique. The design of this research can be seen at the table below:

Table 3.1 The Design of One Group Pretest Posttest

| Pretest | Independent Variable | Posttest |
|---------|---|----------|
| Y1 | X (treatment using Herringbone technique) | Y2 |

Where:

Y1 = Administering a pretest before applying a strategy with a purpose of measuring students' reading comprehension on explanation text ability at second year students of SMAN 4 of Pekanbaru.

X = Applying the experimental treatment in teaching reading comprehension by using herringbone technique.

Y2 = Administering a post-test after applying the strategy with a purpose of measuring students' reading comprehension on explanation text at second year students of SMAN 4 Pekanbaru.

3.1.1. Variable X

Independent variable (X) Independent variable is variable which can give influence or response to dependent variable. In this research, the independent

variable is the result of Herringbone Technique toward students' reading comprehension explanation text of the second year at SMAN 4 of Pekanbaru.

3.1.2. Variable Y

Dependent variable(Y) Dependent Variable is variable which caused or influenced by other variable.² Dependent variable in this research is the result of Herringbone Technique toward students' reading comprehension explanation text of the second year at SMAN 4 of Pekanbaru.

3.2. Location and Time of the Research

The research was conducted at SMAN 4 Pekanbaru of the second year students. Which located on Jl. Adi Sucipto No.67, kelurahan Maharatu, kecamatan Marpoyan Damai, Kota Pekanbaru, Riau 28289. This research was conducted on August until October 2018.

3.3. Population and Sample of the Research

3.3.1. Population

According to Arikunto , stated that all of the element which is research wants to investigated in research field is called population research. So, the population is all individuals that involved in this research. The population in this research is the all of second year students at SMAN 4 of Pekanbaru in academic year 2018/2019. The total numbers of students were taken 35 students. They were divided into 4 classes.

Table 3.2

Total population of the research

| No | Class | Students |
|----|-------|----------|
| 1 | IPS 1 | 35 |
| 2 | IPS 2 | 35 |
| 3 | IPS 3 | 36 |
| 4 | IPS 4 | 35 |
| | Total | 141 |

3.3.2. Sample

A sample is part of the population which is researched (Arikunto, 2015). The sample of the research is XI IPS 4 class of SMAN4 of Pekanbaru. The students supporting in this research was 35 students. The researcher was conducted the research for XI IPS 4 class because this class is the lowest than the other. So, the researched decided to take a class that has lowest reading ability.

Table 3.3

Sample of Research

| No | Class | Students |
|----|-------|----------|
| 1 | IPS 4 | 35 |
| | Total | 35 |

3.4. Instrument of the Research

According to Siregar (2013), stated that instrument is a tool can be using to get, process, and interpretation information acquired from respondent. The writer used test as the instrument. The instrument of this research is reading test of explanation text. The test item was multiple choice consists of 20 items. Most of the test item was take adopted from students' English text book and internet.

Table 3.4
The Blueprint of the Test Items

| No | Topic / Material | Indicators of Explanation text | Items Number |
|----|---------------------------|---|----------------------|
| 1 | How does Digestive System | 1. General Statment 2. Sequenced Explanation 3. Closing | 1,2 3,4 5 |
| 2 | How does Rain Fall | 1. General Statment 2. Sequenced Explanation 3. Closing | 6,7 8,9 10 |
| 3 | Recycling | 1. General Statment 2. Sequenced Explanation 3. Closing | 11,12 13,14 15 |
| 4 | Global Warming | 1. General Statment 2. Sequenced Explanation 3. Closing | 16,17 18,19 20 |

3.4.1. Validity of the Instrument

Validity is an important key to effective research. If a piece of research was invalid then it is worthless. Validity is thus a requirement for both quantitative and qualitative research. Validity, then attaches to accounts, not to data or methods (Hammersley and Atkinson 1983) cited of book by Daniel Muijs, it is meaning that subjects give to data and inferences drawn from the data that are important. It is rare, if nearly impossible that an instrument be 100% valid, so validity is generally measured in degrees. As a process validation involves collecting and analyzing data to asses the accuracy of an instrument. There are numerous statistic tests and measures to assess the validity of quantitative instruments, which generally involves guide testing (Using SPSS).

