

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING HERRINGBONE TECHNIQUE
TOWARD THE STUDENTS' READING COMPREHENSION
AT THE EIGHTH GRADE OF MTS. DARUN NAJAH
SAMBIKARTO SEKAMPUNG
EAST LAMPUNG**

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**STATE ISLAMIC COLLEGE
(STAIN) JURAI SIWO OF METRO**

1437 H / 2016 M

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Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S. Pd.)
in English Education Study Program

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ABSTRACT

THE INFLUENCE OF USING HERRINGBONE TECHNIQUE TOWARD THE STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE OF MTS. DARUN NAJAH SAMBIKARTO SEKAMPUNG EAST LAMPUNG

By: Vivi Anisa Dewi

One of the language skills that should be learned by English learners is reading. Reading comprehension is an important process of understanding meaning of text and finding new thing. The readers read by using their knowledge actively. By reading, students can get the information and expand the knowledge. Herringbone as a technique will help the students to get information of the text. Especially to find the main idea and supporting detail of the reading text. The aim of this research is investigating the influence of using herringbone technique toward the students' reading comprehension at the eighth grade of MTs. Darun Najah Sambikarto Sekampung East Lampung.

This research is quantitative research conducted at the eighth grade of MTs. Darun Najah Sambikarto Sekampung East Lampung that involves of 46 students as the samples. The technique sampling was total sampling technique. This research used 2 classes as a experimental and control class. In collecting the data of this research were test, questionnaire and documentation. To analyze the data, t-test was used to get the data of the students' reading comprehension through the 20 questions which consisted of multiple choices.

The finding result shows that, there is an increase score from pre-test to post-test. The average of pre-test is 41,52 and post-test 62,60 and indicates that $t_{\text{observed}} = 9,174$ is higher than $t_{\text{table}} = 2,010$ in level of significant 5% and 2,682 in level of significant 1%. Therefore, it can be concluded that H_1 is accepted and H_0 is rejected. It means that Herringbone technique can influence the students' reading comprehension at the eighth grade of MTs. Darun Najah Sambikarto Sekampung East Lampung.

Key words: Herringbone and Reading Comprehension

ABSTRAK

PENGARUH PENGGUNAAN *HERRINGBONE TEKNIK* TERHADAP PEMAHAMAN MEMBACA SISWA DI KELAS VIII MTS. DARUN NAJAH SAMBIKARTO SEKAMPUNG LAMPUNG TIMUR

Oleh: Vivi Anisa Dewi

Salah satu kecakapan bahasa yang harus dipelajari oleh pelajar bahasa Inggris adalah membaca. Membaca adalah suatu proses yang penting dalam memahami arti dalam teks bacaan dan menemukan hal baru. Mereka membaca menggunakan pengetahuan masing-masing secara aktif. Melalui membaca, para siswa dapat memperoleh informasi dan memperluas pengetahuan. Herringbone sebagai teknik akan membantu para siswa untuk memperoleh informasi dalam teks. Khususnya dalam menemukan ide pokok bacaan dan kalimat pendukungnya. Tujuan penelitian ini adalah untuk meneliti pengaruh penggunaan Herringbone teknik terhadap pemahaman membaca siswa di kelas VIII MTs. Darun Najah Sambikarto Sekampung Lampung Timur.

Penelitian ini merupakan penelitian kuantitatif yang telah dilakukan pada kelas VIII MTs. Darun Najah Sambikarto Sekampung Lampung Timur yang terdiri dari 46 siswa sebagai sampel. Teknik sampel yang digunakan adalah *total sampling*. Penelitian ini menggunakan 2 kelas sebagai kelas eksperimen dan kelas kontrol. Teknik pengumpulan data dalam penelitian ini adalah tes, questioner dan dokumentasi. Untuk mengolah data, t-test digunakan untuk memperoleh data pemahaman membaca siswa melalui 20 pertanyaan yang terdiri dari pilihan ganda.

Hasil penelitian ini menunjukkan adanya peningkatan nilai dari pre-test ke post-test. Rata-rata pre-test yaitu sebesar 41,52 dan post-test yaitu 62,60 menunjukkan bahwa $t_{\text{observerd}} = 9,174$ lebih tinggi daripada $t_{\text{table}} = 2,010$ di level signifikan 5% dan 2,682 di level signifikan 1%. Oleh karena itu dapat disimpulkan bahwa H_1 diterima dan H_0 ditolak. Hal ini berarti bahwa *Herringbone technique* dapat memengaruhi pemahaman membaca siswa di kelas VIII MTs. Darun Najah Sambikarto Sekampung Lampung Timur.

Key words: Herringbone dan Pemahaman Membaca

STATEMENT OF RESEARCH ORIGINALITY

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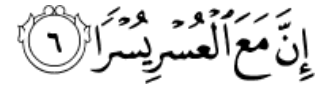
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Metro, March 2016

The researcher,

VIVI ANISA DEWI
St. Number. 1177477

MOTTO



With difficulty is surely easy (QS. Al-Insyirah: 6)

"First they ignore you. Then they laugh at you. Then they fight you. Then you win" (Mahatma Gandhi)-

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

*“The lord of anything in the world Allah SWT,
My beloved parents Mr. Muhammad Kasim and
Mrs. Rusmiyati who has give me everything,
My lovely sisters, Arie Avrillia and
Putri Noviana who always give me support,
My best friends “To be Continue Group” who always be
my side anytime.
Also all of my friends, I really love them.”*

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ABBREVIATION

AS	: Ahwal Syakhsiyyah
ESy	: Syari'ah Economy
HESy	: Low of Syari'ah Economy
Hi	: Alternative Hypothesis
Ho	: NullHypothesis
KPI	: Islamic Broadcasting Communication
PAI	: Islamic Education Study Program
PBA	: Arabic Education Study Program
PBI	: English Education Study Program
PBS	: Syari'ah Banking
PGMI	: Islamic Elementary School Education Study Program
PGRA	: Islamic kindergarten Education Study Program

GLOSSARY

- Bottom-up Model** : Processing that the reader must recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of signals.
- Experimental Designs** : To known as ‘the scientific method’ due to their popularity in scientific research where they originated.
- Herringbone Technique** : A structured outlining procedure designed to get important information in a text.
- Inferential Comprehension** : The implicit meaning of the text/purpose of the text.
- Interactive Model** : The combination of top-down and bottom-up processing.
- Quantitative Research** : A research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on methods (in particular statistics).
- Reading Comprehension** : An important process of understanding meaning of text and finding new thing the readers read by using their knowledge actively.
- Top-down Model** : processing of language happens when someone uses background information to predict the meaning of language they are going to listen to or read
- Total Sampling Technique** : Taking entire the population of the research.

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is extremely important to be learned by English students from lowest level up to highest level besides listening, speaking and writing. Reading can help the development of the knowledge and it gives the proficiency to get the information and values. Through reading, students will get much information about things that happen surround them and also get involved in many aspects of life.

Reading is very essential for the students. It can support the students to master the other language skill such as speaking, listening, and writing. In addition, reading can give entertainment to the students because it is not only done for academic purpose, but it helps the student refresh their mind by reading such as funny story.

However, it is not easy for helping students comprehend of the text that had been read because reading is complex activity that involves recognition and comprehension process. Gerald G. Duffy states that “reading is a system or a set of rule we use to interpret and to understand of the text so it is not process randomly.”¹ It means that students do not only read the text but they should know what text is about or what the point of the text is. So, comprehension is the goal of reading.

¹ Gerald G. Duffy. *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies*. 2nd ed. The Guilford Press: New York. 2009. p. 39

Linda J. Dorn states that “Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences.”² When students read, they apply a range of comprehending strategies to monitor and sustain their meaning. When teaching for comprehension, our challenge is twofold. There are to understand the complexity of the comprehending process and to apply this knowledge to the work with students. In Junior High School level, students are required to learn how to find the topic, main idea, synonym, and antonym of the text. Those are functional text and simple monologue text for example invitation letter, announcement, short message, descriptive, narrative and recount. In Junior High School, students should be able to identify or to find out what the meaning of the text have been read especially in functional text and simple monologue text.

Based on the researcher’s observation in teaching practice at MTs. Darun Najah Sambikarto Sekampung East Lampung most of students only read without knowing what they have been read, especially in a recount text. It is a big problem in teaching reading comprehension. Based on the information that had been gotten from English teacher at MTs. Darun Najah Sambikarto Sekampung East Lampung, the SM for reading is 70. Meanwhile, most of students score are between 45- 65. So, the students’ score in reading test are under of SM. It means that students had a problem in reading comprehension. The data can be shown as follow:

² Linda J. Dorn. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Stenhouse Publishers. 2005. p. 14

Table 1
The data of reading score on Wednesday, February 18, 2015 at the Eighth
Grade of MTs. Darun Najah Sambikarto Sekampung East Lampung
at the Second Semester

No.	Grade	Explanation	Amount	Percentage
1	< 70	Not Pass	27 Person	60 %
2	≥ 70	Pass	18 Person	40 %
Total			45 Person	100 %

Source: The data of reading score at the second semester of the eighth grade at MTs. Darun Najah Sambikarto Sekampung East Lampung

Form the table above, we can know most of student do not reach minimum standard (MS) yet, so they must do remedial. The measurement of learning result: $70 \geq$ Pass and $70 <$ Not Pass. So, the researcher concludes that the problem is caused by some aspects, such as; First, the students do not have enough background knowledge about the text. They are difficult to predict what the text is about. It makes the students hard to understand the text. Second, the students also face difficulty in understanding the text because of their lack of vocabulary. In reading activity, students translate the unknown words in the text word by words. It can change the meaning of the words in the sentence. Third, the technique that is usually used in teaching reading comprehension made the students still hard to catch the main idea from the text.

