THE IMPLEMENTATION OF HERRINGBONE TECHNIQUE IN TEACHING READING COMPREHENSION AT THE ELEVENTH GRADE STUDENTS OF MADRASAH ALIYAH NEGERI 03 MADIUN

THESIS

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ABSTRACT

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Keywords: Herringbone Technique, Teaching Reading Comprehension

Reading is one of the important skills that should be mastered by students, teachers, doctors and other profession. Reading is the window of the world. By reading people are able to know a lot of things and increase their knowledge. Selecting appropriate technique is important. English teacher in MAN 3 Madiun chooses the Herringbone technique in teaching reading comprehension. The Herringbone Technique develops comprehension of the main idea by plotting the who, what, when, where, how, and why questions on a visual diagram of a fish skeleton. Using the answers to the why questions, the student writes the main idea across the backbone of the fish diagram. The objective of this thesis are describing (1) Implementation of Herringbone Technique in Teaching Reading Comprehension at MAN 3 Madiun (2) Students' Responses Toward Herringbone Technique in Teaching Reading Comprehension at MAN 3 Madiun.

This research employed qualitative approach and the design was descriptive study was conducted on the Eleventh Grade students of MAN 3 Madiun. The data of this research are obtained through (1) Interview (2) observation (3) documentation. The researcher analyze the data by (1) reducing data (2) presenting data and (3) drawing conclusion and verification.

This research showed that the implementation of herringbone technique in teaching reading comprehension there are three steps. First is preparation, second is application and the third is evaluation. The students are interested in learning, discovering new vocabularies and comprehending the text better. But there is some activity added by the English' teacher to compatible with the student' ability. Besides, the students' responses toward this technique are positive. The students enjoy the leaning process and the students' ability in teaching reading comprehension are better than before.

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

Reading is one of the important skills that should be mastered by students, teachers, doctors and other profession. Reading is the window of the world. By reading people are able to know a lot of things and increase their knowledge. Reading is wonderful thing that people can do.

Reading is not an isolated process. Four language processes work together to enhance the development of each others: speaking, listening, reading and writing.[1] By reading the students can improve speaking skill. By listening or hear the students can speak and learn new vocabularies. Reading can help students become a good writer. The processes affect the way people think.

There are some definitions of reading from some experts. The first is according to Jeff Zwiers, the purpose of reading is to construct meaning. To the average literate person, reading appears to be quite simple.[2]In reading the people need to construct the meaning of written text.

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[1]Andrew P. Johnson, *Teaching Reading and Writing* (USA: Rowman& Littlefield Education, 2008), 7.

[2]Jeff Zwiers, *Building reading comprehension habits in grades 6-12 : a toolkit of classroom activities 2nded*(International Reading Association, 2010), 3.

Ann Browne defines reading as a subtle and complex process that involves a relationship between the text and the reader.[3] The text contains information that should be understood by the reader with their skill. According to Caroline T. Linse, reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must able to decode (sound out) the printed words and also comprehend what we read.[4] It means that reading need many skill and from reading the reader can process the information and comprehend information.

There are two main reasons for reading. Reading for pleasure and reading for information (in order to find out something or in order to do something with the information you get).[5] Reading for pleasure don't need to think and free to select the materials. The more reading the more skill the reader get. Different with reading for pleasure, reading for meaning or information is to get the information from the text.

Reading is recognized with a process of getting meaning called reading comprehension. Reading comprehension involves specific thinking process.[6] To comprehend information from the text needed specific thinking process.

Reading comprehension is generally defined as a process by which meaning is constructed through coordinating a number of complex processes

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[3]Ann Browne, *A Practical Guide to Teaching Reading in the Early Years* (London: Paul Chapman Publishing Ltd, 1998), 7.

[4]Caroline T. Linse, *Practical English language Teaching; Young Learners*(New York: McGraw-Hill Companies, 2005), 77.

[5]FrancoiseGrellet.*Developing Reading Skill,* (USA: The Press Syndicate of the University of Cambridge, 1981), 4.

[6]Beatrice S. Mikulecky, Linda Jeffries, *Reading Power* (USA: Addison-Wesley Publishing Company, 1986), vi

such as reading of words, knowledge of words, text organization, strategies and even knowledge of the world.[7]

Based on Janette K. Klingner's book, ultimately, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.[8] Comprehension is a complex process that include word reading, world knowledge and fluency. If the students are lazy and have low motivation in reading they will get difficulties in comprehension.

But nowadays it is not secret anymore that so many people has low interesting in reading especially for learner in Indonesia. The people especially the students are so lazy to read. They love to do anything else except reading. This is the problem for students and teacher. Because of their lower motivation to read it makes their reading skill bad.

Besides, the students become passive during the learning process. They did not understand the meaning of the passages. It because of their low vocabulary mastery. From the problems above the teacher need to solve behavior problems and make the learning activities become more joyful. As the facilitator in the learning activities the teacher should be design the lesson plan, manage the class, and evaluate the teaching learning process. Choose the right technique is one of teacher's obligation. By applied the right

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[7]Mina Rastegar, EhsanMehrabiKermani&MassoudKhabir, *The Relationship between Metacognitive Reading Strategies Use and Reading Comprehension Achievement of EFL Learners*, Open Journal of Modern Linguistics, 2017, 7, 65-74, 67.

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

technique especially in teaching reading comprehension can change the student's bad behavior become a good behavior.

Herringbone technique help students to face the problems above. According to Katherine S., the herringbone graphic organizer is used for establishing supporting details for a main idea. It can be used to organize information for all content areas.[9] By using Herringbone Technique that used diagram like skeleton of fish makes the comprehension easier.

Based on observation on Thursday thirteenth September 2018 at MAN 3 Madiun by interviewing the English teacher Mrs. Hanik Widi Hastuti, S.Pd there is some problems that faced by the students. The students are still difficult to understand the meaning of reading text, the students also hard to comprehend the text. To confront the problem, the English teacher in MAN 3 Madiun used Herringbone Technique to teach reading comprehension. The teacher did not give up to make the students understand. When the students hard to know the meaning of the text the teacher ask to the students to find out the difficult words and translate the difficult words by searching in the dictionary. The teacher walking around the class to help students. After a minutes the teacher and students comprehend the text together passages by passages. To develops comprehension of the main idea the teacher use herringbone technique. According to J. Deegan, the Herringbone Technique develops comprehension of the main idea by plotting the who, what, when,

[9]Katherine S, *The Teacher's Big Book of Graphic Organizers: 100 Reproducible Organizers That Help Kids With Reading, Writing and the Content Areas*(San Fransisco: Jossey Bass, 2010), 50.

where, how, and why questions on a visual diagram of a fish skeleton. Using the answers to the why questions, the student writes the main idea across the backbone of the fish diagram.[10] Looking at visual diagram of a fish skeleton can help students comprehend the text better and easy to get the information. This technique make the learning processes become easier and the students enjoy the activities.

Based explanation above, the researcher concluded that herringbone technique is one of simple technique that prefer in teaching reading comprehension. The researcher conducted a research about the implementation of herringbone technique in teaching reading comprehension. The researcher concerned to observe the process of teaching reading comprehension and also found students' response toward the herringbone technique through research entitled: **"The Implementation of Herringbone Technique in Teaching Reading Comprehension at the Eleventh Grade Students of MAN 3 Madiun".**

B. RESEARCH FOCUS

The research focuses on the implementation of Herringbone Technique in teaching reading comprehension especially in analytical exposition text. This study was research in academic year 2017/2018.