Table 3.5

Validity of The Test

| Item | R_{counter} | R_{table} | Decision |
|------|----------------------|--------------------|----------|
| Q1 | 0,434 | 0.334 | Valid |
| Q2 | 0,725 | 0.334 | Valid |
| Q3 | 0,427 | 0.334 | Valid |
| Q4 | 0,638 | 0.334 | Valid |
| Q5 | 0,508 | 0.334 | Valid |
| Q6 | 0,481 | 0.334 | Valid |
| Q7 | 0,683 | 0.334 | Valid |
| Q8 | 0,583 | 0.334 | Valid |
| Q9 | 0,539 | 0.334 | Valid |

| | | | |
|-----|-------|-------|-------|
| Q10 | 0,508 | 0.334 | Valid |
| Q11 | 0,565 | 0.334 | Valid |
| Q12 | 0,517 | 0.334 | Valid |
| Q13 | 0,545 | 0.334 | Valid |
| Q14 | 0,505 | 0.334 | Valid |
| Q15 | 0,369 | 0.334 | Valid |
| Q16 | 0,378 | 0.334 | Valid |
| Q17 | 0,668 | 0.334 | Valid |
| Q18 | 0,419 | 0.334 | Valid |
| Q19 | 0,439 | 0.334 | Valid |
| Q20 | 0,470 | 0.334 | Valid |

Based on the table 3.5, it can be seen that total to test validity was 20 items given to the 35 students. Then, the writer found that r-table to significant 5% was 0,334. To know the items was valid if the r-counter > r table in significant 5%. So, from the table 3.5, can be concluded that r-counter > r-table, in other word r-counter < 0,344. Therefore, 20 items was valid and can be used as an instrument of this research.

3.4.2. Reability Test

The purpose of reability is to know as far as where the result of a measurement unchanged consistent, if to do with twice measurement or more about the same indicatin with using instrument of measures the same also (Siregar, 2013). The reability of a research instrument concerns the extent to

which the instrument yields the same result on repeated trials. Although unreliability is always present to a certain extent, there will generally be a good deal of consistency in the results of a quality instrument gathered at different times. The reliability will be analyzed by using SPSS.

To determine whether the test was reliable or unreliable. The writer used creation by Arikunto (2006:246) as follows:

Table 3.6
Proporsi of Reliability Test

| Reliability Test | Interpretation |
|------------------------|----------------|
| $0,70 < r_{11} < 1,00$ | Very High |
| $0,40 < r_{11} < 0,70$ | High |
| $0,30 < r_{11} < 0,40$ | Enough |
| $0,20 < r_{11} < 0,30$ | Low |
| $0,00 < r_{11} < 0,20$ | Very Low |

To get the reliability of measuring instruments in whole or reliability of the questionnaire instrument, using the formula Alpha Cronbach (Suharsimi, 2019).

Table 3.7. Reliability of Instrument

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .857 | 20 |

Based on the Table 3.7, it can be concluded that the value of Cronbach's Alpha was 0,857, it means that the value 0,857 was higher than the minimum value Cronbach's Alpha (0,800). So, the research instrument used was reliable in category very high.

3.5. Data Collecting Technique

Data of this study will be collected by administering test. To find out the data, the researcher applied pre-test. The test of pretest will 20 multiple choice about explanation text. The test will be given to know the basic competence for student and to know their earlier knowledge before they got treatment. Time allocation of the test will be 30 minutes.

After gained the pre-test, the researcher gave the treatment by teaching using herringbone technique. In the last the researcher gained the post-test. It will be given after the researcher giving the treatment or after teaching using Herringbone technique. The test will be given to know the basic competence for student and to know their earlier knowledge after they get treatment. It will be done to know the final score and to know the student difference achievement before and after they get treatment. The test of post-test was 20 multiple choice about explanation text. Time allocation of the test was 30 minutes.

1. Pre-Test

The writer will give pre-test to XI IPS 4. Pre-test is given to know the previous students' in reading comprehension on explanation text. The writer give pre-test before Herringbone Technique in teaching and learning.

