

**THE EFFECT OF HERRINGBONE TECHNIQUE ON
STUDENTS' READING COMPREHENSION IN NARRATIVE
TEXT AT GRADE X OF SMA NEGERI 6 PADANGSIDIMPUAN**



A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan
Ahmad Addary as a Partial Fulfillment of the Requireme
for Bachelor of English Department (S.Pd)

Written by:

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**TARBIYAH AND TEACHER TRAINING FACULTY STATE
ISLAMIC UNIVERSITY OF SYEKH ALI HASAN AHMAD
ADDARY PADANGSIDIMPUAN**

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2024

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Padangsidempuan, January 2024

To: **Dean**

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Assalamu 'alaikumwarohmatullahwabarokatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Siti Khodijah Harahap**, entitled "**The Effect of Herringbone Technique on Students' Reading Comprehension in Narrative Text at Grade X of SMA Negeri 6 Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarokatuh.

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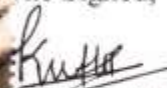
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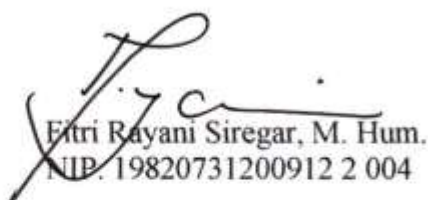
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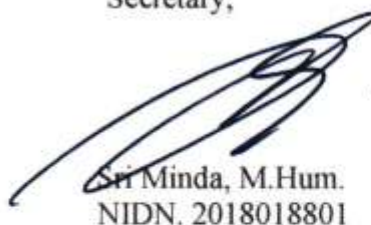
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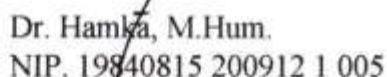

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ABSTRACT

Name : Siti Khodijah Harahap
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Title of Thesis : The Effect of Herringbone Technique on Students' Reading Comprehension in Narrative Text at grade X of SMA Negeri 6 Padangsidempuan

There were some problems in learning English especially on students' reading comprehension in narrative text at grade X of SMA Negeri 6 Padangsidempuan. The problems that faced by students in reading comprehension in narrative text were: 1) The students' lacked on vocabulary so could not identify the main idea, could not to find the detail information, could not identify the generic structure, could not identify the idiom, they also could not make reference and inference, 2) The students have less confident to read the text because they feel shy if make a mistake, 3) The students fell that reading is bored and ineffective activity so that make them lazy to read. The purpose of this research was to find out herringbone technique significantly affects on students' reading comprehension in narrative text and how herringbone technique significantly affects on students' reading comprehension in narrative text at grade X of SMA Negeri 6 Padangsidempuan. This research used quantitative approach by using experimental method with true experimental design. The population were all the X MIA students of SMA Negeri 6 Padangsidempuan. The total number of population was 135 students. The sample was X-MIA 1 as experimental group consisted of 27 students and X-MIA 3 as control group consisted of 27 students. The data was collected through pre-test and post-test in written test the type of the test was multiple choice and analyzed by using independent sample T-test through SPSS version 24. The result of this research shows the mean score of control group was higher than experimental group before using herringbone technique. There was a difference after using herringbone technique the mean score of experimental group was higher than control group. In other word, There was significant effect by using herringbone technique. It can be concluded that herringbone technique is effective on students' reading comprehension especially in narrative text at grade X of SMA Negeri 6 Padangsidempuan.

Key Words : Herringbone Technique, Reading Comprehension, Narrative text

ABSTRAK

Nama : Siti Khodijah Harahap
NIM : 1820300040
Judul : Pengaruh Teknik Herringbone terhadap Pemahaman Membaca Siswa dalam Teks Narasi pada Kelas X SMA Negeri 6 Padangsidempuan.

Terdapat beberapa permasalahan dalam belajar bahasa Inggris khususnya pemahaman membaca teks narasi siswa di kelas X SMA Negeri 6 Padangsidempuan. Permasalahan yang dihadapi siswa dalam memahami bacaan dalam teks narasi adalah: 1) Siswa kekurangan Kosakata sehingga tidak dapat mengidentifikasi gagasan utama, tidak dapat menemukan informasi secara menyeluruh, tidak dapat mengidentifikasi struktur generik, tidak dapat mengenali ungkapan, tidak dapat membuat rujukan dan membuat kesimpulan, 2) Siswa kurang percaya diri dalam membaca teks karena merasa malu jika melakukan kesalahan, 3) Siswa menganggap membaca merupakan kegiatan yang membosankan dan tidak efektif sehingga menjadikan mereka malas membaca. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teknik herringbone secara signifikan terhadap pemahaman membaca siswa dalam teks narasi dan bagaimana teknik herringbone berpengaruh secara signifikan terhadap pemahaman membaca siswa dalam teks narasi di kelas X SMA Negeri 6 Padangsidempuan. Penelitian ini menggunakan metode kuantitatif eksperimental dengan menggunakan rancangan eksperimen sungguhan. Populasinya adalah seluruh kelas X IPA SMA Negeri 6 Padangsidempuan. Jumlah dari populasinya adalah 135 siswa. Sampelnya adalah X-MIA 1 sebagai kelompok eksperimen terdiri dari 27 siswa dan X-MIA 3 sebagai kelas kontrol terdiri dari 27 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk tes tertulis tipe dari test adalah pilihan berganda serta dianalisis menggunakan rumus independent sample T-test melalui SPSS versi 24. Hasil penelitian menunjukkan bahwa nilai rata-rata kelompok kontrol lebih tinggi dibandingkan kelompok eksperimen sebelum menggunakan teknik herringbone. Terdapat perbedaan setelah menggunakan Teknik herringbone nilai rata-rata kelompok eksperimen lebih tinggi dibandingkan kelompok kontrol. Dengan kata lain, terdapat pengaruh yang signifikan dengan menggunakan Teknik herringbone. Dapat disimpulkan bahwa Teknik herringbone efektif terhadap pemahaman membaca siswa khususnya pada teks narasi di kelas X SMA Negeri 6 Padangsidempuan.