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[10]J. Deegan, *Herringbone Technique*(Online)http://www.taecherweb.com/PA/NazarethAreaMiddleSchool/TheSpecialistTeam/HerringboneTechnique.doc , accessed on 03 February 2018

C. STATEMENTS OF THE PROBLEM

Based on background stated above, the researcher want to give statement of the problem that will describe in the thesis, they are:

1. How is the implementation of Herringbone Technique in teaching reading comprehension at MAN 3 Madiun?

2. What is the response of students towards the Herringbone Technique of teaching reading comprehension at MAN 3 Madiun?

D. OBJECTIVES OF THE STUDY

That problem will also be the main topic of the researcher with following purposes:

1. To know the implementation of Herringbone Technique in teaching reading comprehension at MAN 3 Madiun

2. To know the response of students towards the Herringbone Technique of teaching reading comprehension at MAN 3 Madiun

E. SIGNIFICANCES OF THE STUDY

1. Theoretical significance

a. The result of the research can be used as an input in English teaching and learning especially in teaching reading comprehension

b. The result of the research can be used as a reference for others who want to conduct the research in teaching reading comprehension

2. Practical significance

The result of this study is expected to be beneficial for:

a. The Teachers

The researcher hopes that the teacher will improve their skill in teaching reading comprehension by knowing the result of this research.

b. The Students

This study is expected to give students, particularly in knowledge of mastering their reading and can comprehend the information by using Herringbone Technique.

c. The Readers

This study is expected to give contribution to the readers, particularly the students of English Department of IAIN Ponorogo in enriching references.

F. ORGANIZATION OF THE THESIS

The researcher writes the thesis into five chapters. These chapters related one to other. It has purposed to organize the thesis easily. The organization of the thesis are:

Chapter 1 tells about the description and take a role as basic of mindset of the thesis. The first chapter consists of background of the study, research focus,

statements of the problem, objectives of the study, significances of the study, and organization of the thesis.

Chapter II consists of review of related literature. On this chapter II about previous finding research, theoretical background include the explanation about reading, teaching reading comprehension and Herringbone Technique.

Chapter III is research method. The research method consists of research design, research location, the researchers' role, data sources, technique of data collection, data analysis, checking of data validity and research procedure.

Chapter IV is data description. This chapter consist of history, vision, mission, geographical conditions, organization structure, profile of school and data description involving analysis the implementation of herringbone technique.

Chapter V Research result. It deals with the result and discussion of the study that is loaded of results that contains of data presentation, and research findings. This chapter is very important because in this chapter the researcher will analyze the data and the data will be process.

Chapter VI Conclusion. It consists of conclusion and recommendation.

CHAPTER II

PREVIOUS RESEARCH FINDINGS AND THEORETICAL

ANALYSIS

A. **Previous Research Findings**

There are previous research that are found by the researcher. They are:

First research was presented by Rosiati Putri Murtakim. By the title *"The Effectiveness of Teaching Reading Comprehension by Using Herringbone Technique at the Tenth Grade of SMA Muhammadiyah 1 Klaten in the Academic Year 2016/ 2017)".* The researcher used quantitative approach that based on the result of proposing item tests to respondents of the research. Meanwhile, the method which used in this research is experimental method, the researcher conducted test as an instrument of the research. The result of post-test shows us that the mean of experimental class is higher than at control class. The result of calculation of the t-test shows that t observed (4.23) is higher that t table (2.01) in 5% level significance. These tell us that teaching reading using Herringbone technique is effective to improve students reading comprehension

Second research was presented by Mar'atus Solichah. By title *"Improving the Students' Reading Comprehension by Using Herringbone Technique at*

the Seventh Grade of Class-B of SMPN2 Deket". This research used Classroom Action Research. From this research, (a) the process of teaching reading comprehension by using herringbone technique are teacher preparation, constructing the herringbone diagram, discussing and making conclusion, (b) Minimal Mastering Criteria/KKM of this research is ≥ 75. The class 86, 35% is classified to be passed the minimum scores criteria. It can be concluded that the herringbone technique can improve the students' reading comprehension, (c) the students were giving a good response towards learning reading comprehension by using Herringbone Technique with the number of percentage 79, 73%. We can conclude that the students who are taught by using Herringbone Technique get higher score while the students who are taught by conventional strategy.

Third researcher was presented by Ali Usman. By title *"The Effect of Using Herringbone Technique to Improve Students' Ability in reading Comprehension of Narrative Text"*. The researcher used Quasi experiment/ experimental study. The analysis of data used T-Test. The research findings show that students' score of reading comprehension statistically significant increase from total score of pre-test 2216 to 2492 score after post test. In addition, the students enjoyed and become more active when they were taught by using Herringbone Technique. We can conclude that, it is recommended that Herringbone Technique can be used in improving students' reading comprehension.

From several previous research findings above the researcher conclude that Herringbone is the effective technique to improve reading comprehension. By using this technique the students enjoyed the learning process and more active.

The similarity between the previous research and this research are used same technique and the differences are research methodology. In the previous research, the research methodology of the first research is used Quantitative research, the research methodology of the second research is used Classroom Action Research and the third research is used Experimental study. In this research, the researcher will provide of kinds of implementation of herringbone technique in teaching reading comprehension at the eleventh grade students of MAN 3 Madiun.

B. Theoretical Analysis

This chapter is presented to highlight some theories functioning as the basis of the research. It covers about reading, reading comprehension, teaching reading, and herringbone technique. The explanation of each literature is explained briefly as follows:

1. Reading

a. The Definition of Reading

So many definitions about reading by the experts. Here, the researcher will explain definition of reading by some experts. The first definition is by Jen Tindale. According to Jen Tindale, reading is a complex cognitive task, seen variously as being dependent on either:

1) information processing/decoding skills (bottom-up skills)

2) background knowledge (top-down skills)

3) an interaction between bottom-up and top-down skills, or

4) a complex mix of top-down and bottom-up skills combined with social experiences (new literacy approaches).[11]

According to Caroline T. Linse, reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must able to decode (sound out) the printed words and also comprehend what we read.[12] It means that reading needs many skills and from reading the reader can process the information and comprehend the reading text.

Reading involves a variety of skills. The main ones are listed below.

a) Recognizing the script of a language

Deducing the meaning and use of unfamiliar lexical items

Understanding explicitly stated information

Understanding information when not explicitly stated

b) Understanding conceptual meaning

c) Understanding the communicative value (function) of sentences and utterances

d) Understanding relations within the sentence

e) Understanding relations between the parts of a text through lexical cohesion devices

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[11]Tindale Jen, *Teaching Reading* (Macquarie University: National Centre for English Language Teaching and Research, 1966), 7.

[12]Caroline T. Linse, David Nunan, *Practical English language Teaching; Young Learners* (New York: McGraw-Hill Companies, 2005), 77.

f) Understanding cohesion between parts of a text through grammatical cohesion devices

g) Interpreting text by going outside it

h) Recognizing indicators in discourse

i) Identifying the main point or important information in a piece of discourse

j) Distinguishing the main idea from supporting details

k) Extracting salient points to summarize (the text, an idea etc.)

l) Selective extraction of relevant points from a text

m) Basic reference skills

n) Skimming

o) Scanning to locate specifically required information

p) Transcoding information to diagrammatic display[13]

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.[14] So, to understand the reading text the readers need to know about word recognition and comprehension.