2. Treatment

After giving pre-test, the writer began the treatment using Herringbone technique in teaching and learning process in the classroom. The purpose of treatment is to know the develop of the students' reading comprehension on explanation text.

Table 3.8. Material of the Research

| No | Meetings | Material |
|----|----------------------------|--|
| 1 | Meeting I (PRE-TEST) | <ol style="list-style-type: none"> 1. How does Digestive System 2. How does Rain Fall 3. Recycling 4. Global warming |
| 2 | Meeting II (Treatment) | Geyser |
| 3 | Meeting III (Treatment) | How does a cell phone work? |
| 4 | Meeting IV (POST-TEST) | <ol style="list-style-type: none"> 1. Flooding 2. Rainbow 3. Snow 4. Reaspiratory system |

Table 3.9. Teaching and Students Activities

| Activities | Teachers Activities | Students Activities |
|-----------------------|---|---|
| Pre-Teaching | <ul style="list-style-type: none"> ➤ Greeting Assalamualaikum,good morning students, how are you today? ➤ Teacher check the students attendance list. | <ul style="list-style-type: none"> ➤ Give response to the teacher |
| While Teaching | <ul style="list-style-type: none"> ➤ Teachers ask about the last material. ➤ Teacher prepaton of reading material. ➤ Teacher explain about definition and purpose of explanation text. ➤ Teacher explained about generic structure, and language feature of explanation text. ➤ Teachers asked to the students search important information in the text. | <ul style="list-style-type: none"> ➤ students give respond to the teacher ➤ students listen to the teacher explain the explanation text material ➤ students focus and attention the diagram ➤ the students read and write important information about |

| | | |
|----------------------|--|--|
| | <ul style="list-style-type: none"> ➤ Teacher ask the students answer question used 5W+1H question to herringbone diagram. ➤ Teacher helps students make summary of the text. | <p>story in their notebook.</p> <ul style="list-style-type: none"> ➤ The students answer the question on herringbone diagram ➤ The students give more attention to the teacher |
| POST Teaching | <ul style="list-style-type: none"> ➤ The teacher asks the students about the material from the beginning ➤ The teacher gives the conclusion of the meeting how to way good reading comprehension on explanation text ➤ The teacher give poin for the best students which can write explanation text. ➤ Closing. Wassalam | <ul style="list-style-type: none"> ➤ The students tell the point about the material the students make the conclusion ➤ The students make the conclusion |

3. Post-Test

After finishing treatment, the writer gave a post-test to the students. The purpose of post-test is to know there is any development of the students' reading comprehension on explanation text after treatment by using herringbone technique in teaching and learning process. The test consists of 20 items multiple choice.

3.6. Data Analysis Technique

The data of this research will be gotten from the scores of the students' pre-test and post-test. In addition, Suharsimi Arikunto (2009), says that there are some categories to evaluate the students' comprehension in reading text. The test was composed of 20 items and each item was given score 5. The scale is:

Table 3.10

The Categorizing Levels of Scoring of Reading Comprehension

| The Score of Reading Comprehension Level | Categories |
|--|------------|
| 80 – 100 | Very good |
| 66 – 79 | Good |
| 56 – 65 | Enough |
| 40 – 55 | Less |
| 30 – 39 | Fail |

Based on the table III.2, it can be seen that the level between 80-100 is very good, the level between 66-79 is good, the level between 56-65 is enough, the level between 40-55 is less, and the level between 30-39 is fail.

CHAPTER IV

RESEARCH FINDING

4.1 Data Presentation

This chapter presents the research finding dealing with the data analyzed and interpreted, which taken by given pre test and post test. it shown that the students' score increase from pre test and post test in order to find out whether there is or not significant the effect of Herringbone Technique toward students' reading comprehension Explanation text of The Second Year at SMAN 4 Pekanbaru.