Kata Kunci : Herringbone Technique, Pemahaman Membaca, Teks Narasi

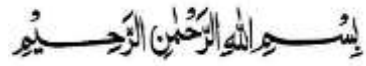
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الاسم : ستي خديجة هاراب
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عنوان : تأثير تقنية متعرجة على فهم القراءة الطلاب في النصوص السردية في
الصف مدرسة ثانوية عليا أرض العاشر سنة بادانجسيديميوان

هناك العديد من المشاكل في تعلم اللغة الإنجليزية وخاصة الفهم القرائي للطلاب للنصوص السردية في الفصل عشر مدارس ثانوية بادانجسيديميوان. المشاكل التي يواجهها الطلاب في فهم القراءة في النصوص السردية طالب واحد يفتقر إلى المفردات لذلك لا يمكنك تحديد الفكرة الرئيسية، لا يمكن العثور على معلومات شاملة، لا يمكن العثور على معنى كلمة معينة، غير قادر على تقديم مراجع واستنتاجات. كلا الطالبين يفتقران إلى الثقة بالنفس في قراءة النص لأنني أشعر بالحرج إذا أخطأ. أما الثالث فيعتبر القراءة نشاطاً مملاً وغير فعالة، مما يجعلهم كسالى في القراءة. الهدف من هذا البحث هو لتحديد تأثير تقنية متعرجة تأثيراً كبيراً على الفهم القرائي لدى الطلاب في النصوص السردية في الصف العاشر مدرسة ثانوية عليا سنة بادانجسيديميوان. يستخدم هذا البحث الأساليب التجريبية الكمية باستخدام تصميم تجريبي حقيق. السكان هم جميع طلاب الصف العاشر العلمي مدرسة ثانوية عليا سنة بادانجسيديميوان. إجمالي عدد السكان مائة وخمسة وثلاثون طالباً. وكانت العينة عشرة ميا واحد حيث تكونت المجموعة التجريبية من سبعة وعشرين طالبا وعشرة ميا-ثلاثة كمجموعة ضابطة مكونة من سبعة وعشرين طالباً. تم جمع البيانات من خلال الاختبار القبلي والاختبار البعدي على شكل اختبار كتابي - نوع الاختبار اختيار من متعدد. وتحليلها باستخدام صيغة العينة المستقلة اختبار عبر وأظهرت نتائج البحث أن متوسط درجات المجموعة الضابطة كان أعلى من المجموعة التجريبية قبل استخدام تقنية المتعرجة. وهناك فرق بعد استخدام تقنية المتعرجة، حيث أن متوسط قيمة المجموعة التجريبية أعلى من المجموعة الضابطة. وبعبارة أخرى، هناك تأثير كبير باستخدام تقنية متعرجة. ويمكن الاستنتاج أن أسلوب المتعرجة فعال في الاستيعاب القرائي لدى الطلاب، وخاصة في النصوص السردية في الصف العاشر مدرسة ثانوية عليا أرض سنة بادانجسيديميوان.

الكلمات المفتاحية: تقنية المتعرجة، الفهم القرائي، النص السردية

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The researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be grateful for correction to level up this thesis.

Padangsidempuan, 16 January 2024

Researcher

Siti Khodijah Harahap

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CHAPTER I INTRODUCTION

A. The Background of the Problem

English is the common language that is used to connect all of the people in this world. The country needs the relation to another country all over the world to know international language is the key for this case especially for the developing countries like Indonesia. In Indonesia do not use English as their nation language, they still teach the English lesson in their school.

Basically, English has four skills that are taught in school. They are listening, speaking, reading and writing. These skills are important for students to learn English. Especially for reading. Reading something is not only read, but needed to find and think what the text tell about. According Mikulecky and Jefries reading is very complex task involving many different skills. Reading is begun from getting meaning from written symbols.¹It means that information or knowledge can be obtained by reading or understanding the symbols in written text. By reading the students can get information everywhere. In this era, the most of the information is presented by such as newspaper, magazine, book and the most popular is internet.

Reading is one of the main activities in the teaching and learning process in the classroom. Students always do reading activity in the school since through reading, students can acquire new information and various views

¹ Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, Comprehension Skills*, United State of America, 1996, p. 307.

from many authors through written text. So, it is true that reading becomes the most beneficial skill that the students have to master.

Based on curriculum 2013 for Senior High School students do not only involve reading a text, but they also require to comprehend what they read. The ability to understand the information in a text and interpret it properly and what it means by the text is reading comprehension. The goal of reading is comprehension. So, they cannot be separated. To be successful at reading comprehension, students need to actively process what they read.² It means reading comprehension is essential for learners if they want to grasp the meaning of the text and understand the content efficiently and practice with technique for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading.

Moreover, in senior high school are taught the English language as a mandatory subject, which included listening, speaking, reading and writing. Reading is very important skill in relation to genre base approach, the students should be master some of texts, such as descriptive, narrative, procedure, news item, recount and anecdote. The researcher only focus of the narrative text with have kinds, generic structure, and language features. that expected the tenth grade of SMA Negeri 6 Padangsidempuan able to comprehend the English text.

Based on the interviewed with English teacher from SMA Negeri 6 Padangsidempuan, Mrs. Nursalam Siregar some problems in reading are caused

² Judy Willis, M.D., *Teaching the brain to read Strategies for improving fluency, Vocabulary and comprehension*, (USA : ASCD, 2008) p.127.

by some factors. First, students have lack in vocabularies.³ As a result the students had difficulty to identify the main idea, the students could not identify the detail information, could not identify the generic structure, could not identify idiom, they also could not make reference and Inference of narrative text.

In reading class, the students still have less confident to read the text in front of their friend, they feel shy if they make mistake in reading a text. Next, the students feel that reading is bored and ineffective activity because they do not know the meaning of many words that appear in narrative text. It made the students become do not enjoy and lazy to reading the text. As a result, their knowledge of new words and ideas is limited. Looking at the problems above teachers must think or use varieties technique to enrich students ability in reading.

In teaching and learning process there are many techniques that teacher can use in teaching reading. The teacher could use the technique to make students easier to understand and comprehend the text. The role of the teacher is very important to find an appropriate technique that can help students active, develop, organize and become aware of their prior knowledge to make prediction about the content of the text. The researcher introduce one technique that teacher can use in teaching reading. That is Herringbone Technique.

³ *Private Interview*, Nursalam Siregar, the English Teacher of SMA Negeri 6 Padangsidempuan, (Padangsidempuan, October 7th, 2022).

Herringbone technique is a useful technique to help students to find out the detail information from a text. According to Bouchard Herringbone technique is a visual illustration of a fish skeleton in which reading the text and write the detail main idea by expressing who, what, how, where, why, and how to question that this technique is particularly well suited for expository text but can also be used with narrative text.⁴ It means Herringbone technique helps the students understand the connection between supporting details to identify a main idea. The herringbone technique is a useful graphic organizer for students to organize information.