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[13]Francoise Grellet, *Developing Reading Skill,* (USA: The Press Syndicate of the University of Cambridge, 1981), 4-5.

[14]Elizabeth S. Pang et al, *Teaching Reading* (IAE Educational, 2003), 6.

a. Reading Styles

There are basic ways of reading are as follows:

a) Skimming: quickly running one's eyes over a text to get the gist of it.

b) Scanning: quickly going through a text to find a particular piece of information.

c) Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

d) Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.[15]

e) Search reading: this differs from skimming in that the purpose is to locate information on predetermined topic(s), for example, in selective reading for writing purposes. It is often an essential strategy for completing written assignments.

f) Receptive reading: in receptive reading, to discover what the author is trying to convey the reader gives attention to the supporting ideas that confirm arguments and uses such strategies as reading paragraph by paragraph, summarizing the main ideas of each paragraph, underlining, making notes, and writing a summary after reading.

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[15]Francoise Grellet. *Developing Reading Skill,* (USA: The Press Syndicate of the University of Cambridge, 1981), 4.

g) Critical reading: to read a text critically is to make judgments about how a text is argued. This is a highly reflective skill requiring you to "stand back" and gain some distance from the text you are reading.

h) Reading for meaning: this type of reading is the primary concern of most reading courses it may be the least teachable of the reading styles since the nature of reading is solitary.

i) Prediction: the ability to predict what the writer has to say is an aid to understanding the text and also ensures the reader's active involvement. Prediction may begin from the moment the reader reads the title and forms expectations of the content of the written material. This type of an activity enables the reader to predict the topic or the sequence of events in a story, or even the aim of the writer for the proposed argument.

j) Redundancy: in addition to prediction skills, fluent reading also requires the use of redundancy, that is, information that is available from more than one source. Almost every printed text shows a degree of redundancy, which fluent readers exploit when they read for comprehension.[16]

b. The Assessment on Reading

Brown (2003: 190) 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

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[16]Ulvican Yazar, Journal of Studies in Education, *Teaching Reading to EFL Students to Make Them Better Readers*, Turkey, July, 2013, vol.3 no. 3, 36.

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 taker sees separate e 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 taker's task is to reproduce the probe in writing. The evaluation of test taker's 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's 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 taker's 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 taker's response is to write a word or phrase.

3) 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 description.

a) 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.

b) Multiple choice plus comprehension question

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

c) 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.

d) Editing (longer task)

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

4) 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 learner's 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.[17]

2. Reading Comprehension

Reading comprehension refers to reading for meaning, understanding and entertainment. It involves higher order thinking skills and it much more complex than merely decoding specific words. [18] . Reading comprehension is a skill that is critical in the educational success of all individuals.[19] Meaning, learning, and pleasure are the ultimate goals of learning to read. Although fundamental skills such as phonics and fluency are important building blocks of reading, reading comprehension is the "sine qua non of reading".[20]

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[17] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* ()America: Addison Wesley Longman, Inc, 2007), 190.

[18] David Nunan, *Practical English language Teaching, First Edition* (New York: McGraw-Hill Companies, 2003), 71.

[19]Rebecca J. Baier, *Reading Comprehension and Reading Strategies* (University of Wisconsin-Stout, 2005), 1.

[20]Janette K. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York London : The Guilford Press, 2007), 2.

Comprehension is the essence of reading and the active process of constructing meaning from text. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text. Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn[21]

According to Judie Haynes, there are six reading comprehension strategies that we believe are important to teach the students:

a. Visualizing what is happening in the story,

b. Activating background knowledge by making connections,

c. Asking mental questions to self-check comprehension,

d. Learning how to make inferences about what is read,

e. Determining the importance of information in a text, and

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[21] Amy L Moore, *Reading Comprehension* (Research review) online

f. Synthesizing information that is learned.[22]

3. Teaching Reading

The teaching of reading comprehension is essential for preparing students with the basic reading skills in order to be able to gain information and knowledge from reading more effectively.[23]

Teaching reading by using reading strategies is more effective and useful for students as it was tested and observed.[24] The Australian Government's National Inquiry into the Teaching of Literacy Report also advocates early, systematic, integrated and explicit teaching of reading as the most effective way of teaching all children to read. An integrated approach to teaching reading is a process that should involve collaboration with school communities and parents and should teach the following:

a. Phonemic awareness: the ability to hear and manipulate sounds inoral language

b. Phonics: the relationships between letters and sounds;

c. Vocabulary: new words and what they mean;

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[22] Judie Haynes and Zacarican Debbie, *Teaching English Language Learner* (Alexandria: Scott Will, 2010), 71.

[23] Maulizan Z. A., *Teaching Reading Comprehension to Efl Junior High School Students* University of Syiah Kuala, Banda Aceh, English Education Journal (Eej), 6(3), 370-382, July 2015, 371.

[24] UlvicanYazar, Journal of Studies in Education, *Taching Reading to EFL Students to Make Them Better Readers*, Turkey, July, 2013, vol.3 no. 3, 47.

d. Text comprehension: understanding what is being read and developing higher-order thinking skills; and

e. Fluency: the ability to read quickly and naturally, recognize words automatically, and group words quickly

When teaching reading Stephenson suggests grouping activities into the following categories:

a. Before reading activities: Preparing students for what they are going to read can make comprehension much easier. The preparatory activities aim to help students understand the kind of text they will read and the overall meaning of the text. To do this the activities activate background knowledge, draw on students' experiences, develop interest, encourage students to make predictions and teach essential vocabulary for an understanding of the text.

   a) Brainstorm learner's feelings /experiences of ideas/themes linked to the story in some way

   b) Introduce essential vocabulary using visuals, sketches and realia

   c) Discussion

   d) Focused questions to check understanding of key concepts

   e) Prediction activities using key vocabulary, visuals, realia

   f) Sequencing pictures

   g) Sequencing a series of key words

b. While reading activities: The main aim of these activities is to help students develop reading strategies that effective readers use while reading.

This involves focusing on the micro-skills of reading such as skimming or reading for gist, using prediction skills, reading for the main ideas, reading in detail, scanning for specific information, using reference skills, and inferring the meaning of unfamiliar words.

c. After reading activities. The main aim of after reading activities is to give students the opportunity to react to the text in a personal way and to go beyond the text itself.[25]

a. Principles for Teaching Reading

The following principles can guide the design and practice of a reading program. For another list of principles, see Williams.

1) Meaning-focused Input

a) Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes— reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write. These are looked at throughout the following chapters.

b) Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.

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[25]Lauren Stephenson, *Elements in the teaching of reading,* Zayed University, *Teachers, Learners and Curriculum Volume 4, 2009,* 15-19.

c) Reading should be used as a way of developing language proficiency. Learners should read with 98 percent coverage of the vocabulary in the text so that they can learn the remaining 2 percent through guessing from context.

2) **Meaning-focused Output**

Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading.

3) **Language-focused Learning**

a) Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study. Some of this can be done through intensive reading.

b) Learners should be given training and practice in a range of reading strategies. These strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text. Janzen and Stoller describe a similar list of strategies.

c) Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a strategy package procedure like reciprocal teaching or concept-oriented reading (CORI)

d) Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.