4.1.1. Data Normality of the Test

In this research, before the researchers analyzed the post test, the writer had to know find out the normality of the test. The normality of the test used to examined whether the data parameter was normal or not. The normality data of pre-test analysis, if sig: $p > 0,05$ it means that the data is normal, while if sig: $p < 0,05$ it means that the data is not normal. The data was described in the followed table

Table 4.1

Data Normality of the Test

| One-Sample Kolmogorov-Smirnov Test | | | |
|------------------------------------|------|---------|----------|
| | | Pretest | Posttest |
| N | | 35 | 35 |
| Normal Parameters ^{a,b} | Mean | 64.8571 | 72.4286 |

| | | | |
|--|-------------------|-------------------|-------------------|
| | Std. Deviation | 7.42469 | 7.41337 |
| Most Extreme Differences | Absolute | .136 | .143 |
| | Positive | .121 | .143 |
| | Negative | -.136 | -.121 |
| Test Statistic | | .136 | .143 |
| Asymp. Sig. (2-tailed) | | .098 ^c | .069 ^c |
| a. Test distribution is Normal. | | | |
| b. Calculated from data. | | | |
| c. Lilliefors Significance Correction. | | | |

Based on table 4.2, it could be seen that significant of 2 tailed (sig:p) was pre-test 0,098, while 2 tailed post-test 0,69. It is means that sig $p > 0,05$.it can be conclude that the distributions of data were normal.

4.1.2. The Result of Pre-test and Post-test

Before giving the treatment, the researchers giving the pre-test to students. The score of pre-test was used by write took data of research. It was to know the students' reading comprehension. Then, score of pre-test was compared with score of post-test by the researcher. Researcher presented the students' answer on pre-test and post-test in following table :

Table 4.2

Students score in pre-test and post-test

| Name | Pre-test | Level category | Name | Post-test | Level category |
|-------------|-----------------|-----------------------|-------------|------------------|-----------------------|
| Students 1 | 60 | Fair | Students 1 | 80 | Very Good |
| Students 2 | 65 | Good | Students 2 | 80 | Very Good |
| Students 3 | 60 | Fair | Students 3 | 65 | Good |
| Students 4 | 70 | Good | Students 4 | 80 | Very Good |
| Students 5 | 55 | Fair | Students 5 | 60 | Fair |
| Students 6 | 55 | Fair | Students 6 | 70 | Good |
| Students 7 | 55 | Fair | Students 7 | 70 | Good |
| Students 8 | 65 | Good | Students 8 | 75 | Very Good |
| Students 9 | 75 | Very Good | Students 9 | 85 | Excellent |
| Students 10 | 65 | Good | Students 10 | 65 | Good |
| Students 11 | 70 | Good | Students 11 | 80 | Very Good |
| Students 12 | 75 | Very Good | Students 12 | 70 | Good |
| Students 13 | 70 | Good | Students 13 | 80 | Very Good |

| | | | | | |
|-------------|----|-----------|-------------|----|--------------|
| Students 14 | 50 | Fair | Students 14 | 60 | Fair |
| Students 15 | 70 | Good | Students 15 | 70 | Good |
| Students 16 | 60 | Fair | Students 16 | 65 | Good |
| Students 17 | 75 | Very Good | Students 17 | 75 | Very Good |
| Students 18 | 60 | Fair | Students 18 | 65 | Good |
| Students 19 | 65 | Good | Students 19 | 70 | Good |
| Students 20 | 60 | Fair | Students 20 | 65 | Good |
| Students 21 | 65 | Good | Students 21 | 70 | Good |
| Students 22 | 55 | Fair | Students 22 | 60 | Fair |
| Students 23 | 50 | Fair | Students 23 | 65 | Good |
| Students 24 | 65 | Good | Students 24 | 65 | Good |
| Students 25 | 75 | Very Good | Students 25 | 75 | Very Good |
| Students 26 | 65 | Good | Students 26 | 75 | Very Good |
| Students 27 | 70 | Good | Students 27 | 85 | Excellent |
| Students 28 | 75 | Very Good | Students 28 | 75 | Very Good |
| Students 29 | 60 | Fair | Students 29 | 70 | Good |
| Students 30 | 60 | Fair | Students 30 | 75 | Very Good |

| | | | | | |
|--------------|--------------|-------------|--------------|--------------|-------------|
| Students 31 | 65 | Good | Students 31 | 70 | Good |
| Students 32 | 75 | Very Good | Students 32 | 75 | Very Good |
| Students 33 | 65 | Good | Students 33 | 85 | Excellent |
| Students 34 | 75 | Very Good | Students 34 | 75 | Very Good |
| Students 35 | 70 | Good | Students 35 | 85 | Excellent |
| Total | 2270 | | Total | 2535 | |
| Mean | 64,85 | Fair | Mean | 72.42 | Good |