Based on the problem above, various teaching techniques are much needed to help students in comprehend the reading texts. One of the techniques that can be used and appropriate in teaching reading is herringbone technique. According to Peter Edwards that herringbone technique is a

technique in teaching reading comprehension to find the main idea and supporting details.³ It is kind of technique that develops comprehension of the main idea by plotting who, what, when, where, why and how question on a graphic organizer. Moreover, this technique facilities the students with an interesting pattern which looks like a fishbone where the students can put the information that have been got in which are suitable with the questions.

By using herringbone technique, it has some advantages in teaching reading comprehension. Herringbone technique helps students to understand the connections between supporting details to identify a main idea.⁴ It means that herringbone technique makes students find out the main idea of the text easily. Then the students will be more active in learning process. By using this technique, the students should find the important information while reading a text. Moreover herringbone technique also makes the students enthusiastic in reading a text, because they just focus on the simple question by using 5W1H and the students can share the information about the text in discussion process. Furthermore, herringbone technique is also a new something for student in teaching learning especially in reading comprehension technique. It makes the students out of boring in comprehend the reading text.

Based on the discussion above, the researcher is interested in applying herringbone technique in teaching students to comprehend the text. It is conducted to supports comprehension of the text by providing a framework

³ Peter Edwards. *Literacy Techniques*. 3rd ed. Trafford. p. 32

⁴ Katherine S. McKnight. *The Elementary Teacher's Big Book of Graphic Organizers*. (San Francisco: Jossey-Bass). 2013. p. 52

upon which the WH-questions. The researcher expects that this technique can help students find some details or information of the text. By using this technique, the students of MTs. Darun Najah Sambikarto Sekampung East Lampung will hopefully be motivated because they have set the purpose of reading which are realized by using herringbone technique.

B. Problem Identification

Based on the background above, the researcher identifies the problems as follows:

1. There are many students have lack interest in reading materials.
2. The students find some difficulties in literal reading comprehension, such as: finding some details or information, knowing the main idea.
3. The techniques which are used in the learning process are convetional and it still hard for students.

C. Problem Limitation

From the identification above, the researcher would like focus this research on the teaching technique using by teacher in reading comprehension therefore; the researcher limits the problem only to “ help the students find some difficulties in literal reading comprehension, such as: finding some details or information, knowing the main idea by using Herringbone Technique”.

D. Problem Formulation

Based on the background of study and problems identification above, the researcher formulates the problem in this research as follow:

“Is there any positive and significance of using herringbone technique toward the students’ reading comprehension at the eighth grade of MTs. Darun Najah Sambikarto Sekampung East Lampung?”

E. Objectives and Benefits of the Study

1. Objective of the Study

The objective of this research is to know and to describe the influence of Using Herringbone technique toward the students’ reading comprehension at the eighth grade of MTs. Darun Najah Sambikarto Sekampung East Lampung.

2. Benefits of the Study

a. For the Students:

- 1) As a positive influence in studying English, especially in reading comprehension.
- 2) As fasilitator for the students to use an effective and efficiency technique in order they can comprehend an English text easily.

b. For the Teachers:

- 1) As a way for English teachers in teaching reading comprehension to students in the classroom.

2) As a way for the teachers to know the advantages of herringbone technique to teach reading comprehension more effectively and interestingly.

c. For the Institution

1) As an information to improve learning English in future.

2) As a positive contribution to the teaching English at the school.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concepts of Reading Comprehension

1. Reading

a. The Definitions of Reading

Terminologically, there are some experts that have different definitions for reading, but here the writer will take several definitions according to the experts as follows:

According to Gerald G. Duffy, reading is not random process. It is a system: a set of conventions we use to interpret and make sense of text.⁵ Moreover William Grabe says that reading is the ability to interpret this information appropriately and draw meaning from the printed page.⁶ It means that reading is important to know the meaning and translate the information of the text.

Furthermore, Linda J. Dorn and Carla Soffos defines reading is a complex process involving a network of cognitive actions that work together to construct meaning.⁷

Moreover Camille Blachowicz and Donna Ogle state that reading is essential. It is process by which people gain information and

⁵ Gerald G. Duffy. P. 39

⁶ William Grabe and Fredricka L. Stoller. *Teaching and Researching Reading*. (New York: Routledge). 2013. p. 3

⁷ Linda J. Dorn and Carla Soffos. P. 6

ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials.⁸

Based on the quotations above, it can be inferred that reading is a language activity which used to get information of the text. It can do either loudly or silently.

b. The Models of Reading

There are some models of reading as follow:

1) The top-down model

Top-down processing of language happens when someone uses background information to predict the meaning of language they are going to listen to or read. Top-down reading model suggest that processing of the text begins in the mind of the readers with meaning-driven processes, or an assumption about the meaning of a text. From this perspective, readers identify letters and words only to confirm their assumptions about the meaning of the text.⁹

2) The bottom-up model

The bottom-up model suggests that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with little interference from the reader's own background knowledge.¹⁰

⁸ Camille Blachowicz and Donna Ogle. *Reading Comprehension: Strategies for Independent Learners*. (New York: The Guilford Press). 2008. p. 15

⁹ William Grabe p. 25

¹⁰ *Ibid.*

In bottom-up processing, reader must recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of signals.¹¹

3) The interactive model

An interactive reading model is the combination of top-down and bottom-up processing.

c. The Techniques of Reading

1) The skimming technique

Skimming is a useful technique for reading through lots of material in a limited amount of time. It is the technique to use when you merely want to identify the main ideas of a text and is done at a speed three to four times faster than normal reading.¹² It means that this technique used to get the general information of the text.

2) The scanning technique

Scanning involves getting your eyes to quickly scuttle across sentence and is used to get just a simple piece of information. It is reading technique to looking for focus information of the text quickly. It means that this technique used to get the specific information of the text.

¹¹ H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (California: Addison Wesley Longman). 2001. p. 299

¹² *Ibid.*

d. The Purpose for Reading

According to William Grabe and Fredricka L. Stoller, they believe that reading purposes can be classified under seven main headings, while recognizing that these headings are heuristic and many variations could be proposed. Each purpose for reading is explained as follow¹³:

- 1) Reading to search for simple information
- 2) Reading to skim quickly
- 3) Reading to learn from texts
- 4) Reading to integrate information
- 5) Reading to write (or search for information needed for writing)
- 6) Reading to critique texts
- 7) Reading for general comprehension

2. Reading Comprehension

a. The Definitions of Reading Comprehension

Terminologically, there are some experts that have different definitions for comprehension, but here the writer will take several definitions according to the experts as follows:

According to Linda J. Dorn, “Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social

¹³ William Grabe and Fredricka L. Stoller. p. 6

experiences.”¹⁴ When students read, they apply a range of comprehending strategies to monitor and sustain their meaning. When teaching for comprehension, our challenge is twofold. There are to understand the complexity of the comprehending process and to apply this knowledge to the work with students.

Furthermore Jane Oakhill states that reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities.¹⁵

Based on the quotation above, it can be inferred that reading comprehension is an important process of understanding meaning of text and finding new thing the readers read by using their knowledge actively.

b. Strategies for Reading Comprehension

According to Danielle S. McNamara, reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.¹⁶ The strategic cognitive actions would be to read the word’s definition in the dictionary, to read the sentence in the text with the word, and then to comprehend the sentence as a whole.

¹⁴ Linda J. Dorn. p. 14

¹⁵ Jane Oakhill, Kate Cain, Carsten Elbro. *Understanding and Teaching Reading Comprehension*. (New York: Routledge). 2015. p. 1

¹⁶ Danielle S. Mc.Namara. *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. (New York: Lawrence Erlbaum Associates). 2007. p. 6

According to H. Douglas Brown, some strategies are related to top-down processes and bottom-up procedures. Following are ten strategies which can be applied in the classroom techniques¹⁷:

1) Identify the purpose in reading

Efficient reading bases on the identification of the purpose in reading. We know what we are looking for by doing identification. When it is applied in the classroom, make sure the students know what their purpose in reading something.

2) Skim the text for main ideas

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

3) Scan the text for specific information

The purpose of scanning is to find out the specific information without reading through the whole text. Scanning exercises may ask students to look for names, date, and number of supporting ideas.

4) Distinguish between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact not all language can be interpreted appropriately by attending to its literal, syntactic surface structure

¹⁷ H. Douglas Brown. p. 306

makes special demands on reader. Implied meaning usually has to be derived from processing pragmatic information.

c. The Models of Reading Comprehension

Models of reading comprehension can help us to understand the different skills and processes involved in interpreting text. There are some models of reading comprehension as follow¹⁸:

1) The Simple Model

It is a useful model for characterizing successful reading. There is two skills are needed in order to read for meaning: the ability to recognize or pronounce the words (decoding) and the ability to understand spoken language (listening comprehension). This model can help to describe the different ways in which reading can break down and inform early identification and intervention for children at risk of reading difficulties.

2) The Construction-Integration Model

This model provides a more detailed overview of the processes involved in reading comprehension. The model proposes that when we read text we create a personal representation of its meaning; this representation (or mental model) is made up of the information from the text itself alongside our general knowledge of the words and the topic.