4) Fluency Development

a) Practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming.

b) Learners should enjoy reading and feel motivated to read. Learners should have access Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains no unknown language features. There should also be speed reading to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading (blown-up books). Native-speaking children like to read scary books, comics and cartoons, books about sports and magazines about popular culture (Worthy, Moorman and Turner, 1999). These are not usually found at school.

c) Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.[26]

4. Herringbone Technique

According to Thaler, a useful technique for analyzing a single idea or text is the Herringbone Technique, called like that because of 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.[27]

According to Steele the Herringbone pattern is used for synthesizing information after pre-reading or skimming, a chapter. Pre-reading is an important tool for understanding what each reading is going to be about, what the main ideas are going to be, and for getting a general idea of what will be discussed in each reading. When students take the time to pre read they are better prepared to read and understand the information presented in a text. After the students have been sufficiently prepared for learning the information within the chapter and after they understand the structure of the form, they are ready to begin the reading and recording process.[28]

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[26]I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (UK: Routledge, 2009), 7-9

[27]Rosiati Putri Murtakim, *The Effectiveness of Teaching Reading Comprehension by Using Herringbone Technique at the Tenth Grade of SMA Muhammadiyah 1 Klaten in Theacademic Year 2016/2017* (Surakarta:IAIN Surakarta, 2017), xiii.

[28] Steele, *Four Reading Strategies for High School Students*, http://litsite.alaska.edu/uaa/workbooks/readingstrategies, accessed on December 12, 2018.

According to Deegan. J, the Herringbone Technique develops comprehension of the main idea by plotting the who, what, when, where, how, and why questions on a visual diagram of a fish skeleton. Using the answers to the why questions, the student writes the main idea across the backbone of the fish diagram.[29] The procedures are:

a. The teacher selects a text at the appropriate reading level.

b. The teacher constructs a visual diagram of the herringbone.

c. The teacher tells the student to record the answers to the questions on the diagram. He will look for answers to:

   a) Who is the author talking about?

   b) What did they do?

   c) When did they do it?

   d) Where did they do it?

   e) How did they do it?

   f) Why did they do it?

d. The student reads to find the answers and records the answers on the diagram.

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

f. The student writes a main idea, using the information from the herringbone diagram.

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[29]Deegan J, *Herringbone Technique*(Online)http://www.taecherweb.com/PA/NazarethAreaMiddleSchool/TheSpecialistTeam/HerringboneTechnique.doc , accessed on 03 February 2018
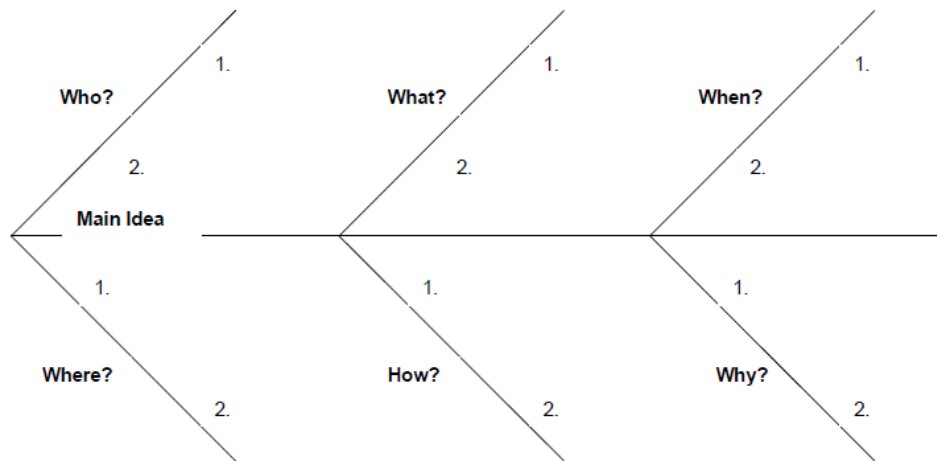
g. The teacher duplicates sheets with the diagram and students complete diagram on their own.

h. The diagram becomes a tool for story discussion. During the discussion, the teacher and students compare their answers and their rationales.[30]

Herringbone Activity

Name: _____   Partner(s): _____

1. Read the selection and fill in the form below.
Who?

1.1 Diagram of Herringbone Technique[31]

According to Katherine, the Herringbone graphic organizer is used for establishing supporting details for a main idea. It can be used to organize
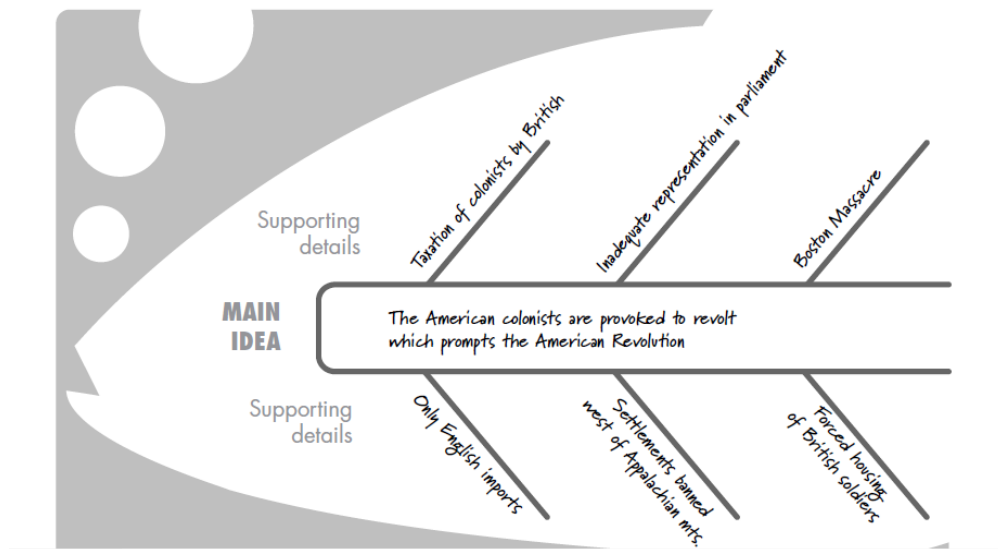
[30]*ibid*

[31]Herber, H. L, *Teaching Reading in the Content Areas* (2nd ed)(EnglewoodCliffs, NJ: Prentice Hall, 1978)

information for all content areas. [32] By using Herringbone Technique, the students can organize the information to get the main idea.

Name ___Mary Rogers___
Date ___15-May-09___

HERRINGBONE

Supporting details

Taxation of colonists by British

Inadequate representation in parliament

Boston Massacre

MAIN IDEA

The American colonists are provoked to revolt which prompts the American Revolution

Supporting details

Only English imports

Settlements banned west of Appalachian mts.

Forced housing of British soldiers

1.2 Diagram of Herringbone according to Katherine S

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[32]Katherine S., *The Teacher's Big Book of Graphic Organizers: 100 Reproducible Organizers That Help Kids With Reading, Writing and the Content Areas*(San Fransisco: Jossey Bass, 2010), 50.

CHAPTER III

RESEARCH METHOD

A. Research approach and design

In this research, the researcher applied a qualitative approach since the material will be presented using words rather than numbers. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.[33]

According to Donna M. Mertens, Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive,

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[33]John W. Creswell, *Research Design: Qualitative Quantitative and Mixed Methods Approaches* (California: SAGE, 2009), 32.

material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative research study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.[34]

Design for this approach is descriptive study that has a goal to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something is happened. Observation and surveys tools are often used to gather data.[35]

B. The researcher's role

In this research, the researcher as the key instrument, the observer and the data collector, while the other instrument is a supporter. John. W Creswell said "Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants. They may use aprotocol an instrument for collecting data but the researchers are the ones who actually gather the information. They do not tend to use or rely on questionnaires or instruments developed by other researchers[36]." The paragraph above prove that the researcher is the one who gather the information and as a key instrument in

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[34]Donna M. Mertens, *Research and Evaluation in Education and Psychology* (Gallaudet Univerity: SAGE, 2010), 225.