Based on the table 4.2 shown the students' result in reading, particularly in reading explanation text in pre-test and post-test the data. This showed that the result that the total score from 35 students in pre-test was **2270** before doing treatment. Here, it could be calculated that the average score they got was **64,85** in level category **Fair**. However, after doing the treatment the students' achievements was very different from pre-test, the total score from 35 students in post-test was **2535**. Here, it could be calculated that the average score they got was **72.42** in the level category **Good**.

After the researcher analyzed the data of pre-test and post-test in IPS 4 class, the analysis of the paired sample test was also done to find out the different of achievement in both tests which can be seen in the following table :

Table 4.3 Paired Sample Statics

| Paired Samples Statistics | | | | | |
|---------------------------|----------|---------|----|----------------|------------|
| | | Mean | N | Std. Deviation | Std. Error |
| Pair 1 | Posttest | 72.4286 | 35 | 7.41337 | 1.25309 |
| | Pretest | 64.8571 | 35 | 7.42469 | 1.25500 |

Table 4.4 Paired Samples Correlations

| Paired Samples Correlations | | | | |
|-----------------------------|--------------------|----|-------------|------|
| | | N | Correlation | Sig. |
| Pair 1 | Posttest & Pretest | 35 | .621 | .000 |

Based on the table 4.3, it could be seen that the total of students was 35, the mean of pre-test was 64,85 and mean of post-test was 72,42. Standar deviation from pre-test was 7.42469, while standard deviation from post-test was 7.41337. standar error mean from pre-test was 1.25500, while post-test was 1.25309. so it could be seen that students score pre-test and post-test was different. Futrthermore, the paired test could be described in the table below :

Table 4.5 Paired Sample Test

| Paired Samples Test | | | | | | | | | |
|---------------------|--------------------|--------------------|----------------|-----------------|---|---------|-------|----|-----------------|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Posttest - Pretest | 7.57143 | 6.45931 | 1.09182 | 5.35258 | 9.79028 | 6.935 | 34 | .000 |

From the table 4.5, can be seen that the value of sig. (2-tailed) was 0.000 and it was lower than significant probabilities 5% ($p < 0.05$). Therefore, the result of paired sample test shows that H_a is accepted and H_o is reject where the significant probability higher than 0,05% ($p > 0,05$) which was $0,000 < 0,05$. It means that the use Herringbone technique shows a significant effect of the students' reading comprehension which can be seen from result of the students' post-test after getting treatment. In other word, the alternative hypothesis (H_a) is accepted or there is significant effect of using Herringbone technique toward students' reading comprehension of the second grade students of SMAN 4 Pekanbaru.

4.1.3. The Progress of Students' Score

The researcher has done applied experimental research and got score of pre-test and post-test. The researcher analyzed the progress of students' result by using Herringbone technique in reading comprehension in explanation text.

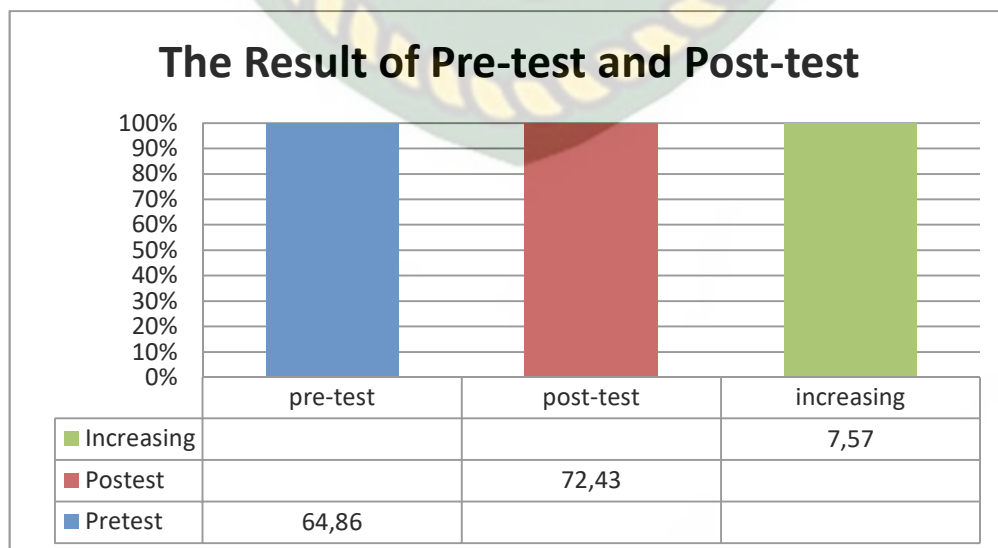
Table 4.6. The Increasing of Students' Score by Herringbone Technique