¹⁸ Paula J. Clarke. *Developing Reading Comprehension*. (Oxford: John Wiley). 2014. p. 4

The processes involved in deciphering the text are described in terms of three levels. The first is the 'linguistic' level in which the reader recognizes and processes individual words and their meanings. The second is the 'microstructure' in which the reader goes beyond words in isolation to recognize and process the meaning of larger chunks of text. The third is the 'macrostructure' in which the reader recognizes and processes themes, topics and genre information about the text. These three levels form what is called a 'text base'. The text base combines with the reader's existing general knowledge to form an individual's representation of the meaning of the text.

d. The Importance of Reading Comprehension

At this point, it is necessary to return to the importance of reading for meaning. Much of the commentary surrounding theoretical models of reading comprehension has focused on the knowledge that the reader brings to the process of understanding. However, it is important to recognize that reading can be a transformative experience influencing the thinking and learning of the reader. New words, concepts and perspectives can be encountered that challenge and enhance existing knowledge. Consequently, reading is central to teaching and learning and it is vital to consider the circumstances in which the developing child is required to extract and apply meaning derived from text.

Reading comprehension skills become more important as children progress through the educational system. Teachers frequently expect children and young people to research topics from books or from the internet in the Sciences as well as the Arts and Humanities. Indeed, in all areas of the curriculum children need to be able to locate relevant information, to filter out the information that is less pertinent to the current topic and to select the appropriate information to focus upon.

e. Factors that Contribute to Poor Reading Comprehension

There are likely to be multiple factors influencing the poor comprehended profile and it may be the influence of several factors that leads to weak reading comprehension skills in any individual¹⁹.

1) Understanding the Meaning of Words

Understanding word meanings is often measured by a child's ability to define vocabulary items. A general problem with word meanings is one underlying difficulty for children with the poor comprehended profile.

2) Working Memory

The term 'working memory' refers to the ability to hold information in mind while simultaneously performing other attention demanding activities. Working memory processes may be important for text comprehension, because reading involves

¹⁹ Paula J. Clarke. p. 15

holding information in mind about what has just been read while continuing to decode upcoming words and to integrate this new information with what has gone before. It follows that a possible cause of reading comprehension difficulty is a working memory problem.

f. Level of Comprehension

There is a level of comprehension as follow²⁰:

1) Surface Level

The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text.

B. The Concepts of Herringbone Technique

1. The Definitions of Herringbone Technique

The herringbone technique is a structured outlining procedure designed to get important information in a text. The herringbone technique is introduced by Tierney, et. al in 1985.²¹ Herringbone technique is using 5W1H (who, what, when, where, why and how).

According to Peter Edwards that herringbone technique is a technique in teaching reading comprehension to find the main idea and supporting details.²² After getting information of the text through

²⁰ Linda J. Dorn. p. 14

²¹ Chyka Suriani. *Teaching Reading by Using Herringbone Technique at Junior High School*. Vol. A. No. 1. FBS State University of Padang. 2013. p. 13

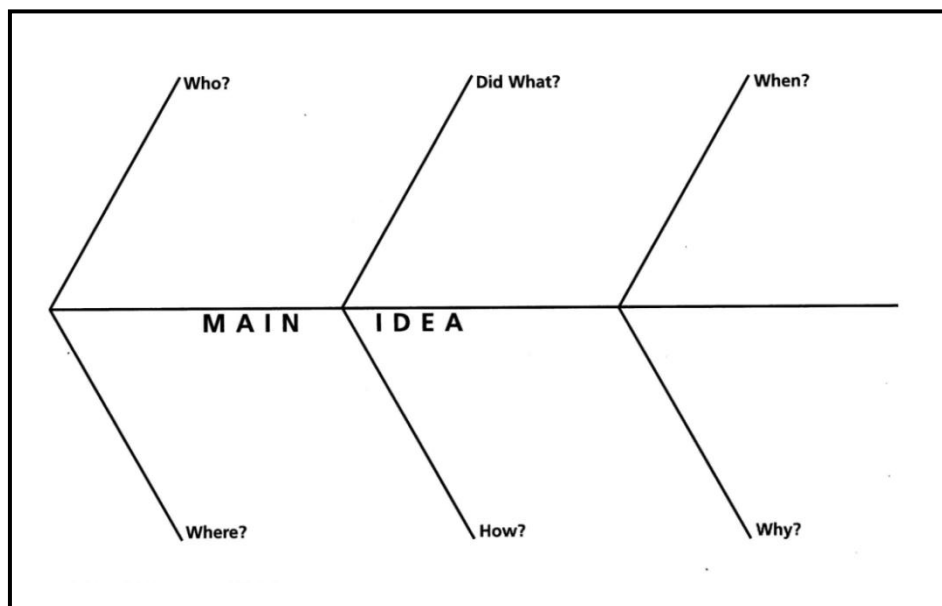
²² Peter Edwards. p. 32

answering questions by 5W1H, the students create a topic sentence of the text.

Moreover Katherine S. McKnight says that the herringbone graphic organizer is used for establishing supporting details for a main idea.²³ It can be used to organize information for all content areas.

The herringbone pattern seems like a fishbone pattern. There are six reading comprehension questions in that bone (who, what, when, why, how and where). The explanation about the pattern will be discussed as follow:

Picture 1
Herringbone Technique²⁴



²³ Katherine S. McKnight. *The Teacher's Big Book of Graphic Organizers*. (San Francisco: Jossey-Bass). 2010. p. 50

²⁴ Margaret Bouchard. *Comprehension Strategies for English Language Learners*. (New York: Scholastic Inc.). 2005. p. 56

Katherine says that herringbone like the Fishbone graphic organizer, the Herringbone graphic organizer helps students to understand the connections between supporting

details to identify a main idea.²⁵ 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 show a main idea of the text from the supporting detail. The main idea is symbolized by a straight line and culminate to the head of the fish with the supporting detail that is symbolized by fish bone or the branches of the line. While the fish bone is filled by using 5W1H (who, what, when, where, why and how). The supporting detail should be suitable with the text. By knowing the supporting detail of the text can be concluded the main idea of the text.²⁶

The The visual pattern of the herringbone creates a framework for students to short the information. Jacobs said that the herringbone 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.²⁷

According to Thaler, a useful technique for analyzing a single idea or text is the Herringbone technique, so-named because it resembles a fish

²⁵ Katherine S. McKnight. p. 52

²⁶ *Ibid.*

²⁷ Margaretta Et.All. *Teaching Reading Descriptive Text Using Herringbone Technique*. Pontianak: Tanjungpura University. p. 2

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. The herringbone diagram is designed to help students locate the main idea of a selection. Balajthy and Wade states that as a story of selection is read, they look for answers to the WH-questions: who, what, where, when, why and how. The teacher helps the students put the information which they locate on a visual diagram shaped like a fish skeleton. A summary is written along the central spine of the diagram. This visual diagram is useful for reviewing information and provides a visual structure for the selection that can be seen at a glance. Graphic organizer is important and effective pedagogical tools for organizing content and ideas, and facilitating learner's comprehension of newly acquired information. It is an effective teaching and learning tool for all types of learners.²⁸

According to McKnight, Graphic organizers are visual representations of information and concepts. By nature, we tend to learn in pictures; as such, the graphic organizer is a more innate structure for processing information than recording information exclusively in words. In addition, because graphic organizers use visual images and words, they

²⁸ *Ibid.* p. 3

are more effective tools for learning for a wide variety of learners, such as English language learners and students with special needs.²⁹

Why are graphic organizers such effective teaching and learning tools? There are some explanation as follows³⁰:

- a. They help students to focus on important and key information.
- b. We learn in pictures, and graphic organizers are a visual representation of newly learned material.
- c. Graphic organizers help us organize content information.
- d. Businesses and professional organizations often use graphic organizers to represent content. As students become able to create, interpret, analyze, and synthesize information graphically, they are developing important skills in visual literacy.
- e. We can use graphic organizers for assessment. Students can represent what they know and understand in a graphic organizer. I always advise teachers to instruct their students to write an explanation, description, or narrative of the graphic organizer, explaining why certain information is included and how it's organized.
- f. When students are exposed to a wide variety of graphic organizers, they become more willing to use them for note taking and studying.

2. The Procedures of Herringbone Technique

The herringbone technique develops comprehension of the main idea by plotting who, what, when, where, how, and why questions on a

²⁹ Katherine S. McKnight. p. 1

³⁰ *Ibid.*

visual diagram of a fish skeleton. Using the answers to the WH-questions, the students write the main idea across the backbone of the fish diagram.

The procedures of herringbone technique are³¹:

- a. The teacher selects texts which is appropriate with the reading level of the eighth grade.
- b. The teacher draws a diagram of the herringbone on the board.
- c. Discuss how the smaller bones (details) are attached to the backbone (main idea) of the fish, which serves as the foundation. Then teacher explains how they all work together to provide structure (comprehension) to the whole body (text).
- d. The teacher explains to students that they will be asked to look for information that answer the following questions:
 - 1) Who is the writer?
 - 2) What did they do?
 - 3) When did they do it?
 - 4) Where did they do it?
 - 5) How about the situation?
 - 6) Why did they do it?
- e. Allow time for students to read the text.
- f. The teacher gives students copies of the diagram and asks students to record the answers to the questions on it. This can be done as a whole-class discussion activity.

³¹ Margaret Bouchard, p. 53

- g. The teacher shows students how the information is organized around a main idea. After the information is recorded, the students can make the main idea of the text by using the answers of WH-questions.
- h. The students write a main idea by using information from herringbone diagram on the diagram.