Kurniawan and Indrawati in their research, they used herringbone technique to improve students' reading comprehension in narrative text. Herringbone technique made the reading and learning activity more effective.⁵ The students taught using herringbone technique looked more interested and enthusiastic during the learning process. The result indicates there was significant difference between teaching reading using Herringbone technique and the one using conventional technique.

From the explanation above, researcher was interested in conducting experimental research, by which the purpose was to solve students' problem in reading comprehension by title "**The Effect of Herringbone Technique on**

⁴ Bouchard Margaret, *Comprehension Strategies For English Language Learner_30* Research-Based Reading Strategies that Help Students Read, Understand, and Really Learn...Nonfiction Materials(New York: Scholastic Inc, 2005), p. 54

⁵Andi Yusuf Kurniawan And Indrawati, " *The Effectiveness Of Herringbone Technique To Teach Reading Of Narrative Text*", Journal of English Language Teaching: Nov-Dec19', *Journal of Chemical Information and Modeling*, 53.9 (2013), 1689–99 .

Students' Reading Comprehension in Narrative Text at Grade X of SMA Negeri 6 Padangsidempuan".

B. Identification of the Problem

Based on the background of the problem above, there are some problems in reading comprehension at Grade X of SMA Negeri 6 Padangsidempuan are :

- 1) The students lack in vocabulary so make the students could not comprehend narrative text to identify the main idea, to find the detail information, identify the generic structure, identify idiom and make reference and inference.
- 2) The students have less confident to read the text because they feel shy if make a mistake.
- 3) The students are lazy to read.

C. Limitation of the problem

Based on the identification of the problem above, there are many problems in this research. The researcher needs to limit the problems to investigate that is the technique. It is about the teacher technique in teaching reading comprehension. There are some techniques in reading but researcher only focus on herringbone technique on the tenth grade students' reading comprehension in narrative text at SMA Negeri 6 Padangsidempuan.

D. Formulation of the problem

The following questions serve as a formulation of the problems in this research, depending on the identification and focus of the problem mentioned above:

1. How is students' reading comprehension in narrative text before learning using Herringbone Technique at grade X of SMA Negeri 6 Padangsidempuan?
2. How Is students' reading comprehension in narrative text after learning using Herringbone Technique at grade X of SMA Negeri 6 Padangsidempuan?
3. Is there any significant effect of Herringbone Technique on students' reading comprehension in narrative text at grade X of SMA Negeri 6 Padangsidempuan?

E. The Objectives of the Research

From the formulation above, the researcher determines objectives of the research as follows:

1. To know how is students' reading comprehension in narrative text before learning using Herringbone Technique at grade X of SMA Negeri 6 Padangsidempuan.
2. To know how is students' reading comprehension in narrative text after learning using Herringbone Technique at grade X of SMA Negeri 6 Padangsidempuan.

3. To know whether There is or there is not any significant effect of learning using Herringbone Technique on students' reading comprehension in narrative text at grade X of SMA Negeri 6 Padangsidempuan.

F. The Significances of Research

The significances of the research are expected to be useful and valuable as follow:

1. Headmaster, the research is expected can be useful as positive input to advance the school. Then, to inform the effect of Herringbone technique in narrative text.
2. English teachers, the research can be made as reference to encourage and to streamline learning innovation to teaching especially in reading comprehension in narrative text.
3. Students, to make the students easier to understand the text and more active in reading activity especially in narrative text.
4. Researchers, it can be used as addition reference for some problems especially research in reading comprehension.

G. Definition of Variables

In order to avoid misunderstanding in carrying out the research, the researcher used two variables they are:

1. Herringbone Technique

Herringbone technique is a graphic organizer supports text comprehension by offering a framework for graphically organizing

who, what, when, why, where, and how questions in connection to the main idea.

2. Reading comprehension

Reading comprehension is the ability to understand the text and understand the meaning. So, the researcher combines the reading comprehension skill with indicators of narrative text, here are the indicators of reading comprehension on narrative text:

- a. Students are able to identify the main idea of narrative text.
- b. Students are able find out the detail information of narrative text.
- c. Students are able to identify the generic structure of narrative text
- d. Students are able to identify the expression or idiom of narrative text.
- e. Students are able to make reference of narrative text.
- f. Students are able to make inference of narrative te

CHAPTER II

LITERATURE RIVIEW

A. Theoretical Descriptions

1. Reading Comprehension Narrative Text

a. Definition of Reading

Reading is an activity in which readers respond to and make sense of a text being read connected to their prior knowledge. The activity is done by the readers as they want to get information and knowledge from the text. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding meaning of words, sentences, and even a text.

Reading is one of the most important academic skills needed by students as a source of knowledge and enjoyment. According to Harmer reading is an incredible occupation.¹ It means the students get some informations from the text given to change from an unknown thing to the known one. This activity is done by the students as they want to get the information and knowledge from the text meanwhile the students have their own background knowledge. Automatically their knowledge will connected with a new knowledge from what they are reading.

¹Jeremy Harmer, *How To Teach English*, (New York: Long Man Group UK Limited, 1998), p. 68.

Reading is a process of understanding, if students can read sentences from a text, but don't understand what they are reading, they are not really reading. Reading is one of English skills that should be mastered by the students in learning English². So, basically reading is an important goal that students must master in order to succeed in school. As professional careers, teachers continue to help students improve reading levels in their classrooms. Reading is a process of interaction between the reader and the text.

Reading is one of the important skills that should be paid attention to learn the process. According to Grellet Reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it.³ So, that is why from the very beginning the students should be taught to use what they know to understand the unfamiliar elements. Whether these are ideas or simple words.

From the statements above, it can be concluded that reading is an exercise dominated by eyes and brain to get message that is conveyed by the writer in written symbols. The readers get some information from the text and conduct it with their own knowledge. The brain will process what is read so that it produces useful knowledge. So, reading can add useful knowledge because every word that is read to construct meaning to

² Eka Sustris Harida, 'Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan)', *Al-Ta Lim Journal*, 21.3 (2014), pp. 183–88, doi:10.15548/jt.v21i3.102.