| | PRE-TEST | POST-TEST | INCREASING |
|-------|----------|-----------|------------|
| IPS 4 | 64,85 | 72,42 | 7,57 |

Table 4., showed the increasing score of pre-test and post test class ips4. It can be seen on the table above, the increasing of pre-test and post-test was 7,57. The progress explained the teaching reading by using Herringbone technique the positive effect toward students' reading comprehension in explanation text of the second grade students of SMAN 4 Pekanbaru.

Figure 4.1

The Result of Pre-test and Post-test



4.2. Data Interpretation

In the interpretation was focused on the result of the research and data analysis which is the effect of Herringbone technique toward students reading comprehension of explanation text on the second grade at SMAN 4 Pekanbaru. It can be analyzed that the increasing of the students' reading comprehension in experimental researcher which was taught by using Herringbone Technique. The mean score of pre-test was 64,84, while the mean score of post-test 72,42. It can be concluded that students score reading in explanation text was increased by using Herringbone Technique.

Based on 4.5, it can be seen that df (degree of freedom) in pre-test and post-test was 34. Df=34 will be compare to t_{table} to compare either at level $\alpha = 5\%$ or 1%. At the level 5% was 0.329 while at level t_{table} 1% was 0.424. meanwhile, from the able 4.5 the writer found that the $t_{calculate}$ obtained was 6.935. So, it can be concluded a comparison $0.329 < 6.935 > 0.424$. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

4.3. Hypothesis Testing

The hypothesis testing is aimed to whether there is significant effect on the reading comprehension between the students who were taught through Herringbone technique and those who are taught without using it. In this research, the writer using SPSS version 25 program to analyze the hypothesis and the data by using paired sample t-test.

By the calculation of the analysis by using SPSS version 25, it is found that $t_{calculate}$ obtained was 6.935. in other word can be read $0.329 < 6.935 > 0.424$. So, the

score of the $t_{\text{calculate}}$ obtained was higher than t_{table} in significant of 5% was 0.329 and also in the significant of 1% was 0.424. Based on the score, the writer concluded that the nul hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that there were significant Effect of Herringbone Technique Toward Students Reading Comprehension in Explanation Text of the Second Grade at SMAN 4 Pekanbaru.

4.4. Teaching Procedure

In this sub-chapter the resercher is trying to discuss about the teaching and learning process. The activities or the other findings and phenomenon during the reasearh was conducted which can show that how Herringbone technique gave the significant Effect in reading comprehension on explanation text. Teacher's and students' activities while learning process can be described bellow:

In the first meeting, the researcher gave pre-test to the students before learned about explanation text. kind of the test is multiple choice which consisted of 20 question. Each question had been given score 5 if the correct. The test consisted of four explanation text. The researcher gave instruction to the students and explained what they did with the pre-test that given by the researcher.

In the second in this meeting, the researcher described about explanation text. After that the researcher explained about of explanation text. Then the researcher wrote the generic structure of explanation text, language feature, purpose of the explanation text and example of the explanation text after finished the writer explained about Herringbone technique by using chart to the students and gave diagram of the herringbone technique. Then researcher gave exercise to

the students to find out the generic structure of explanation text. After that the writer gave an explanation text entitled “ How does Geyser”. The writer gave the time to the students to read and after that the writer gave question like “ what do you think about this text?” and then the students determine the question who, what, when where, why and how (5W+1H) on the text and write down to the diagram, and after that the students identify the main idea on the text and then write down to the diagram. After that, the writer gave a task to the students like essay question.