[35]Hossein Nassaji, journal of SAGE.*Language Teaching Research* University of Victoria, Canada, 2015, vol 19 (2), 129

[36]John W. Creswell, *Research Design: Qualitative Quantitative and Mixed Methods Approaches* (California: SAGE, 2009), 234.

this qualitative research. To gather data the researcher are required to observe the implementation of the herringbone technique, to interview the participants and to analyze the document.

C. Research location

The research conducted in XI MIA 1 MAN 3 Madiun. It is located inJl. Raya Ponorogo KM/17.7Glonggong, Dolopo, Madiun. The reason why selecting this school is the researcher wants to know more about the existing of reading conditions, the implementation of Herringbone Technique in teaching reading comprehension and the response of the students toward this technique.

D. Data sources

The data sources in qualitative research gather the data from the supporting data such us documents and other (audio, video and photo) can be added. Then the researchers review all of the data, make sense of it, and organize it into categories or themes that cut across all of the data sources.[37] In this research the researcher observed how the implementation of herringbone technique and the students' response toward this technique. To strengthen the data, the researcher analyzed documents related data and conducted face to face interview with 3 students and English' teacher.

E. Techniques of data collection

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[37]John w. Creswell, *Research Design: Qualitative Quantitative and Mixed Methods Approaches* (California: SAGE, 2009), 234

According to John W. Creswell, qualitative researchers typically gather multiple forms of data, such as interviews, observations, documents, and audiovisual information rather than rely on a single data source.[38]

1. Interview

The first instrument that researcher used is interview. John. W Creswell said that interview is interaction face to face with participants, via telephone interviews or engages in focus group. Interview can be categories into two category, unstructured and generally open ended question that are few in number and intended to elicit views and opinion from the participants.[39] The interviewee are English' teacher and 3 of students XI MIA 1. The topics of interviews are related the implementation of herringbone technique in teaching reading comprehension and students' response toward this technique.

2. Observation

In the qualitative research observation is important. By observe the research site the researcher gain the information. In this activity the researcher takes fields note. The researcher recorded in a unstructured or semistructured activities at the research site. The researcher observed the learning process, students' response toward herringbone technique, and another thing related the data.

[38]*ibid, 234*
[39]*ibid, 239-240*

3. Documentation

The third technique of collecting data is documentation. During the process of research, the researcher find the documents at the research site such as, school document (history of the school, vision and mission, geographic conditions, teacher and students' data), photo, video and etc.

F. Data analysis

There are three components of qualitative data analysis. The first is data reduction, then data display and the last is drawing conclusion and verification.

1. Reducing data

In this study the reducing data is needed because not all of information is important. The researcher just takes the important data so the research become effective.

2. Presenting data

By presenting the data the researcher knows what to do. Presenting data means describing data in description or narration forms. The data arranged systematically and logically so the researcher can drawing conclusion.

3. Drawing conclusion and verification

When the researcher had been collected the data the last thing that should do is drawing conclusion based on reduced data and presented data.[40]

G. Checking of data validity

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[40]Artika Dewanti, *The Role of Billingual Program Pesantren Modern (Modern Boarding School)* in Developing English Skill of Santri (UniversitasNegeri Surakarta: Thesis, 2015), 34.

According to Creswell, there are eight primary strategies, organized from those most frequently used and easy to implement to those occasionally used and more difficult to implement:

1. *Triangulate* different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.

2. Use *member checking* to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.

3. Use a *rich, thick description* to convey the findings. This description may transport readers to the setting and give the discussion an element of shared experiences. When qualitative researchers provide detailed descriptions of the setting, for example, or offer many perspectives about a theme, the results become more realistic and richer. This procedure can add to the validity of the findings.

4. Clarify the *bias* the researcher brings to the study. This self-reflection creates an open and honest narrative that will resonate well with readers. Reflectivity has already been mentioned as a core characteristic of qualitative research. Good qualitative research contains comments by the researchers about how their interpretation of the findings is shaped by their

background, such as their gender, culture, history, and socioeconomic origin.

5. Also present *negative* or *discrepant information* that runs counter to the themes. Because real life is composed of different perspectives that do not always coalesce, discussing contrary information adds to the credibility of an account. A researcher can accomplish this by discussing evidence about a theme.

6. Spend *prolonged time* in the field. In this way, the researcher develops an in-depth understanding of the phenomenon under study and can convey detail about the site and the people that lends credibility to the narrative account.

7. Use *peer debriefing* to enhance the accuracy of the account. This process involves locating a person (a peer debriefer) who reviews and asks questions about the qualitative study so that the account will resonate with people other than the researcher. This strategy—involving an interpretation beyond the researcher and invested in another person—adds validity to an account.

8. Use an *external auditor* to review the entire project. As distinct from a peer debriefer, this auditor is not familiar with the researcher or the project and can provide an objective assessment of the project throughout the process of research or at the conclusion of the study. [41]

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[41]John W. Creswell, *Research Design: Qualitative Quantitative and Mixed Methods Approaches* (California: SAGE, 2009), 252.

In this study the researcher used triangulate or triangulation to strengthen the data. First the researcher collected the data by interview and observe the teacher then do the same thing to the students to gain more information.

H. Research procedure

There are four procedures in qualitative research:

1. Planning

   Before doing the research, the first thing that researcher need is research plan, choosing the phenomenon, research location, organizing permission, observing the subject, and preparing instruments.

2. Application

   These procedures involve understanding the research application, entering the field, and interact with subject while collecting data.

3. The procedure of data analysis

   The third procedure is analyzing data. The researcher analyzed the data that had been collected.

4. Research report

   The last is writes a research report in the form of thesis about the implementation of herringbone technique in teaching readir comprehension at eight grade of MAN 3 Madiun.

CHAPTER IV

DATA DESCRIPTION

A. General Data MAN 3 Madiun

1. The History of MAN 3 Madiun

The idea behind the establishment of MAN Dolopo in Doho village is to provide Islamic education in public senior high school with some considerations as follows:

1. There lived a lot of muslims in Doho village

2. There existed 2 Madrasah Tsanawiyah (Islamic junior high schools), namely MTsN Doho and MTs Pesantren Sabilil Muttaqien Doho

3. There existed 4 junior high school in Dolopo suburb two of which are public schools and two are private schools In Doho village

4. There existed two MI (Islamic elementary school), namely MI Darul Ulum and MI Mambaul Hikmah

5. There existed two Diniyah schools that had potential in religion development of Islam

Thus, it needed a higher education to accommodate the graduates from schools above that was located in Doho village. This was mentioned by the Head of TK.II Madiun during the inauguration of MTsN Doho in Dolopo Madiun.

This appeal was followed up by the three founders: Wasit, SH (The Headmaster of MtsN Doho), Badjuri, BA (a teacher of MTsN Doho) and

Drs. Masruchin (a teacher of MTsN Madiun). On the 1th of March 1987, the first meeting was held and attended by prominent figures of community and educator from Dolopo, Kebonsari and Dagangan. Then they decided to establish Madrasah Aliyah (Islamic junior high school) which had filial status.

On the 4th of April 1987 the second meeting was held and the date was made the establishment of filial preparing Madrasah Aliyah.