3. The Advantages and Disadvantages of Herringbone Technique

a. The Advantages of Herringbone Technique

There are some advantages of herringbone technique as follow:

- 1) Margaret Bouchard says that herringbone technique supports comprehension of text by providing six questions include 5W1H.³²
- 2) According to Katherine S. McKnight, the herringbone helps students to understand the connections between supporting details to identify a main idea.³³ It means that Herringbone technique activities makes students are easier to find out the main idea of the text.
- 3) The students will be more active in learning process. By using this learning tool, students should find the important information while reading a text.³⁴
- 4) Herringbone technique also makes the students enthusiastic in reading a text, because they just focus on the simple question.

³² Margaret Bouchard. p. 54

³³ Katherine S. McKnight. p. 52

³⁴ Putra, Ari Dio. *Improving Reading Skill By Using Herringbone Technique In Recount Text For Senior High School*. Bung Hatta University. p. 5

- 5) In discussion process, the students can share the information about the text that they have already read.
- 6) The activity in reading make the students fresh and out of boring reading.

b. The Disadvantages of Herringbone Technique

While the disadvantage of herringbone is note-taking process will be decreased when students learn material with the help of graphic representations. As a result, the lack of a comprehensive guide those students can refer to when revising material may affect their performance. Meanwhile, the class will be noisy because the students being active when discuss with their partner in the class.

4. The Procedures of Teaching Reading Comprehension by Using Herringbone Technique

The procedures of herringbone technique in teaching reading comprehension are pre-teaching activity, while teaching and post teaching activity.

a. Pre-Teaching Activity

In this stage, there are some activities that have to be done by the teacher. The teacher asks the students to pray together at the classroom. He/she begins the lesson by greeting the students. Then, he/she prepares the students to follow the lesson both physically and psychologically. The next activity is motivating the students to study.

It is one of the important activities that the teacher should apply in learning process.

The next activity is checking students' attendance by calling their name from attendance list. After that, teacher reviews the previous lesson to remind the students of the last lesson by asking questions. Explaining the purpose of the lesson for the day is the next activity in learning process and it can guide the teacher and students to achieve the goal of the learning.

b. While Teaching Activity

1) Engagement

Teacher gives motivation to the student about the material in reading text. Teacher gives some questions that related with the topic. It will help students to make their prior knowledge.

2) Exploration

Teacher will guide students to understand the topic that will be learned by learning media such as picture or photo etc. Then teacher gives some questions that related with the topic to the students. It has function to develop students' critical thinking. Through guidance of the teacher, the students may start asking yes or no questions. Then, they may ask their knowledge about the picture. The teacher gives or distributes an example of recount text.

Then, the teacher asks the students to read the text above. After that, they have to find the difficult words in the text and discuss them with their friends. Then, the teacher gives some questions to check their understanding toward the text.

3) Explanation

When the students have already understood the lesson, the herringbone technique can be implemented in this phase. The teacher gives the students an introduction about herringbone technique. The teacher draws a herringbone pattern on the board and explains the use of the pattern. The horizontal lines are used to put important information from text read by the students based on the answers of the six basic reading comprehension questions. They put a topic sentence of the text on the mid-line of the pattern. If the students find some unknown words, they may write them in the left or right side of the pattern.

4) Elaboration

After the students get the explanation about herringbone technique and understand the use of the pattern, there are some steps in elaboration. They are:

- (a) The teacher asks them to copy the herringbone pattern on a piece of paper.

(b) Teacher asks the students to read a text and identify important ideas by answering the six comprehension questions (who, what, when, where, why, and how) while reading. Those answers are written on the herringbone pattern available.

(c) After the questions have been answered, the students make a topic sentence of the text across the fishbone pattern.

5) Evaluation

The last procedure of using herringbone technique is that the students are asked to share and present their task with their friends. Then, the teacher asks the students to collect their task and give score to the students.

c. Post Teaching Activity

In this stage, the teacher asks the students' difficulties in comprehending the text. Then, the teacher together with the students concludes the lesson that has been learned. The teacher also gives homework to the students. After that, the teacher tells the students the topic of the study that will be discussed next week.

C. Theoretical Framework and Paradigm

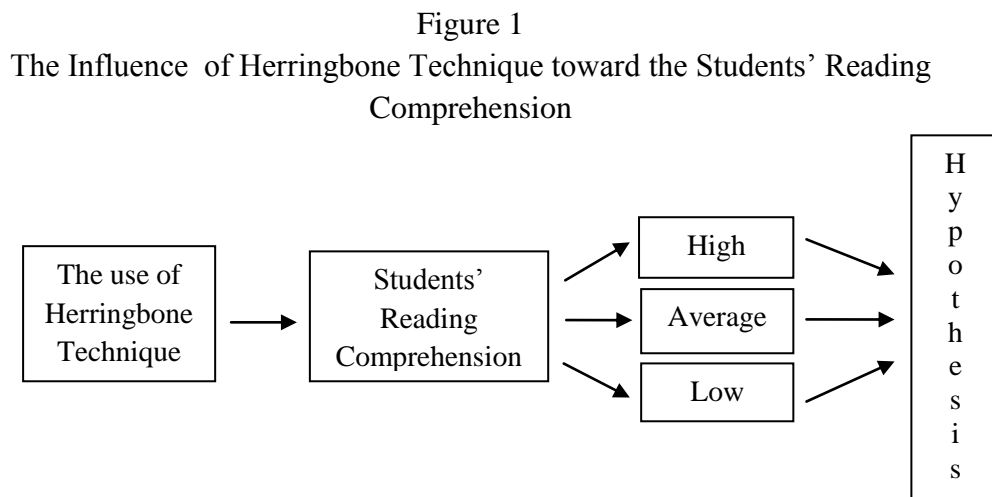
1. Theoretical Framework

The independent variable (X) is herringbone technique and the dependent variable (Y) is reading comprehension.

Teacher has to know many kinds of teaching technique, method or media in the class. They have to able to choose the appropriate technique or media that can be use in delivering the lesson. They should able to use various techniques and media to make their students are not getting bored in studying English, one of the technique that can be used in teaching and learning process, especially in teaching reading comprehension is by using herringbone technique. So the theoretical framework in this research if the use of herringbone technique is good, the reading comprehension is also good. However, if the use of herringbone technique is bad, the reading comprehension is also bad.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows:



From the paradigm above it can be described that the use of herringbone technique can influence the students' reading comprehension. The influence of Using herringbone technique toward the students' reading

comprehension will be high, average or low depends on the way of this technique applied. So, the result of using this technique will come to the hypothesis. If there is a positive and significant influence of using Herringbone technique toward the students' reading comprehension at the eighth grade of MTs Darun Najah Sambikarto Sekampung East Lampung, so this technique is good and accepted. But, if there is not a positive and significant influence of using Herringbone technique toward the students' reading comprehension at the eighth grade of MTs Darun Najah Sambikarto Sekampung East Lampung, so this technique is bad and rejected.

D. Hypothesis Formulation

Based on quotation above hypothesis is provisional assessment, from the research problem the researcher have to prove in this research.

Based on the theoretical framework and paradigm above, the researcher would like to make the hypothesis as follow:

1. Alternative hypothesis (H_i)

There is a positive and significant influence of using Herringbone technique toward the students' reading comprehension at the eighth grade of MTs. Darun Najah Sambikarto Sekampung East Lampung.

2. Null hypothesis (Ho)

There is no a positive and significant influence of using Herringbone technique toward the students' reading comprehension at the eighth grade of MTs. Darun Najah Sambikarto Sekampung East Lampung.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher would like to discuss research method that would be applied in this research. They are research design, population and sampling technique, the operational definition of variables, data collection method, research instrument, and data analysis technique.

A. Research Design

Research design is all of the process that is needed in planning and doing research. In this research the researcher will use the quantitative research. According to Suharsimi Arikunto adds quantitative research as the process which uses numeric data to find out the result of the research.³⁴ Moreover, Lina Kalof states that quantitative research uses statistical tools to aid in the interpretation of the data.³⁵

This research is experiment research by using quasi-experimental design. Creswell states that quasi-experiments include assignment, but not random assignment of participants to group or it calls true experimental design.³⁶ The researcher uses two classes, the first as an experimental class that receives the special treatments that is teaching reading comprehension by

³⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta:Rineka Cipta), 2006, p.12

³⁵ Linda Kalof, Amy Dan and Thomas Dietz, *Essentials of Social Research*, (England: Open University Press), 2008, p. 79

³⁶ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education), 2012, p. 309

using herringbone technique and the second is the control class that does not receive the treatment. The design is follows:

Table 2
The Quasi Experiment Design

Experiment class	Pre-test	Experiment treatment	Post-test
Control class	Pre-test	No treatment	Post-test

According to Suharsimi Arikunto to design as follow:

$$\begin{array}{l} E \quad \underline{O1 \quad X \quad O2} \\ K \quad O3 \quad X \quad O4 \end{array}$$

Note:

E : Experiment class

K : Control class

O1 : Pre-test of experiment class

O2 : Post-test of experiment class

X : Treatment will give to the students that become experiment

O3 : Pre-test of control class

O4 : Post-test of control class³⁷

Based on the explanation above, the researcher uses the quantitative research in the form of quasi experimental design because this research is intended to investigate whether the use of herringbone technique can give the

³⁷ Suharsimi Arikunto, p. 86

influence toward the students' reading comprehension especially in the eighth grade of MTs. Darun Najah Sambikarto Sekampung East Lampung.