³ Françoise Grellet, *Developing Reading Skills A Practical Guide to Reading Comprehension* (Cambridge University Press, 2007).

comprehend. By reading the reader get more knowledge. It means that reading is important to be learned.

b. Definition of Reading Comprehension

One of the goal reading is reading comprehension. Comprehend is the ability of understanding a text. Reading comprehension involves more than reader responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text.⁴ So, reading comprehension is understanding a text by relating it to the existing knowledge background of the reader.

Another definition from Woolley reading comprehension is a very complex cognitive activity. Comprehenders are not viewed as merely passive recipients of information but as active constructors of meaning.⁵ It means reading comprehension is the act of understanding of a text. The reader get information or knowledge of the text after they read. It is an intentional, active, interactive process that occurs before, during and after a reader reads a particular of text.

Reading comprehension is a process in which the reader has to decide linguistic symbol and reconstruct them up to a meaningful whole as intended by the writer. Meanwhile, Westwood claimed that in reading

⁴ Klingner Janette, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension To Students With Learning Difficulties*, (New York: The Guilford Press ,2007), p. 8.

⁵ Gary Woolley, *Reading Comprehension: Assisting Children With Learning Difficulties*, (Australia: Griffith University, 2011), p.15.

comprehension process, a reader construct meaning to form a deeper understanding of concepts, facts, ideas and information presented in the text.⁶ It means the reader tries to interpret, infer, summarize and explain the content of a text to get deep understanding. Beside it, reading comprehension is also considered as the mental process. This process related to how the reader use brain to comprehend the reading text.

Furthermore, reading comprehension is defined as a complex process which requires the orchestration of many different cognitive skills and abilities. Rachmajanti argues that understanding learning and being the main concern or focus of reading, both in teaching and individual contexts.⁷ It involves lower level basic processes such as decoding to higher level skills involving syntax, semantics and discourse or even integrating ideas from text. This is not a simple process as readers construct or extract new knowledge in their minds.

Based on definition above, it can be concluded that reading comprehension is an interactive process as a transaction between the reader and the author through the text. Moreover, comprehension is not something that happens after reading. It is the thinking done before, during and after reading.

⁶ Peter Westood W., *What Teachers Need To Know, Reading And Writing Difficulties*, (Australia : ACER Press, 2008), p. 31.

⁷ Sri Rachmajanti, "Literature Circle And Critical Reading Across EYL Learning Strategies International Seminar On Language Education And Culture " Vol 2020, p 272-288

c. Purpose of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read. According to William and Stoller, there are some purposes of reading, they are:

- 1) Reading to search for simple information
- 2) Reading to skim quickly
- 3) Reading to learn from text
- 4) Reading to integrate information
- 5) Reading to write and reading to critique texts
- 6) Reading for general Comprehension.⁸

According to Theriana, Sari and Pratiwi on their research the purpose of reading is to make the invisible layer, the underlying meaning, visible and clear.⁹ It means the reader get new information from the text, the unknown meaning become known. Finding the meaning is not clear so that reader seeks more information that clarifies the meaning of what the readers read.

From the explanation above, the researcher made a conclusion that the purpose of reading is to search information and connect the ideas to brain become knowledge. it means the reader get information from the

⁸ Grabe William and Fredericka L. Stoller, *Teaching and Researching Reading*, (Britain: Pearson Education, 2002), p. 5

⁹ Ana Theriana, Dewi Kartika Sari, and Etty Pratiwi, "Effective Reading Strategies For Reading Skill", *Journal of English Education Study Programme*,4.1 (2021),44–51.

unknown become known. beside that, the reader has abilities to select and critique text.

d. Definition of Narrative Text

Narrative text is one text type of teaching for the tenth grade in Senior High School. The students should recognize the relevance to find the moral value of the story in a narrative text. Narrative texts are stories involving a sequence of related events.¹⁰ So, there are various kinds of relationship between events in a narrative. The most obvious kind is where one events causes another. Such as casual connections link one event with another and function partly to give unity to the narrative, and partly to enable the narrative to draw moral conclusions about the consequences of actions. In simplest narrative text, there is a single series of events with causal connections between them.

Narrative text is kind of text that exactly to tell the activities or events in the past, that show problematic experience and resolution means to amuse often times meant to give moral lesson to the readers. According to Latifa and Manan Narrative text is meaningful series and events written in words.¹¹ So, it can be imagination story or based on a real incident. The story begins from setting the place, time and character until the moral lesson. The story aimed make the reader understand the meaning of the

¹⁰ Martin Montgomery, Alan Durant, Tom Furniss “*Ways of reading*” (USA: Routledge Taylor & Francis Group,1992), p.251

¹¹ Nurul Latifa and Abdul Manan, “*Teaching Narrative Text By Using PQRST Technique*”, English Educational Jurnal,(EEJ) 9(2), April 2018, 243-260

story. The purpose of narrative text is to amuse, entertain, and to deal with actual or vicarious experience in different ways.

Another definition from Purba a narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc.¹² It means a narrative is a story that is created in a constructive format (written, spoken, poetry, etc.) that happened in the past. Narrative text tells a story using spoken or written language. It can be communicated using radio, television, books, newspapers, and computer files. So, narratives are also usually told by a story teller use body gestures to entertain the audience.

From the definition above, it is concluded that narrative text is a story about something that happened in the past. The text tells events and resolution to amuse often times meant to give moral message to the readers. The story has a purpose to amuse, entertain the readers. Narrative text can be use in spoken and written language.

e. The Kinds of Narrative Text

According to Arisman and Haryanti, there are several kinds of narrative text, such as fairy tales, mystery, science fiction, romance, fable,

¹² Rodearta Purba, 'Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique', *Advances in Language and Literary Studies*, 9.1 January (2018), 27 .

myth, or legend.¹³ There are some examples of the different kind of narrative showing typical features:

1) Fairy tale

A fairy tale usually includes mythological characters such as fairies, giants, and magic, such as Cinderella or Tinkerbell

2) Mystery

The mystery is a story about something difficult to grasp or analyze, with just descriptions of crimes and strange events at the end. Such as Bikun Mystery

3) Science Fiction

Science fiction is a genre of literature that focuses on technical advancements that benefit society. Scientific development and technology, will be innovative in the future, such as A Journey to the Center of the Earth.

4) Romance

The Romance narrative typically tells of two lovers overcome difficulties to end up together.¹⁴ Such as Romeo and Juliet or Cleopatra dan Mark Antony.

¹³ Rizal Arisman and Irda Sriyanti Haryanti, 'Using Small Group Discussion To Improve Students' Reading Achievement on Narrative Text', *English Community Journal*, 3.1 (2019), 325.