In July 1987 Madrasah Aliyah started a new academic year 1987/1988 with 63 active students following teaching and learning process. The visitation of General Director of Islamic from Department of Religion and the head of Madrasah Aliyah to regional office of Religion of East Java, office head Department of Religion Madiun and the Islamic Penda Supervisor was very encouraging. After filial status proposal was done it was forwarded to the Department of Religion of Republic of Indonesia via of office Department of Religion of Madiun and regional office East Java. The decree of the General Director of Islamic Binbaga Number /103/103/E/1987, on 23th of December 1987 officially announced the name of the school a Madrasah Aliyah Negeri Ponorogo with filial status in Doho Dolopo Madiun with organization structure as followed:

1. Filial Director : Badjuri BA

2. The head of Curriculum : Drs. Maksum Umar

3. The head of Students Affair : Drs. Masruchin

4. The head of Infrastructure : Drs. SlametDaroini

5. Psychological Counseling   : Drs. Dimyati

Finally, according to the Decree of the Ministry of Religion of Republic Indonesia Number 107 1997, on the 17th March 1997, the filial status ended and turned to Public with a new name Madrasah Aliyah Negeri Dolopo that was located in Sarwo Husodo st. 332 Doho, Dolopo, Madiun.

Further, in academic year of 2002/2003 this school was moved to a more strategic location in Raya Ponorogo km 17.7 Dolopo, Madiun.[42]

2. Geographic Conditions of MAN 3 Madiun

MAN Dolopo is located beside the highway / provincial road between Madiunand Ponorogo road, precisely in the village of Glonggong, Dolopo, Madiun Km. 17.7. If the median line is drawn between the two Regencies, the position of this Madrasah is in the midst of splitting in half MAN 1 and MAN 2 Madiun North direction. Students from Madiun Regency, to reach State Madrasah Aliyah (MAN) by bus transportation two times. The opposite condition, to reach MAN Dolopo Madiun, student from the two districts and cities just use one time bus transportation. This strategic location will be more complete when looking at the existence of MAN 2 Madiun which is in the westernmost position bordering Magetan Regency. Frequent expressions from the local community appear, to add insight into interacting and socializing with their children, after MTsN / SLTP should continue their studies to the city. The Psychological Opinion will be answered by the presence of MAN Dolopo which is located on the side of

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[42] Look at transcript of document 9/D/08-X/2018

the highway and in the midst of a community of qualified educational institutions.[43]

3. The Profile of MAN 3 Madiun

a. The Profile of MAN 3 Madiun

Name of Madrasah : Madrasah AliyahNegeri 03 Madiun

Madrasah Statistics Number : 20580847

(NSM)

Year of Established : 1997

Graduated Accreditation : Terakreditasi A

Madrasah Status : Public Schools

Number of Students : 215

Number of Classes : 11

Number of Teachers : 44

Madrasah Address:

Street : Jl. Raya Ponorogo KM/17.7

Village : Glonggong

District : Dolopo

Regency : Madiun

Province : JawaTimur

No. Tel. : 0351-368627

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[43] Look at transcript of document 10/D/29-IX/2018

b. Vision and Mission of MAN 3 Madiun

Vision

"To establish an excellent generation achieving with balance knowledge and religion."

The Indicators are:

1. Qualified graduates

2. Achieving academic and non academic championship

3. Capability to work with technology

4. Devoting oneself to religion of Islam

Mission

1. Improving the quality of teachers and staff

2. Improving the quality of teaching and learning process for achievement

3. Improving the quality of self development of the students with respect to Spiritual Intelligence

4. Improving the quality of Islamic activities in order for the students to be steady in implementing the Islamic teaching.

5. Improving the quality of stake holder participation in Madrasah[44]

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[44] Look at transcript of document 08/D/08-X/2018

4. Teachers and Students in MAN 3 Madiun

The total of the teachers in MAN 3 Madiun is 44. The teacher's qualification of MAN 3 Madiun is S1. The total of teacher consists of 23 male and 21 female.

Students are the important component in education. The total of students is about 215 students in academic year 2017/2018. It divided into eleven classes and three grades.[45]

a.   The Educators

Table 4.1
Teacher's conditions

No.	Indicators	Criteria	Total (people)
1.	Teachers'education qualify	Senior high schools	2
		D2	1
		S1	27
		S2	6
		Total	**44**
2.	Certified	Yes	26
		No	18
		Total	**44**
3.	Gender	Male	23
		Female	21
		Total	**44**
4.	Status of employer	PNS	31

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[45] Look at transcript of document 11/D/08-X/2018

	GTT	6
	Honorer	7
	Total	**44**

b. Students' data and Study's Group

Table 4.2
Student's total

	Class			Total
	10	**11**	**12**	
Study's group	3	4	4	11
Male	19	18	21	58
Female	43	49	65	157
Total	**62**	**67**	**86**	**215**

Based on the table, students' female total are 157 and students' male total are 58. There are eleven students' group. Three class of tenth grades, four class of eleventh grade and four class of twelve grades.

B. Specific Data

1. The Implementation of Herringbone Technique in Teaching Reading Comprehension at the Eleventh Grade Students of MAN 3 Madiun

The implementation of Herringbone technique in teaching reading comprehension at the eleventh grade students of MAN 3 Madiun were collected by an interview, observation and documentation.

According to Mrs. Hanik Widi Hastuti as English teacher at the eleventh grade of MAN 3 Madiun,

"The reason why I choose Herringbone Technique is, because I expect that the students more understand. This technique is good and effective to teach reading comprehension. By watching visual of herringbone diagram the students' interest will increase"[46]

There is a purpose of choosing Herringbone technique , Mrs. Hanik says,

"The purposes of choosing this technique is the students are able to comprehend the text, process the information and get the main idea from reading text that appropriate with the students"[47]

Based on the result of interview, the teacher explains about goal and reason use Herringbone technique in teaching reading comprehension at the eleventh grade students of MAN 3 Madiun.

When teaching reading, the teacher required to make the students understand and get the information from reading text. Not only make the students understand but the teacher should make the learning process enjoy and fun so the students easier to comprehend the text and get the

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[46] Look at transcript of interview 04/I/13-IX/2018
[47] Look at transcript of interview 04/I/13-IX/2018

main idea of the text. In teaching learning process, there are some steps that applied by the teacher. The first is preparation, then application and the last is evaluation.

Based on interview about implementation of herringbone technique in teaching reading comprehension with Mrs. Hanik, she stated that:

"There are three steps when I teach reading, first preparation, application and evaluation. To start learning process I asked the students to read the text one paragraph. Then the other student read the next paragraph. This activity will be repeat until the last paragraph. After some students read every paragraph, I asked my students to find difficult words with the meaning. They search it on the dictionary. This process will make student' vocabulary mastery and their pronunciation better. The next activity is I am and my students read from the first paragraph until the last and try to understand the meaning. When my students start understand the text I asked my students to answer 5w+1h in the whiteboard. Then they write the main idea according information in the whiteboard and start to make discussion. Before that, I give them herringbone worksheet and they write on their own idea"[48]

At the observation on Monday. 10 September 2018 until Tuesday, 10 October 2018 with 18 students in XI MIA 1, this research focused on the observation about three steps of the teaching program. Mrs. Hanik says,

c. Preparation

In this process, the teacher prepares some activity to reach successful implementation of herringbone technique as follows:

a) The teacher prepares the appropriate text for the students.

b) The teacher arranges a lesson plan which is developed from syllabus and curriculum

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[48] Look at transcript of interview 04/I/13-IX/2018

c) The teacher prepares a worksheet for the students

d. Application

The application of Herringbone Technique in teaching reading at the eleventh grade students of MAN 3 Madiun are divided into three activities. These activities are presented as follows:

a) Pre activities

- The teacher enters the class then greet the students by saying salaam

- The teacher makes a little conversation in English to makes students' mood brighter

- The teacher checks the attendance list

- The teacher gives apperception to stimulates students prior knowledge by asking some question related analytical exposition text

b) Main activities

- The teacher selects the reading text according to students handbook

- The teacher asks one of the students to read one paragraph. Then the teacher asks another student to read the next paragraph. The teacher asked the other student to read the next paragraph (this activity will be repeated until the last paragraph)

- The teacher asks the students to find the difficult words with the meaning using dictionary

- The teacher draws herringbone diagram in the whiteboard while the students find the difficult words. The meaning of the difficult words discusses after the students found it.