B. Population, Sample and Sampling Technique

1. Population

According to Yogesh Kumar Singh, population or universe means, the entire mass of observations which is the parent group from a sample.³⁸ Meanwhile, Suharsimi Arikunto defines population as “the whole subjects which are complete and clear and will be the object in the research.”³⁹

Based on the quotation above, the researcher concludes that population is object of the research which will be observed. The population of this research is the students at the eighth grade of MTs. Darun Najah Sambikarto Sekampung East Lampung. It consists of two classes (class A and B), 23 students and 23 students.

Table 3
Table of the Population of the Research

Class	Sex		Total
	Male	Female	
VIII A	14	9	23
VIII B	13	10	23
Total	27	19	46

Source: Documentation of MTs. Darun Najah Sambikarto Sekampung, East Lampung

³⁸ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age Internasional), 2006, p. 82

³⁹ Suharsimi Arikunto, p. 130

2. Sample

Yogesh Kumar Singh defines sample is selection of individuals from the population in such a way that every individual has the equal chance to be taken into the sample population.⁴⁰

The samples of the research are the students of eighth grade that consists of 46 students. Moreover, Arikunto explains that “if the subjects are less than 100 people, all subjects are used as population but if the subjects are more than 100 people, the subjects used are just 10% - 15% or 20 - 25%.⁴¹ So, the sample in this research is 46 students.

3. Sampling Technique

Sampling technique is a way that is used to take a sample of the research. Based on the Arikunto’s explanation above, the researcher uses the total sampling technique in this research. Therefore, all subjects in this research are involved.

C. The Operational Definition of Variables

Variable can be defined a general class of objects, events, situations, characters and attributes that are of interest to the researcher.⁴²

Based on the quotation above, the operational definition of this research variable as follows:

⁴⁰ Yogesh Kumar Singh, p. 82

⁴¹ Suharsimi Arikunto, p. 306

⁴² Mark And Peter, *Introduction Quantitative Research Methods*, (New Delhi: Sage Publications), 2001, p. 46

1. Independent Variables

Independent variable is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is herringbone technique (X). Herringbone technique is a structured outlining procedure designed to help students organize important information in a text. It is a main idea and supporting details.⁴³ This graphic organizer supports comprehension of the text by providing a framework upon which who, what, when, why, where and how questions can be visually organized in relation to main idea in the fishbone form.⁴⁴ The Herringbone Technique is measured by using questionnaire. There are 20 questions about the students of knowing herringbone technique. The indicator of Herringbone Technique as follows:

Indicator herringbone technique as follow:

- a. The students are able to answer and understand the WH-questions.
- b. The students are able to determine the information of the text (literal comprehension).
- c. The students are able to find out the main idea and supporting details of the reading text by outlining with the WH-questions in the fish skeleton form.

⁴³ Peter Edwards. p. 32

⁴⁴ Margaret Bouchard. p. 54

2. Dependent Variables

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is reading comprehension (Y). Reading comprehension is the search for meaning using our knowledge to understand what is read. Reading comprehension is also an important process of understanding meaning of text and finding new thing the readers read by using their knowledge actively. Reading comprehension is measured by using multiple choices test. There are 20 multiple choices test which consist of implicit meaning and the detail information of the text. The rubric scoring of reading comprehension test as follows:

Table 4
Rubric Scoring of Reading Comprehension

Score	Description
5	Correct answer
0	Incorrect answer

Indicator reading comprehension as follow:

- a. Be able to understand the main idea, topic of passage and answering the question of the text well.
- b. Be able to determine the implicit meaning of the text/purpose of the text (inferential comprehension).
- c. Be able predict the purpose of passage and some of the truth developing or supporting idea.

- d. Be able to know the detail information of the text.

D. Data Collection Method

In collecting data, the researcher has the following steps:

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. The researcher measures the influence of herringbone technique toward the students' reading comprehension by pre-test and post-test.

a. Pre-test

Creswell defines "a pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment."⁴⁵ Thus, the researcher gives pre-test in order to know the students' basic knowledge. In this case the students' reading comprehension that they have achieved. The type of the test is and multiple choices which the students are asked to answer the questions correctly. In this pretest the students are given 20 items of literal reading comprehension which consist of several types of WH-Questions.

⁴⁵ John W. Creswell, p. 297

b. Post-test

According to Creswell a post-test is “a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.”⁴⁶

The post-test is held in order to know the students’ reading comprehension after being through herringbone technique. The post-test has been done after the treatments, in order to know whether this method is effective or not to influence the students’ reading comprehension.

2. Questionnaire

Questionnaire is a data collecting method that is done by giving some questions. The data which is filled in questionnaire should be suitable with the students knowing about herringbone technique.

Questionnaire is given after the treatment and the post test. It is used to know how far the influences of using herringbone technique toward the students’ reading comprehension.

3. Documentation

Documentation as the method which is used to get information from written language or documents (for example: Books, Magazine, Note, Rule, and others). The researcher uses this method to support and to get detail information of the data from observation such as the data of

⁴⁶ *Ibid.* p. 297

English teacher at MTs. Darun Najah Samnikarto Sekampung East lampung about method in English classroom.

E. Research Instrument

According to Suharsimi Arikunto instrument as a research tool which is used to every research.⁴⁷ Thus, research instrument is helping tool of method in collecting data. The research instrument that used in this research is belows:

1. Instrument Blueprint

Instrument is designed and adjusted with the indicators which have been specified. Moreover, instrument is used in the test form that consists of multiple choices questions about recount text.

Furthermore, there are two tests in this research. The first test is pre-test and the second test is post-test.

In addition, the researcher demonstrates the research instrument in the form of grilles as follows:

Table 5
The Instrument Grilles Test for Reading Comprehension

No.	Variable	Indicator	Item	Form
1.	Independent variable (X) herringbone	1. The students are able to answer and understand the WH-questions. 2. The students are able to determine the information of	1-20	Questionnaire

⁴⁷ *Ibid.* p. 149

	technique	the text (literal comprehension). 3. The students are able to find out the main idea and supporting details of the reading text by outlining with the WH-questions in the fish skeleton form.		
4.	Dependent variable (Y) reading comprehension	1. Be able to understand the main idea, topic of passage and answering the question of the text. 2. Be able to determine the implicit meaning of the text/purpose of the text (inferential comprehension). 3. Be able predict the purpose of passage and some of the truth developing or supporting idea. 4. Be able to know the detail information of the text such as reference pronoun, synonym and antonym.	1-20	Multiple Choices

2. Instrument Calibration

Test form by using multiple choices which consists of 20 items. It consists of several types of WH-Questions. Multiple choices is used to answer the questions that given through the test. The researcher uses the instrument with using the pre-test and post-test. The pre-test is used to get the score before the treatment conducted. This test is conducted to know the basic knowledge in comprehending a text.

F. Data Analysis Technique

In accordance with the method to present research, that is, true experimental research. The data are analyzed by using t-test that enables to investigate the differences between experiment and control class. By using t-test, the research can examine the differences between the means of control class and experiment class decides whether those differences are likely to happen by chance or by treatment effect.

The t-test used in this research would be formulated as follow:

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

Note

MY : Mean sample experimental

MX : Mean sample control

NX : Number student control class

NY : Number student experimental class
X : Deviation X2 and X1
Y : Deviation Y2 from the mean of Y1 ⁴⁸

⁴⁸ Suharsimi Arikunto, p. 311-312

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

1. The History of MTs Darun Najah Sambikarto Sekampung East Lampung

MTs. Darun Najah Sambikarto Sekampung, East Lampung was established on July 1st, 2009 by Institution of Qur'an boarding school which is led by KH. Abdul Ghofar. MTs. Darun Najah is located at Sambikarto Sekampung, East Lampung. The first headmaster is Mukidin, S. Pd. I until 2015. Then Suparno, S. Pd. I to be the next headmaster since academic year of 2015/2016.

MTs. Darun Najah began the learning activity in academic year 2009/2010 has 23 students and now in academic year 2015/2016 MTs. Darun Najah has 152 students.

2. The Condition of Teachers and Officials in Mts. Darun najah Sambikarto Sekampung East Lampung

The number of teachers and officials employers academic year of 2015/2016, they are 20 persons that can be identified as follow;

Table 6
The Condition of Teacher and the Official Employers
at MTs. Darun Najah Sambikarto Sekampung East Lampung

No	Name	Sex	Occupation
1	Suparno, S. Pd. I	Male	Principal

2	Ali Khoiruddin, S.Pd	Male	Vice Principal/ Teacher
3	Ikhsanudin, S. Pd. I	Male	Officer/ Teacher
4	Mukidin, S. Pd. I	Male	Teacher
5	Sri Wahyuni, S. Pd. I	Female	Arabic Language Teacher
6	Sholikin, S. Pd. I	Male	Islamic Teacher
7	Sudiyem, S. Pd. I	Female	PKN Teacher
8	Saudah, S. Pd. I	Female	Islamic Teacher
9	Sri Suwarni, S. Ag	Female	Qur'an Hadits Teacher
10	Anisa Nursih, S. Pd	Female	Indonesia Language Teacher
11	Isnaini, S. Pd. I	Female	Social Teacher
12	Yulianti, S. Pd. I	Female	English Teacher
13	Musofa, S. Pd. I	Male	Islamic Teacher
14	Muhammad Toha, S. Pd. I	Male	Fiqih Teacher
15	Aisyah, S. Pd. I	Female	Lampung Language Teacher
16	Yuliana, S. Pd	Female	Indonesia Language Teacher
17	Miftahul Fajar, S. Pd. I	Male	English Teacher
18	Ahmad Ismahmudin	Male	Mathematics Teacher
19	Afit Abrori, S. Hi. M. Ei	Male	Sport Teacher
20	Imam Suhadi	Male	Lampung Teacher