¹⁴ Rayendriani Fahmei Lubis, 'Narrative Text', *English Education : English Journal for Teaching and Learning*, 5.2 (2017), p. 1, doi:10.24952/ee.v5i2.1176.

5) Fable

Fable is short that teaches a moral lesson, usually through the use of animals as a characters who talk and act like people, such as the Story of Deer and Hunter or The King of the Forest

6) Myth

Myth is an old story used to explain natural happenings or a place's or people's prehistory, such as Nyi Roro Kidul or Batu Gantung

7) Legend

Legends are myths about heroes who did something significant to remember in a story, such as The Legend of Tangkuban Perahu or The Toba Lake.

8) Humor

Humor is the tendency of experience to provoke laughter and provide amusement. If someone or something is humorous, they are amusing, especially in a clever or witty way. Such as The Bald Man and the Fly

It can be concluded there are so many kinds of narrative text. Narrative text is which retells the story or previous experiences where complication dominantly places participants into conflicts. Narrative text can be created in spoken and written from.

f. Generic Structure of Narrative Text

The narrative text consists of a generic structure, making it easier for people to understand the story. Sharon states there were four generic structures of narrative text such as orientation, complication, resolution, and re-orientation/coda.¹⁵ they are:

1) Orientation

It tells the setting in time, place, and characters. It indicates that the reader is introduced to the main characters as well as some minor characters.

2) Complication

It tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

It concludes the solution to the complication and gives an ending to the story, either in a happy ending or in a sad ending.

4) Re-orientation/coda.

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the author.

¹⁵ Dalgleish Sharon, *Targeting Text: Narrative, Poetry, Description, Response, Lower Primary*, (Singapore: Green Giant Press, 1999), p. 4.

g. The Example of Narrative Text

Cinderella

Orientation

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear. One day, the two step sister received an invitation to the ball that the king's son

Complication

was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the god mother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball". Magically, the fairy godmother changed a pumpkin into a fine coach and mice

Resolution

into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach. could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the god mother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball". Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

h. Language Features of Narrative Text

According to Knapp and Watkins that the language features of narrative text are: using action verb, temporal conjunctions, using the past tense, using the relational processes and mental processes, using metaphoric verbs, using rhythm and repetition.¹⁶

1) Using action verb.

The action verb is a verb to express the action of the character.¹⁷

For example: they *jumped* down the hole under the ant hill and *escaped* through the other end.

2) Temporal conjunctions.

Conjunctions are used to join or connect one word to another word and one statement to another one with a particular word and one statement to another one with a particular signal.¹⁸ For example: By the time the firefighters arrived, the building had already burnt down.

3) Using the past tense.

Simple past tense is used to described events happened in the past. For example: She *told* him the story, and he *said* that he had an idea.

¹⁶ Knapp Peter and Megan Watkins, *Genre, Text, Grammar*, (New South Wales: University of New South, 2005) p. 221.

¹⁷ Luki Cahya Nugraha, ‘‘ The Analysis Of Language Features On Narrative Text Made By Social Tenth Grader At SMAN 1 Grogol Kediri’.

¹⁸ Ayu Indari -, ‘The Effect of Temporal Conjunction Mastery and Students’ Achievement in Writing Procedure Text of the 2017/2018 Eleventh Year Students of Sma Swasta Persiapan Stabat’, *Jurnal Serunai Bahasa Inggris*, 11.1Februari (2019).

- 4) Using relational processes and mental processes to express the characters feeling in the story. According to Halliday mental process are process of sensing.¹⁹ It means mental process involve the clauses of feeling, thinking and perceiving.

For example: the girl was *happy*, they were *afraid*.

- 5) Using metaphoric verbs.

Metaphoric verbs is an additional definition of an event to give the substituted subject-verb new meaning.

For example: she did not ever trust her; *her words were venomous snakes*.

- 6) Using rhythm and repetition to set up special effects in the story.

For example: This kind of repetition can be figured out as follows:

A. One thing that makes me uncomfortable to live here is the weather.

B. Yeah, the weather

A. It is too cold for me.

It can be concluded that the language features of narrative text is to help the reader to understand the text. The writer usually uses different language techniques to convey the message. Further, the

¹⁹ M.A.K Halliday, *An Introduction to Functional Grammar* (London: Edward Arnold, 2014) p.197.

writers use techniques such as figures of speech, sentence structure, tone, and word choice.

i. The Elements of Narrative Text

Every text has different structural elements to distinguish from other kinds of text. According to Amer There are some elements of narrative text to help to comprehend it plot, characters, setting, point of view, theme.²⁰ they are:

1) Plot

The plot is a chronology of a story that implicates characters in a situation of conflicts. The plot is used to tell a story that has a concatenation of chronological events that are connected.²¹ Atsushi adds that the plot is a story frame that contains a scene.

2) Characters

Character is a figure in the story. According to Avila characters are the people or animals that do the actions in a story.²² So, characters are an essential element in every story since, through character, the reader can know a personality well, and the character seems to come alive.

²⁰ Aly A. Amer, 'The Effect of Story Grammar Instruction on EFL Students' Comprehension of Narrative Text', *Reading in a Foreign Language*, 1992, 711–711 <<http://nflrc.hawaii.edu/RFL/PastIssues/rfl82amer.pdf>>.

²¹ Ashida, A., & Kojiri, T, 'Plot-creation support with plot-construction model for writing novels', *Journal of Information and Telecommunication*. <https://doi.org/10.1080/24751839.2018.1531232>

²² Ramirez-Avila, 'The Effect of Summarizing Narrative Texts to Improve Reading Comprehension', *Journal of Foreign Language Teaching and Learning*, 6.2 (2021), p. PRESS, doi:10.18196/ftl.v6i2.11707.

3) Setting

The setting is an introduction of the main character and description of the time, location and also social context of the story.²³ Setting can be seen in terms of area, space, and state. It can be concluded that the setting is used to describe the background in every scene of the narrative text.

4) Point of view

The point of view is one of the essential elements of a story defining the perspective from which a reader views the narrative story. It means that the point of view is used to allow the reader to interpret the characters and narrative text events.

5) Theme

The theme is often mentioned in a fable at the end, but in most tales, the theme appears in the character's feelings, voice, and actions as they attempt to resolve the challenges that keep them from achieving their objectives. The theme is generally about the characters' feelings and beliefs and can be explicit or implicit²⁴. It means that theme is used to explain the topic of narrative text.