- The teacher asks the students to read again from the first paragraph and try to understand the meaning of each paragraph after that the teacher explains how to use herringbone technique

- The teacher asks the students to record the answer the question of 5w+1h in their books. The teacher walks around to help the students in doing the exercises.

c) Post Activities

- After a minutes the teacher asks some students to answer the question 5w+1h in the whiteboard. The students writes main idea based on information in herringbone diagram

- Then the teacher begins the discussion with the students

ii. Evaluation

To check how far the students' understanding, the teacher gives some questions to the students. After that the teacher ends today learning processes by saying hamdalah and salaam.[49]

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[49] Look at transcript of observation 01/O/13-IX/2018

In the second observation, the teacher selects the different text. The text is more difficult than before. This observation conducted at September, 13th 2018 on 08.30-10.00 am. There are the following parts:

a. Preparation

The teacher prepares the appropriate text and arranges a lesson plan which is developed by syllabus and curriculum. The teacher prepares a worksheet for the students

b. Application

The application of Herringbone Technique in teaching reading at the eleventh grade students of MAN 3 Madiun are divided into three activities. These activities are presented as follows:

a) Pre activities

- The teacher greets the students by saying salaam

- The teacher makes a little conversation in English to makes students' mood brighter

- The teacher checks the attendance list and teacher give apperception to stimulates students prior knowledge by asking some question related analytical exposition text

b) Main activities

- The teacher selects the reading text according to students handbook

- The teacher asks one of students to read one paragraph. Then the teacher asks another student to read the next paragraph. The

teacher asks the other student to read the next paragraph (this activity will be repeated until the last paragraph)

- The teacher asks the students to find the difficult words with the meaning using dictionary

- The teacher draws herringbone diagram in the whiteboard while the students find the difficult words. The meaning of the difficult words will be break down after the students found it.

- The teacher asks the students to read again from the first paragraph and try to understand the meaning of each paragraph after that the teacher explains how to use herringbone technique

- The teacher asks the students to record the answer, the question of 5w+1h in their book. The teacher walks around to help the students in doing the exercises.

c) Post Activities

- After they finished the tasks, the teacher asks some students to answer the question 5w+1h in the whiteboard. The students write main idea based on information in herringbone diagram.

- The teacher and students start to discusses

c. Evaluation

In this section, the teacher checks how far the students' understanding then the teacher gives some questions to the students. After that the teacher ends today learning processes by saying hamdalah and salaam.[50]

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[50] Look at transcript of observation 02/O/20-IX/2018

In the third meeting, the teacher immersed the students' understanding by giving reading material again. The text is difficult enough than previously. This observation conducted at September, 27th 2018 on 08.30-10.00 am. There are the following steps:

a. Preparation

In this process, the teacher prepares some activities to reach successful implementation of herringbone technique as follows:

a) The teacher prepares the appropriate text for the students.

b) The teacher arranges a lesson plan which is developed by syllabus and curriculum

c) The teacher prepares a worksheet for the students

b. Application

The application of Herringbone Technique in teaching reading at the eleventh grade students of MAN 3 Madiun are divided into three activities. These activities are presented as follows:

a) Pre activities

- Before the lesson begin, as usual the teacher greets the students by saying salaam

- The teacher makes a little conversation in English to make students' mood brighter then checks the attendance list

- The teacher gives apperception to stimulates students' prior knowledge by asking some question related analytical exposition text

- The teacher reviews the last material

b) Main activities

- As usual the teacher selects the reading text according to students' handbook. The teacher asks one of the students to read one paragraph. Then the teacher asks another student to read the next paragraph. The teacher asks the other student to read the next paragraph (this activity will be repeated until the last paragraph)

- The teacher asks the students to find the difficult words with the meaning using dictionary.

- The teacher draws herringbone diagram in the whiteboard while the students find the difficult words. The meaning of the difficult words discusses after the students found it.

- The teacher asks the students to read again from the first paragraph and try to understand the meaning of each paragraph after that the teacher explains how to use herringbone technique

- The teacher asks the students to records the answer the question of 5w+1h in their book. The teacher walks around to help the students in doing the exercises.

c) Post Activities

- After a minutes the teacher asks some students to answer the question 5w+1h in the whiteboard. The students write main idea based on information in herringbone diagram

- Then the teacher and the students begins the discussion

c. Evaluation

To check how far the students' understanding, the teacher gives some question to the students. Tell to the students about next lesson after that the teacher ends today learning processes by saying hamdalah and salaam.[51]

2. The Students' Responses Toward Herringbone Techique in Teaching Reading Comprehension

There are several students' responses toward Herringbone technique in teaching reading comprehension. This is according to an interview with some students of XI MIA 1 related to teaching reading are as follows:

According to Ahmad Hamim Fata:

> "I am happy and I feel like I can inference the text well and comprehend the text weather sometimes I have a difficulties. It's all depends level of reading text"[52]

From the result of interview above, the students feel happy so this technique can help students in teaching reading.

According to Anggia Safya:

> "Herringbone technique not only help me to understand the text and the meaning, but also develops the main idea of the text easier."[53]

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[51] Look at transcript of observation 03/O/27-IX/2018
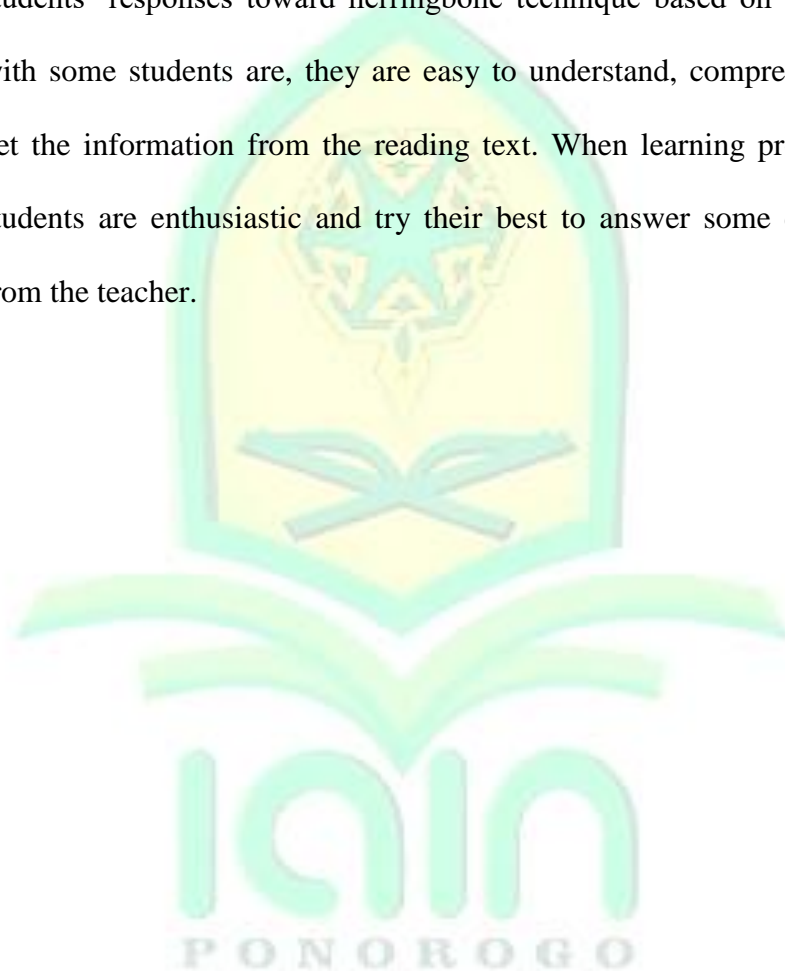[52] Look at transcript of interview 05/I/04-X/2018
[53] Look at transcript of interview 06/I/04-X/2018