Source: Documentation of MTs. Darun Najah Sambikarto Sekampung, East Lampung

3. The Quantity of MTs. Darun Najah Sambikarto Student

The quantities the students of MTs. Darun Najah Sambikarto Sekampung in the Academic Year of 2015/2016 are 152 that can be identified as follows:

Table 7
The number of students of MTs. Darun Najah Sambikarto Sekampung
East Lampung

Class	Sex		Total
	Male	Female	
VII	23	24	47
VIII	27	19	46
IX	31	28	59
Total			152

Source: Documentation of MTs. Darun Najah Sambikarto Sekampung,
East Lampung

4. The Condition of Tools and Infrastructures

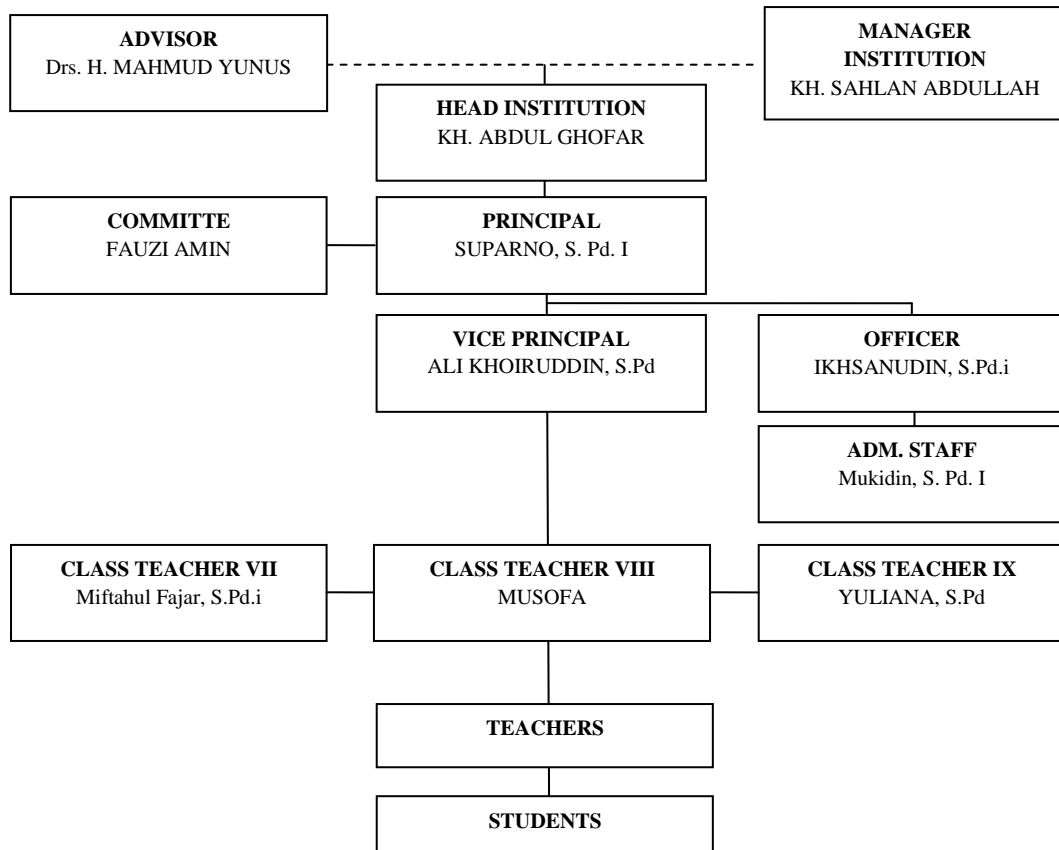
Table 8
MTs. Darun Najah has following buildings:

No	Names of building	Total
1.	Headmaster room	1
2.	Teacher room	1
3.	Administration room	1
4.	Class room	6
5.	Library	1
6.	IPA Laboratory	1
7.	Computer laboratory	1
8.	School Health Unit room	1
9.	Counseling room	1
10.	OSIS room	1
11.	Toilets	6

Source: Documentation of MTs. Darun Najah Sambikarto Sekampung,
East Lampung

5. The Structure Organization

Figure 2
 Organization Structure of MTs. Darun Najah Sambikarto Sekampung
 East Lampung
 In Academic Year 2015/2016



Explanation:

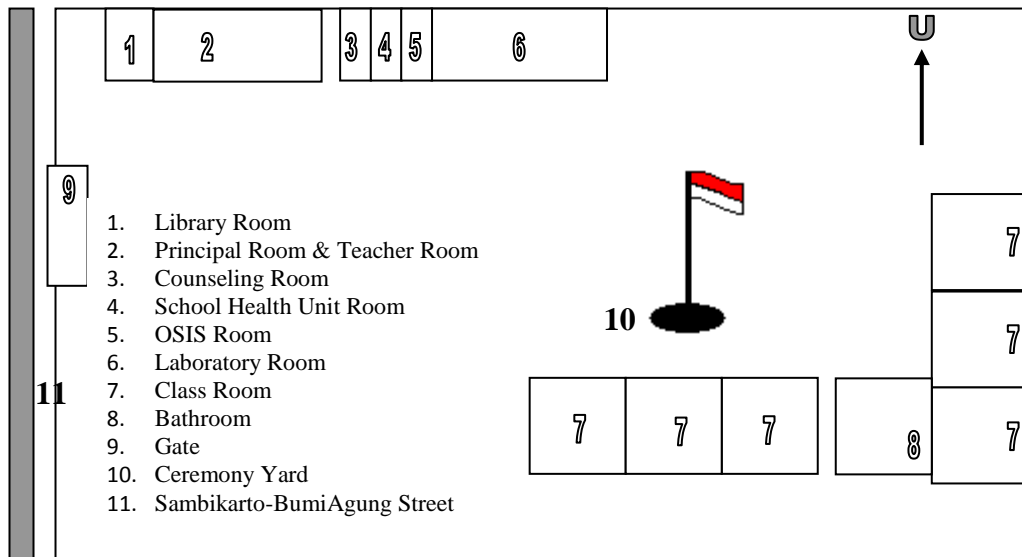
----- = coordination strip

———— = command strip

Source: Documentation of MTs. Darun Najah Sambikarto Sekampung,
 East Lampung

**6. The Location Sketch of MTs. Darun Najah Sambikarto Sekampung
East Lampung**

Figure 3
Location Sketch of MTs. Darun Najah Sambikarto



Source: Documentation of MTs. Darun Najah Sambikarto Sekampung,
East Lampung

B. Research Data

1. The Result of Pre-Test

The purpose of pre-test is to know the students' reading comprehension before giving the treatment. The student has given the questions that must be answer individually. The researcher gave the students 20 items of multiple choice questions. The result of pre-test can be shown in the following:

a. The Result of Pre-test in Experimental Class

Table 9
The Pre-Test Result of the Students' Reading Comprehension in
Experimental Class

No	Students' Initial	Score Pre-Test
1	AS	20
2	AP	15
3	ANS	45
4	DMU	60
5	DP	55
6	DM	50
7	EL	50
8	GAV	45
9	HEW	35
10	HPS	20
11	IA	55
12	JNA	50
13	MAS	15
14	MIF	40
15	MZA	50
16	RY	50
17	RA	50
18	SJA	45
19	SJ	45
20	S	35
21	VLH	35
22	VTS	55
23	WSD	35
	Total	955
	The Higher Score (H)	60
	The Lowest Score (L)	15
	Average	41,52

Source: Pre-test of MTs. Darun Najah Sambikarto Sekampung East Lampung

Based on the above table, the researcher then measured the class interval using the formula according to Arikunto, as follows:

$$IR = \frac{t - r}{N}$$

Notes:

IR = Class Interval

t = the highest score = 60

r = the lowest score = 15

N = Total of categories = 3

$$IR = \frac{60 - 15}{3} \quad IR = \frac{45}{3} = 15$$

The total of class interval (IR) for this research is 15. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 10

The Frequency of Distribution of the Pre-Test Score in Experimental Class

No	Class Interval	Frequency	Percentage
1.	15 – 29	3 Students	13,04%
2.	30 – 44	5 Students	21,74%
3.	45 – 60	15 Students	65,22%
Total		23 Students	100%

Based on the table of frequency distribution above, it can be inferred that all of the students is noting who got more than 70 which is the minimum mastery criteria (SM). Therefore, it can be inferred that the students' reading comprehension is very low.

b. The Result of Pre-test in Control Class

Table 11
The Pre-Test Result of the Students' Reading Comprehension in Control Class

No	Students' Initial	Score Pre-Test
1	AUB	75
2	ARD	50
3	AS	50
4	AP	60
5	ANF	70
6	AT	50
7	EP	65
8	IB	50
9	KR	70
10	KH	45
11	LL	65
12	MR	45
13	M	75
14	MHN	60
15	NKR	45
16	NAM	55
17	NA	70
18	RA	70
19	RN	50
20	SA	50
21	SP	50
22	TU	45
23	T	65
	Total	1330
	The Higher Score (H)	75
	The Lowest Score (L)	45
	Average	57,82

Source: Pre-test of MTs. Darun Najah Sambikarto Sekampung East Lampung

Based on the above table, the researcher then measured the class interval using the formula according to Arikunto, as follows:

$$IR = \frac{t - r}{N}$$

Notes:

IR = Class Interval

t = the highest score = 75

r = the lowest score = 45

N = Total of categories = 3

$$IR = \frac{75 - 45}{3} \quad IR = \frac{30}{3} = 10$$

The total of class interval (IR) for this research is 10. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 12

The Frequency of Distribution of the Pre-Test Score in Control Class

No	Class Interval	Frequency	Percentage
1.	45 – 54	11 Students	47,83%
2.	55 – 64	3 Students	13,04%
3.	65 – 75	9 Students	39,13%
Total		23 Students	100%

Based on the table of frequency distribution above, it can be inferred that 6 (26, 09%) students got more than 70 which is the minimum mastery criteria (SM). Therefore, it can be inferred that the

students' reading comprehension of control class in pre-test is higher than the experimental class.