In the third meeting, the writer review about material yesterday. The writer asked to the students about generic structure of explanation text, language feature and purpose of the explanation text. After that, the writer gave students an explanation text entitled “ How does a cell phone work” and also diagram of Herringbone technique. Then the writer asked the students what they already know about the topic of story. The writer gave question like “ what kind of the text about?”. After that the writer asked the students to clarify about unknown vocabulary. Then the writer asked the students to read carefully of the text and determine the question who, what, where, when, why, and how (5W+1H) on the text and write down to the diagram, and after that the students identify the main idea by using diagram herringbone technique. After that, the writer gave a task to the students like essay and Objective question.

Fourth meeting, the writer flashback about explanation text before start post-test. Then, the teacher gave post-test to students there are 20 question for 35

students and the teacher gave 30 minutes to finish it. The students submitted the answer then teacher closed the meeting.



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CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter present about the conclusion, implication, and also some suggestion of the research. Those items above are discussed below.

5.1. Conclusion

This research was an experimental research. It was done in one group XI IPS4. The writer used Herringbone technique to teach reading comprehension of explantion text. The location of the Research was at SMAN 4 Pekanbaru. The population of this research was the second grade students at SMAN 4 Pekanbaru consist 142 students and writer took 35 students as the sample.

The conclusion of the research, it can be seen that from the result of pre-test and post-test of the students. In the pre-test, the mean score class was 64,85. In the post-test, the mean score class was 72,42. It means have increasing used Herringbone Technique toward explanation text.

And from the analysis of paired sample t-test formula, there is a significant effect of herringbone technique toward students reading comprehension of explantion text on the Second grade at SMAN 4 Pekanbaru. H_0 was rejected and H_a was accepted because t calculated obtained was higher that t_{table} . From the calculation of the analysis by using spss version 25, it is found that $t_{calculated}$ obtained was 0.329 In other word can be read $0.329 < 6.935 > 0.424$. So, the score of the $t_{calculated}$ obtained was higher than t_{table} in the significant of 5% was 0,329 and

also in the significant of 1% was 0,424. Furthermore, that there was positif effect gained by students before and after applying Herringbone technique at SMAN 4 Pekanbaru.

5.2 Implication

Based on conclusion, this research implied that the implementation of herringbone technique was useful to develop the students' reading comprehension. It also could enrich students' vocabulary and help them comprehend the content of the text better. Beside, this technique develop the teaching and learning of reading such as develop classrooms interaction, students participation and enthusiasm toward the lesson.

5.3 Suggestion

From the describe in the previous chapter, the writer would like to give some suggestion for the English teacher, students and the other writers. From the conclusion of the Research of the Research above, it is know that using Herringbone technique couls give the significant effect on students' reading comprehension especially in explantion text.

5.3.1 For English Teacher

The teacher to use this technique as technique to developed the students reading comprehension by usning the steps of herringbone technique, the teacher can make the students enthusiast in learning process exactly in reading comprehension of the explanation text. This technique also encourages the

students active in teaching and learning process. By using Herringbone technique, the teacher can create the teaching and learning process becoming active and interesting for students.

5.3.2 For students

- a. The writer suggests that the students should be more active to practice reading comprehension skill especially in reading comprehension.
- b. The students should practice a lot reading English texts in order to increase their knowledge and information.
- c. The students are suggested to practice their reading comprehension by using Herringbone technique because it can help them solve their problems in learning process.

5.3.3 For the Other Writers

The research is one of the ways in improving students reading comprehension, especially in using herringbone technique in explanation text to improve students reading comprehension at senior high School. The writer suggested for the future writer to conduct the research on the similar area, especially in using herringbone technique in teaching reading. This research is very important because it will give some knowledge to the writer and to know the benefits of using herringbone technique in teaching reading. The writer also suggests for future writer in order to enrich the knowledge when conduct this research. It would be give more information about this technique.