²³ Heike Tappe and Agness Hara, 'Language Specific Narrative Text Structure Elements in Multilingual Children', *Stellenbosch Papers in Linguistics Plus*, 42.0 (2014), p. 297, doi:10.5842/42-0-160.

²⁴ Amer.

2. Herringbone Technique

a. Definition of Herringbone Technique

According to Suriani and Jufri herringbone technique is a structured outlining procedure designed to help students organize important information in a text.²⁵ So, the herringbone is used to help students identify the main idea and the related supporting ideas of a lesson, text or concept. It contains six questions that help students organize the details of the text. the visual pattern of Herringbone creates a framework for students to short the information.

Bouchard Herringbone technique is a visual illustration of a fish skeleton in which students reading the text and then write the main idea on the backbone of the fish picture to establish comprehension of the main idea by expressing who, what, how, where, why, and how to question.²⁶ For establishing supporting elements for a major idea, the Herringbone graphic organizer is used. It can be used to organize information for many types of the material.²⁷ They are :

²⁵ Chyka Suriani and Jufri, " Teaching Reading by using Herringbone Technique at junior high school", *Journal of English Language Teaching*, Vol. A No. 1, September 2013

²⁶ Margaret Bouchard, "*Comprehension Strategies For...*", p. 54.

²⁷ Katherine S. McKnight, *The Teacher's Big Book of Graphic Organizer*. (San Francisco: Jossey-Bass, 2010) p. 50.

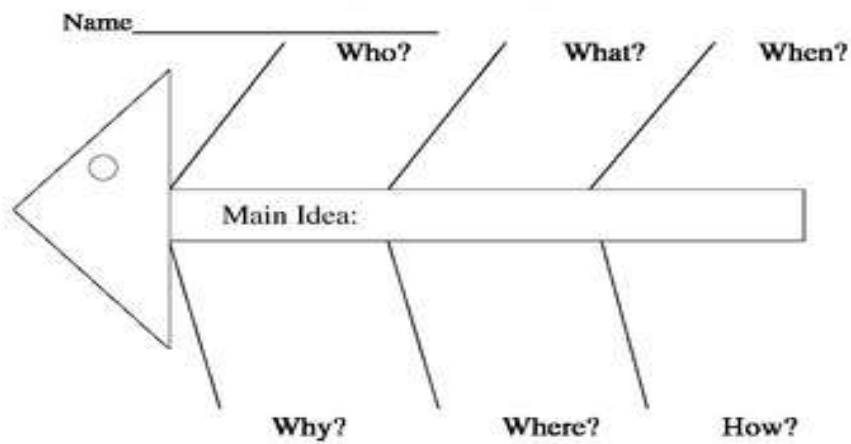


Figure II.2
Herringbone Graphic

1) Who was the character?

“Who” question explains about who the characters in the story.

2) What did they do?

“What” question explains about what the characters do in the story

3) When did they do it?

“When” question explains about the time of story occur.

4) Where did they do it?

“Where” question explains about the place of the story occur.

5) How did they do it?

“How” question explains how something can happen.

6) Why did they do it?

"Why" question explains why something can happen.²⁸

Furthermore, A stated by Thaler on Firda, Rasyidah and Kasyulita research a useful technique for analyzing a single idea of the text is the Herringbone Technique, so named because resembles a fish skeleton.²⁹ So, the 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 question listed in the fish bone 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 design to help students locate the main idea of the selection.

Based on the descriptions above, it can be inferred that the Herringbone technique is to help learners or students to find out the topic by detailing who, what, where, where, how, and why questions of the text by using framework questions in the graphic. This technique is designed to help students recognize the main idea. So, herringbone technique is useful technique.

²⁸ Margaret Bouchard, "*Comprehension Strategies For...*", p. 54.

²⁹ Nurjani Firda, Ummi Rasyidah, and Evi Kasyulita, 'The Effect of Herringbone Technique toward Students Reading Comprehension of Recount Text at the Grade VIII Students of SMPN 4 Rambah Hilir', *Jurnal Ilmiah Mahasiswa Prodi Bahasa Inggris UPP*, 2 (2016), pp. 1–7.

b. The Procedure of Herringbone Technique

The procedure of herringbone technique by Bouchard is:

- 1) Choose a text to read for students and create a small group for the lesson.
- 2) Draw on the whiteboard a herringbone diagram.
- 3) Discuss how to connect the minor bones (details) to the fish's backbone (main idea), which acts as the base. Then explain how they all work together to give the whole body (text) a structure (understanding).
- 4) Explain why students will be asked to search for information that responds. The following questions:

Who was the character?

What did they do?

When did they do it?

Where did they do it?

How did they do it?

Why did they do it?

- 5) Give the students time to recite the whole text.
- 6) Provide them with replicas of the diagram and request them to write the answers to the questions on it. It can be accomplished as a group topic of the entire class.

- 7) Represent students how prominent information around the main idea is organized.
- 8) Students formulate the main idea using the details on the diagram. The picture incorporates the main design.
- 9) The students will complete the diagram on their own after studying the herringbone technique.³⁰

c. The Advantages and Disadvantages of the Herringbone Technique

The advantages of using the herringbone technique can answer and interpret the questions about who, what, where, when, why, and how E.L.L.s (English Language learners) can considerably assist in reading and comprehension of the text.³¹ It was also stated that the Herringbone technique exhibits a complicated relationship to the main idea, which is a difficult topic for E.L.L.s.

On the other hand, According to Rohmah the Herringbone technique has several benefits they are:³²

1. The students will be more active in the class especially in reading. When they do the steps of this technique in reading, they will have activities that make them active in the class.
2. Herringbone technique also make the students enthusiastic in a reading a text, because they just focus on the simple question.
3. Herringbone technique activities can makes the students are easier to find the main idea of the text.

Beside have advantages, the Herringbone Technique also has a limitation. While the disadvantages of Herringbone technique is when

³⁰ Bouchard Margaret, “*Comprehension Strategies For...*”, p. 54.

³¹ Bouchard Margaret, “*Comprehension Strategies For...*”, p. 55.

³² Hidayatur Rohmah, “*The Implementation of Herringbone Technique in Reading Comprehension at Second Semester of Non-English Department*”, A Journal of Culture, English Language, Teaching & Literature 18.1 Juli (2018).

students learn topics with the use of graphic representations. As a result, the lack of a comprehensive guide for those students to use when revising content may have an impact on their performance. Meanwhile, the class noisy because the students being active in discussion with their classmates.