2. The Result of Post-Test

Post-test was employed in the last program of this research after giving some treatments and exercises to experimental and control class in certain period of time. The test was the same type as pre-test but in the different title and it is more developed. The result of students' post-test can be identified as follows:

a. The Result of Post-test in Experimental Class

Table 13
The Post-Test Result of Students' Reading Comprehension in Experimental Class

No	Students' Initial	Score Post-Test
1	AS	60
2	AP	45
3	ANS	65
4	DMU	75
5	DP	70
6	DM	60
7	EL	60
8	GAV	55
9	HEW	50
10	HPS	60
11	IA	55
12	JNA	65
13	MAS	55
14	MIF	55

15	MZA	65
16	RY	70
17	RA	70
18	SJA	70
19	SJ	70
20	S	70
21	VLH	60
22	VTs	75
23	WSD	60
	Total	1440
	The Higher Score (H)	75
	The Lowest Score (L)	45
	Average	62, 60

Source: Post-test of MTs. Darun Najah Sambikarto Sekampung East Lampung

From the data above, it can be found that the highest score was 75 and the lowest score was 45. Based on the data, the researcher then measured the class interval by using the formula according to Arikunto, as follows:

$$IR = \frac{t - r}{N}$$

Notes:

IR = Class Interval

t = the highest score = 75

r = the lowest score = 45

N = Total of the category = 3

$$IR = \frac{75 - 45}{3} \quad IR = \frac{30}{3} = 10$$

The total of Class Interval (IR) for independent variable of this research is 10. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 14
The Frequency of Distribution of the Post-Test Score in Experimental Class

No	Class Interval	Frequency	Percentage
1.	45 – 54	2 Person	8, 70%
2.	55 – 64	10 Person	43, 48%
3.	65 – 75	11 Person	47, 82%
Total		23 Person	100%

Based on the table of frequency distribution above, it can be inferred that 8 (34, 78%) students got more than 70 which is the minimum mastery criteria (SM). Therefore, it can be inferred that the students' reading comprehension in post test is increased or easy to say is good.

b. The Result of Post-test in Control Class

Table 15
The Post-Test Result of Students' Reading Comprehension in Control Class

No	Students' Initial	Score Post-Test
1	AUB	70
2	ARD	50
3	AS	50
4	AP	60
5	ANF	70

6	AT	50
7	EP	65
8	IB	50
9	KR	75
10	KH	45
11	LL	60
12	MR	45
13	M	75
14	MHN	60
15	NKR	50
16	NAM	60
17	NA	70
18	RA	70
19	RN	50
20	SA	50
21	SP	50
22	TU	50
23	T	65
	Total	1340
	The Higher Score (H)	75
	The Lowest Score (L)	45
	Average	58,26

Based on the data, the researcher then measured the class interval by using the formula according to Arikunto, as follows:

$$IR = \frac{t - r}{N}$$

Notes:

IR = Class Interval

t = the highest score = 75

r = the lowest score = 45

N = Total of the category = 3

$$IR = \frac{75-45}{3} \quad IR = \frac{30}{3} = 10$$

The total of class interval (IR) for this research is 10. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 16

The Frequency of Distribution of the Post-Test Score in Control Class

No	Class Interval	Frequency	Percentage
1.	45 – 54	11 Students	47, 82%
2.	55 – 64	4 Students	17, 40%
3.	65 – 75	8 Students	34, 78%
Total		23 Students	100%

Based on the table frequency distribution above, it can be inferred that 6 (26, 09%) students got more than 70 which is the minimum mastery criteria (SM). Therefore, it could be said that the students' reading comprehension of experimental class in post-test is higher than the students' of control class.

C. Hypothesis Testing

After applying the test, the researcher analyzed the data by using analysis of t-test in order to prove whether there is a significant influence of

Herringbone Technique toward the Student's Reading Comprehension at the Eighth Grade of MTs. Darun Najah Sambikarto Sekampung East Lampung, as follows:

1. Preparing the table in order to prove whether there is a significant influence of Herringbone Technique toward Students' Reading Comprehension at the Eighth Grade of MTs. Darun Najah Sambikarto Sekampung East Lampung.

Table 17
The Differences between Pre-Test and Post-Test Result of the Eighth Grade at MTs. Darun Najah Sambikarto Sekampung East Lampung

NO	Experimental Class				NO	Control Class			
	Subject	Pre-Test (X1)	Post-Test (X2)	Difference (X)		Subject	Pre-Test (Y1)	Post-Test (Y2)	Difference (Y)
1.	AS	20	60	40	1.	AUB	75	70	-5
2.	AP	15	45	30	2.	ARD	50	50	-
3.	ANS	45	65	20	3.	AS	50	50	-
4.	DMU	60	75	15	4.	AP	60	60	-
5.	DP	55	70	15	5.	ANF	70	70	-
6.	DM	50	60	10	6.	AT	50	50	-
7.	EL	50	60	10	7.	EP	65	65	-
8.	GAV	45	55	10	8.	IB	50	50	-
9.	HEW	35	50	15	9.	KR	70	75	5
10.	HPS	20	60	40	10.	KH	45	45	-
11.	IA	55	55	-	11.	LL	65	60	-5
12.	JNA	50	65	15	12.	MR	45	45	-
13.	MAS	15	55	40	13.	M	75	75	-
14.	MIF	40	55	15	14.	MHN	60	60	-
15.	MZA	50	65	15	15.	NKR	45	50	5

16.	RY	50	70	20	16.	NAM	55	60	5
17.	RA	50	70	20	17.	NA	70	70	-
18.	SJA	45	70	25	18.	RA	70	70	-
19.	SJ	45	70	25	19.	RN	50	50	-
20.	S	35	70	35	20.	SA	50	50	-
21.	VLH	35	60	25	21.	SP	50	50	-
22.	VTs	55	75	20	22.	TU	45	50	5
23.	AS	35	60	25	23.	T	65	65	-
The Result		955	1440	$\sum X = 485$	The Result		1330	1340	$\sum Y = 10$

2. Putting the data above into the formula of T-Test in order to get " $t_{observed}$ "

$$M_x = \frac{485}{23} = 21,086$$

$$M_y = \frac{10}{23} = 0,434$$

$$\begin{aligned} \sum x^2 &= \frac{\sum X^2 - (\sum X)^2}{N} \\ &= \frac{12675 - (485)^2}{23} \\ &= \frac{12675 - 235225}{23} \\ &= \frac{12675 - 10227,174}{23} \\ \sum x^2 &= 2447,826 \end{aligned}$$

$$\begin{aligned} \sum y^2 &= \frac{\sum Y^2 - (\sum Y)^2}{N} \\ &= \frac{150 - (10)^2}{23} \\ &= \frac{150 - 100}{23} \\ &= \frac{150 - 4,347}{23} \\ \sum y^2 &= 145,653 \end{aligned}$$

Therefore the researcher counted by using the formula of t-test as follow:

$$\begin{aligned} t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{21,086 - 0,434}{\sqrt{\left(\frac{2447,826 + 145,653}{23 + 23 - 2}\right) \left(\frac{1}{23} + \frac{1}{23}\right)}} \\ &= \frac{20,652}{\sqrt{\left(\frac{2593,479}{44}\right) \left(\frac{2}{23}\right)}} \end{aligned}$$

$$\begin{aligned}
&= \frac{20,652}{\sqrt{(58,942)(0,087)}} \\
&= \frac{20,652}{\sqrt{5,069}} \\
&= \frac{20,652}{2,251} \\
&= 9,174
\end{aligned}$$

Moreover, after putting the data above into formula t-test, the researcher got t_{observed} is 9,174.

To know critical value of T-test ($t_{\text{observation}}$), the researcher firstly counted df (degree of freedom). The formulation of $DF=N - 2 = 46 - 2 = 44$. But, 44 are not found out in t-table, so, the researcher must do interpolation. As follows:

Table 18
Critical Value of t_{table}

	5%	1%
d.f 40	2.000	2.660
d.f 60	1.980	2.617

Interpolation	5%	1%
$\frac{\text{d.f 40} + \text{d.f 60}}{2}$	$\frac{2.021 + 2.000}{2}$	$\frac{2.704 + 2.660}{2}$
	= 2.010	= 2.682

To df 44 with df 5% is 2,010 and 1% is 2,682. Then, the data confirmed that to $9,174 > 2,010$. Because t-observation is bigger than df 5% = 2,010 and 1% = 2,682.