According to Inna Ruliana:

> "By using herringbone technique I can develop comprehension of the main idea by answering 5w+1h questions in herringbone diagram."[54]

From the conducted observation, the researcher found that students enjoy the learning by using herringbone technique. The result of students' responses toward herringbone technique based on interview with some students are, they are easy to understand, comprehend and get the information from the reading text. When learning process the students are enthusiastic and try their best to answer some questions from the teacher.

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[54] Look at transcript of interview 07/I/04-X/2018

CHAPTER V

DISCUSSION

In this chapter, the researcher discusses the discussion result of the research based on the statement of the problem. The result is taken from the observation, interview, and documentation. The researcher collects all the data and concludes that has been applied to the Implementation of Herringbone Technique in Teaching Reading Comprehension at the Eleventh Grade Students of MAN 3 Madiun.

A. An Analysis of the Implementation of Herringbone Technique in Teaching Reading Comprehension at the Eleventh Grade Students of MAN 3 Madiun

Teacher is one of the component in education. Therefore, teachers are required to create the learning process become enjoyable and make the students understand the lesson.

In choosing the technique, the teacher must consider the suitability of the technique with students' ability. In MAN 3 Madiun, the teacher chooses Herringbone Technique in teaching reading comprehension.

Teacher has a big role to creating an effective learning. Therefore, the teacher of MAN 3 Madiun uses Herringbone Technique as teaching technique in reading. The objective of Herringbone Technique is to make the teaching become enjoyable and easier for the students to understand the reading.

The implementation of Herringbone Technique in teaching reading at the Eleventh grade is divided into three steps. The first step is preparation. The teacher prepares the materials that are taken from the handbook.

The second is application. The teacher explains the text then the teacher asks a student to read the first paragraph loudly. Then another student read the next paragraph. This activity repeated until the last paragraph. Next, the students must find the difficult words and search the meaning on the dictionary. Then the teacher and the students read and try to understand the text from the first until the last paragraph. The students then answer 5w+1h questions on the whiteboard and write the main idea according to the information on the whiteboard and start a discussion.

The third step is evaluation. The teacher evaluates the students to check how far they understand the text by giving some questions. The teacher also evaluates students' performances.

The researcher finds that the Herringbone Technique applied in teaching reading comprehension at the eleventh grade not absolutely the same as its theoretical technique explained by Deegan. J. The Herringbone Technique, according to Deegan. J. is started with, the teacher selecting a text at appropriate reading level. Then the teacher constructs a visual diagram of the herringbone, and asks the student to record the answers to the questions on the diagram such as, a) Who is (or are) the author talking about? b) What did they do? c) When did they do it? d) Where did they do it? e) How did they do it? f) Why did they do it?

The students read and find the answers and record the answers on the diagram. After the information is recorded, the teacher shows the student how each answer fits into a slot of herringbone diagram. The students write the main idea, using the information from the herringbone diagram. The teacher duplicates the sheets with the diagram and students should complete the diagram on their own. The diagram becomes a tool for story discussion. During the discussion, the teacher and students compare their answers and their rationales.[55]

There is differences in applying Herringbone Technique between teacher of MAN 3 Madiun and Deegan. J. The difference in practical steps. In MAN 3 Madiun, the teacher improves the technique by adding some activities such as, reading a loud the text, finding the difficult words and the meaning , etc.

From the discussion above, the researcher concludes that the implementation of Herringbone Technique in teaching reading comprehension there are three steps. First is preparation, second is application and the third is evaluation. The students are interested in learning, discovering new vocabularies and comprehending the text better.

[55] Deegan J, *Herringbone Technique*(Online) http://www.taecherweb.com/PA/NazarethAreaMiddleSchool/TheSpecialistTeam/HerringboneTechnique.doc , accessed on 03 February 2018

B. An Analysis of Students' responses toward Herringbone Technique in Teaching Reading Comprehension at the Eleventh Grade Students of MAN 3 Madiun

Choosing the right technique is important. The right technique means that the technique are suitable with the students' ability. Every technique have advantages and disadvantages. Therefore, there is some responses that are, negative and positive responses. Using Herringbone Technique in teaching reading comprehension draws responses from students of eleventh grade, XI MIA 1 at MAN 3 Madiun.

The responses of implementation of herringbone technique in teaching reading at the eleventh grade students of MAN 3 Madiun, based on the interview, the herringbone technique can help the students to deduce and conclude the main idea of the text.

Herringbone technique also make the students feel enjoy and happy. When the students read the text loudly, the students pay more attention facilitates the students to understand the text more easily. But sometimes when the level of reading text more difficult, some of the students feel hard to understand.

Based on the discussion above, there are positive and negative responses. But the positive responses from the students many more than negative response. So, the Herringbone technique still better to uses in teaching reading comprehension.

CHAPTER VI

CONCLUSION

A. Conclusion

Based on the obtained data, the researcher concludes the research as follows:

1. The implementation of herringbone technique in teaching reading comprehension is divided into three steps. The first is preparation, then application and the last is evaluation. The teacher prepares and explains the text then asks the students to read, one student one paragraph, until the end of the text. Then students find the difficult words and their meaning. After that the teacher and the students discuss the text to get the meaning. The teacher asks the students to answer 5w+1h question in herringbone diagram on the whiteboard. The students write the main idea according to the written information. The teacher discusses with the students. In the last activity the teacher checks how far the students' understanding by delivering some questions.

2. The student's responses toward herringbone technique are positive. The students enjoy the learning and can comprehend the text better than before.

B. Recommendation

After getting the result of the study in this research, the researcher would like to give some suggestions, as follows:

1. For English teacher

   In teaching reading comprehension, Herringbone technique is very effective in developing students' comprehension. The teacher should improve the students' ability by implementing the herringbone technique in teaching reading comprehension, in order the learning to becomes more effective.

2. For students

   Students should sharpen their ability by reading more text and trying to solve the problems by using herringbone technique.

3. For reader

   For reader The researcher hopes this research can benefit for the readers in increasing their knowledge about technique in teaching reading comprehension and as the references for the next research.

4. For other researcher

   The next researcher who wants to conduct the similar studies should understand the problem deeply for better research. The next researcher may conduct this technique on level students such as junior high school and can implement herringbone technique in other skills.

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