B. Review of Related Findings

This part contains the previous studies from some researchers who have conducted teaching or research. The first research by Asnita in her research to know whether there is significant effect of Herringbone technique on the ability of SMU Bhakti Ibu 1 Palembang³³. The experimental method was used in this research. The population of the research was 40 students. The data collection method was a measure of reading comprehension. It was given before and after the experiment to the participants. The result of the research confirmed that the experimental group students' mean scores of reading comprehension test increased 14,06%. It was higher than the control group students' mean scores that increased 3,42%. It can be concluded that (1) Herringbone technique was used to improve the ability of students to understand reading, and (2) There was a significant difference between the ability of students to understand text that was taught using herringbone technique.

³³ Roma Nur Asnita, 'Using Herringbone Technique to Improve the Reading Comprehension Ability of the Students of SMU Bhakti Ibu 1 Palembang Roma', 7315.3 (2012), 456-65.

The second research is done by Handayani, Tasnim and Santihastuti. This research to find out the effect of applying herringbone technique.³⁴ on her research it was found that Herringbone technique is giving the significant effect of the students' reading comprehension. The result of the research showed that the t-test value was 2.44 (>1.995) with a significant level of 5%. The t-test value (2.44) was higher than the t- table value (1.995). It can be concluded that the Herringbone technique has a significant effect on the students' reading comprehension.

The third is Nurlinda research. The Objectives of the research to find out whether there is significant effect the students' reading comprehension in narrative text by using herringbone technique.³⁵ The result of her research showed that the mean score of pre-test in experimental class is 55.47 and 75.16 for post-test. Meanwhile, the mean score of pre-test in control class is 51.88 and 60.47 for posttest. It can be concluded that the Herringbone technique could significantly improve students' reading comprehension of recount text at eighth grade student of SMPN 17 Bandar Lampung.

In conclusion, based on the previous research above, there are some similarities with this research. The similarities are about the variable, the technique by using herringbone technique. Meanwhile, the differences are about

³⁴ Ratri Handayani, Zakiyah Tasnim, Asih Santihastuti 'The Effect of Using Skimming and Scanning Techniques on the Eleventh Grade Students' Reading Comprehension Achievement at SMAN 1 Pesanggaran, Banyuwangi', 3.7 (2014), 1–5.

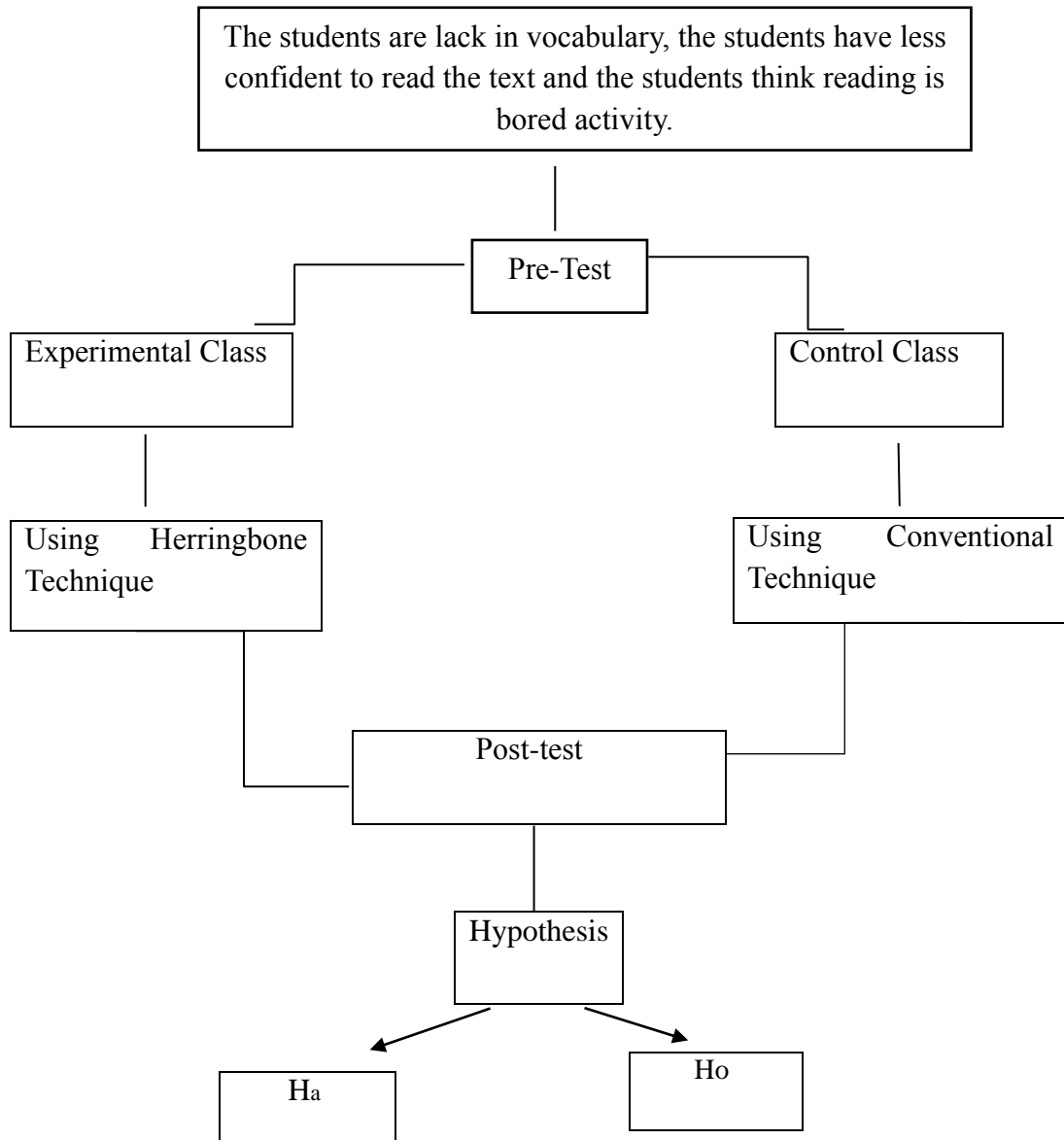
³⁵ Septi Nurlinda, "The Influence of Using Herringbone Technique Toward Students' Reading Comprehension in Recount Text At the First Semester of the Eight Grade at SMPN 17 Bandar Lampung in academic year 2017/2018".

the operational concept, school location and the subject of the research. Then, this research focused on using narrative text.