3. Putting the data which analyzed by using t-test in SPSS

Furthermore, the researcher demonstrated the data which was analyzed by using t-test in SPSS in the table below:

Table 19
Group Statistics and Independent Sample Test

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Students Reading Comprehension	Experiment	23	62.6087	7.95864	1.65949
	Control	23	58.2609	9.95543	2.07585

Independent Samples Test			Score	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	Sig.	2.916	
			.675	
t-test for Equality of Means	t	df	3.636	1.636
			44	41.965
		Sig. (2-tailed)	.019	.019
		Mean Difference	4.34783	4.34783
		Std. Error Difference	2.65764	2.65764
	95% Confidence Interval of the Difference	Lower	2.00830	2.01565
		Upper	9.70395	9.71130

The table of Group Statistics shown that mean of each class. In the Experiment class, the mean score was 62,60. It means that was higher than

the mean score of control class, 58,26. The standard deviation of the classes was 7,958 for experiment class and 9,955 for control class.

The table of Independent Sample Test shown the difference between the means of two independent or unrelated groups. Based on the output above, Sig. (2-tailed) was 0,019 eventhough the significance level was 0,05. By comparing to the Sig. (2.tailed) and significance level that the Sig. (2.tailed) was smaller than significance level = (0,019 < 0,05).

Because the Sig. (2.tailed) was smaller than significance level the alternative hypothesis (Hi) saying that there is a positive and significant influence of using Herringbone Technique toward the students' reading comprehension at the eighth grade of MTs. Darun Najah Sambikarto Sekampung East Lampung was accepted and null hypothesis (Ho) saying that tere is no a positive and significant influence of using Herringbone Technique toward the students' reading comprehension at the eighth grade of MTs. Darun Najah Sambikarto Sekampung East Lampung was rejected.

It means that there was a positive and significant different score before and after being thought by using Herringbone Technique toward the students' reading comprehension at the eighth grade of MTs. Darun Najah Sambikarto Sekampung East Lampung. It could be concluded that the Herringbone technique was effective used in teaching reading comprehension.

D. Interpretations

1. Interpretations of “ t_{observed} ”

The researcher has formulated the alternative hypothesis (H_i) and Null hypothesis (H_o) as follow:

a. Alternative Hypothesis (H_i)

There is a positive and significant influence of using Herringbone Technique toward the Students' Reading Comprehension at the Eighth Grade of MTs. Darun Najah Sambikarto Sekampung East Lampung.

b. Null Hypothesis (H_o)

There is no significant and positive influence of using Herringbone Technique toward the Students' Reading Comprehension at the Eighth Grade of MTs. Darun Najah Sambikarto Sekampung East Lampung.

After H_i and H_o above were formulated the researcher consulted T-observation to T-table as follows:

a. If T-observation is higher than T-table, H_i is accepted and H_o is rejected.

b. If T-observation is lower than T-table, H_i is rejected and H_o is accepted.

2. Statistics Significance

The researcher has formulated the Alternative Hypothesis (H_i) such as: “There is a positive and significant influence of using Herringbone Technique toward the students' reading comprehension at the eighth grade of Mts. Darun Najah Sambikarto Sekampung East Lampung.”

Finally, the data showed that “ t_{observed} is 9,174” is higher than “ t_{table} ” is 2,010 in level of significant 5% and 2,682 in level of significant 1%. Therefore, it can be inferred that H_1 is accepted and H_0 is rejected. It means that there is a positive and significant influence of using Herringbone Technique toward the students’ reading comprehension at the eighth grade of Mts. Darun Najah Sambikarto Sekampung East Lampung.

In addition, Herringbone as a technique can influence positively toward the students’ reading comprehension. It can be seen from the questionnaire in applying Herringbone as technique in the class.

Table 20
The Result of Questionnaire in Experimental Class

Students	Numbers of Questionnaire																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	4	3	3	5	5	5	5	3	4	5	5	5	3	3	5	3	3	5	3	81
2	3	4	3	2	5	5	3	5	3	4	4	3	3	3	5	5	4	2	3	5	74
3	5	5	5	5	4	4	4	3	5	5	5	5	5	3	4	5	5	3	5	5	90
4	5	3	3	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	94
5	3	3	3	5	3	5	3	5	5	5	4	5	5	3	5	5	4	5	4	5	85
6	5	5	3	5	5	3	5	5	3	5	5	3	5	5	5	3	5	5	5	5	90
7	5	4	4	3	5	5	3	5	5	3	5	5	4	5	5	5	5	5	5	5	91
8	4	3	5	5	3	5	5	5	5	5	4	5	5	5	4	5	3	5	5	3	89
9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
10	4	3	2	4	5	5	4	5	2	3	5	4	4	5	5	4	4	2	2	5	77
11	5	4	4	5	5	5	4	5	5	4	3	5	5	3	5	3	3	5	4	5	87
12	3	4	5	5	3	5	4	5	5	3	5	2	5	5	5	3	5	5	5	3	85
13	4	3	3	3	4	5	4	4	4	5	4	5	3	3	3	5	2	3	4	5	76
14	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
15	4	3	4	5	5	5	4	5	4	5	3	5	5	5	2	5	3	5	5	3	85
16	5	4	5	2	5	3	5	5	3	5	5	4	5	5	4	5	5	3	5	3	86
17	4	4	4	5	4	3	5	5	5	5	3	5	5	5	4	5	5	3	5	4	88
18	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
19	3	4	5	5	5	5	4	5	5	5	3	5	2	5	5	4	5	5	3	5	88
20	4	4	3	5	5	5	4	5	5	2	5	5	3	5	5	5	4	5	5	3	87

21	4	3	4	5	5	3	5	5	4	5	5	5	3	5	5	5	4	5	5	3	88
22	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
23	3	4	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	3	5	5	94

Based on the table above, it can be seen that the questionnaire result of using Herringbone technique can influence the students reading comprehension. The questionnaire which is given to the students to measure whether the Herringbone technique can give the positive and significant influence in reading comprehension. The scoring of questionnaire as follow:

Table 21
The Scale (Rubric Scoring) of Questionnaire

The Answer	Score
A. Ya	5
B. Tidak	4
C. Kadang-kadang	3
D. Tidak Pernah	2
E. Jarang	1

Based on the table above, it could be concluded that the categories of level as follow:

Table 22
The Level Categories of Result Questionnaire

Score	Category
81-100	Excelent
61-80	Good
41-60	Average
21-40	Bad
0-20	Very Bad

Based on the table above, it could be concluded that the using of Herringbone technique toward the students' reading comprehension will be good if the score is more than 60. Meanwhile, the using of Herringbone technique the students' reading comprehension will be bad if the score is under 60. So, based on the result of questionnaire above, all the students got score over 60. The scores of 23 students were 74-100. It means that the using of herringbone technique toward the students reading comprehension at the eighth grade of MTs. Darun Najah Sambikarto Sekampung East Lampung was good even excellent.

In fact, herringbone technique can improve students' mastery in reading comprehension. When the researcher gives text to the students and asks them to read the text, they are able to understand the content of the text and the main idea of the text. The technique is also useful for study groups, focusing on efforts and good by proposing questions. 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. Herringbone Technique helps students to encoding the information in a manner that enhances their ability to answer questions. Herringbone Technique also helps the students spend a few

times while they are reading the text. So, the students will not get bored when they read recount text.

Based on the explanation above, the herringbone technique is effective for the students on reading comprehension. It was showed by the result of questionnaire.

E. Limitations

This research was conducted at the Mts. Darun Najah Sambikarto Sekampung East Lampung on Februari 18th 2016. The subject of the research was 23 students at the eight grade of MTs. Darun Najah Sambikarto Sekampung East Lampung. The choice technique was Herringbone technique. The result of this research did not discuss all of the problems that faced by the students. The instruments were suitable with the subject that learnt by the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Using Herringbone technique in a language class helps learners to understand the content and to improve their proficiency and their reading comprehension. Based on the analysis and result of the research, the researcher can conclude that using herringbone technique has positive and significant influence toward the students' reading comprehension it can be seen that the post-test score higher than the pre-test score.

The result of pre-test between experiment and control class was different. In experiment class there were all students got score under the Minimum Standard (MS) but in control class there were 6 students got the score 70-75 (passed the MS). The mean of pre-test between experiment and control class was 41,52 and 57,82. It shows that the pre-test result of control class was higher than the experiment class. It means that the students reading comprehension of control class was better than experiment class.

In the post-test result, there was significant result of experiment class after taught by using Herringbone technique. There were 8 students got score 70-75 (passed the MS). Eventhough, in the control class there was not significant result. The mean of post-test result in experiment class was 62,60 and the control class was 58,26. It shows that pos-test result in experiment

class was higher than the control class. It means that the students reading comprehension of experiment class was better than control class.

In addition, the result of critical value “ $t_{observed}$ ” is 9,174 and “ t_{table} ” is 2,010 in level of significant 5% and 2,682 level of significant 1%. The data confirmed that “ $t_{observed}$ ” is higher than “ t_{table} ”. Therefore, it can be concluded that H_1 is accepted and H_0 is rejected. So, there is a positive and significant influence of using Herringbone technique toward the students’ reading comprehension at the eight grade of MTs. Darun Najah Sambikarto Sekampung East Lampung.

B. Suggestions

After the researcher conducted the research at the Eighth grade Student’s at MTs. Darun Najah Sambikarto Sekampung East Lampung. The researcher would like to give some suggestions as follows:

1. For the Students

- a. The students should practice a lot of reading English texts in order to increase their knowledge and information.
- b. The students are suggested to practice their reading comprehension by using herringbone technique because it can help them solve their problems in learning process.

2. For the Teacher

- a. The teacher should encourage him/herself to find the best technique in teaching reading comprehension, especially in reading text to the students.
- b. The teacher should use herringbone technique as an alternative in teaching reading text. This study shows that using herringbone technique can influence students' reading comprehension.

3. For the further Researchers

- a. The further researchers should try to find the other techniques can be used to teach reading comprehension.

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