C. Conceptual Framework

Concept of Herringbone technique is to make students easier to understand the text. And also expected improve students enthusiasm in reading, help students comprehend the information from the text and put them into exciting and fun situation. They establish it easier for students to understand and figure out the text's details and primary concept.

This technique is a beneficial graphic organizer for students to establish details in narrative text. In narrative text, the students will handle the main idea and support it. It can increase comprehension of the primary experimental purpose by using who, what, when, where, why and how the question on a visual diagram. Using W.H. questions students can quickly find the main idea across the backbone of the fish diagram. The conceptual framework that was done is as below:



D. Hypothesis

The researcher formulates the hypothesis of the research stated that:
 Alternative hypothesis (H_a): There is a significant effect of using Herringbone Technique on students reading comprehension in narrative text at Grade X of SMA Negeri 6 Padangsidimpuan.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Research may defined as a study of event, problem, or phenomena using systematic method, in order to understand it better and develop principles and theories about it. The kind of this research is quantitative research with experimental method. The researcher used two classes, experimental class and control class. Both classes conducted with pre-test and post-test. The experimental class was given Herringbone Technique and the control class was given Conventional Technique. It could illustrate in the table below:

Table III.1
Table of design instrument

Class	Pre-Test	Treatment	Post-Test
Experimental class	√	Teaching Reading by using Herringbone Technique	√
Control class	√	Teaching reading by using Conventional Technique	√

B. Place and Time

The location of this research is at SMA Negeri 6 Padangsidimpuan, this school location in jl. Sutan Soripada Mulia, Sadabuan, Padangsidimpuan, North Sumatera. The subject of this research is the X Grade of SMA Negeri 6 Padangsidimpuan. This research started from May 2023 up to finish.

C. Population and Sample

1. Population

According to Priyono, population is the total unit that you want to examine.¹ The research was done in the tenth grade MIA students of SMA Negeri 6 Padangsidempuan. The population of the sample consisted of 5 classes of MIA with 135 students. It could be seen in the following table:

Table III.2
The Population of the tenth Grade SMA Negeri 6
Padangsidempuan

No	Class	Total students
1	MIA-1	27
2	MIA-2	28
3	MIA-3	27
4	MIA-4	27
5	MIA-5	26
	Total	135

2. Sample

Based on the population above, the researcher took two classes of the tenth grade as the sample by using cluster random sampling. According to Gay & Mills, in cluster random sampling, intact groups, not individuals, are randomly selected. A cluster is any site where we find an intact group of population members with similar characteristics.² It implied that the researcher took the entire population as the sample. Then, the sample of

¹ Priyono, *Metode Penelitian Kuantitatif*, ed. by Teddy Candra (Surabaya: Zifatama, 2008), p.104.

² Peter Airasian L.R.Gay, Geoffrey E. Mills, *Educational Research Competencies for Analysis and Applications*, tenth (Boston: Pearson, 2012), p.135.

the research is X MIA 1 as experimental class and X MIA 3 as control class. There were 54 students to be sample that could be showed as follows:

Table III.3
Sample of the research

No	Class	Number of students
1	Experimental class/ MIA 1	27
2	Control class/ MIA 3	27
	Total	54

D. The Instrument of the Research

The instrument test this research was a test. The test conducted in a control and experimental class. They were pre-test and post-test. The pre-test given before any treatments to both classes to measure how far the students' reading comprehension in narrative text. On the other hand, the post-test given after teaching several times. After the experimental class has received treatment, a post-test is used to collect final data on students' reading comprehension.

The researcher give Pre-test and Post-test to the students, the type of the test is multiple choice. The number of each pre-test and post-test consist of 40 questions. This technique can assess the students' reading comprehension at the tenth grade students' of SMA Negeri 6 Padangsidimpuan. For further information about the instruction of texts, the writer showed the blueprint of both tests as follows:

Table III.5
The Blueprint of Pre-Test

No	Question Indicator	Number of items	Item
1	The students are able to identify the main idea	1, 2, 9, 31, 34, 39	6
2	The students are able to find out the detail information	3, 4, 11, 12, 17, 18, 19, 26, 28, 33, 35	11
3	The students are able to identify the generic structure	10, 23, 24, 25, 27, 32, 40	7
4	The students are able to identify expression/ idiom	5, 6, 13, 16, 20, 30, 36, 37	8
5	The students are able to make reference	7, 14, 21, 22, 29, 38	6
6	The students are able to make inference	8, 15	2

Table III.6
The Blueprint of Post-Test

No	Question Indicator	Number of items	Item
1	The students are able to identify the main idea	1, 2, 9, 16, 24, 31, 32, 35	8
2	The students are able to find out the detail information	3, 10, 11, 17, 23, 25, 26, 33, 34, 37	10
3	The students are able to identify the generic structure	12, 20, 22, 38, 40	5
4	The students are able to identify the expression/ idiom	4, 5, 6, 14, 18, 27, 28, 39	8
5	The students are able to make reference	7, 13, 19, 21, 29, 30, 36	7
6	The students are able to make inference	8, 15	2

E. The Validity and Reliability of Instrument

1. Validity

Validity is important in all forms of research and all types of tests and measures and is best thought of in terms of degree. Validation begins with an understanding of the interpretation to be made from the selected tests or instruments. It then requires the collection of sources of evidence to support the desired interpretation. A good test must have a validity.

In order to know the validity of the reading comprehension test, the researcher used construct validity. Construct validity is part of the test as a totality to measure the test by content. There were two valid multiple choice tests that give by the researcher. One question for pre-test and one question for post-test. Another requirement is also important for a researcher is reliability. The result of the research must be reliable.

2. Reliability

A test must be reliable as a measuring instrument. After having tested the validity of the instrument, the next step is to test the reliability. Reliability is a necessary characteristic of any good test. Reliability means the result of the test has similarity. The research instruments say to have a high reliability value, if the test makes to have consistent results in a measure that would be measured. In this case, the expert gives opinion about the instrument, whether the instrument can still need improvement or maybe the instrument is failed to use. The researcher used written tests the type of the test is multiple choice test to the student reading comprehension in narrative text.

F. Procedure of Collecting data

The researcher gave the test and treatment to get the data from the students. It was used to see the effect of the technique was given. Procedures of the research were:

1. Pre-Test

Pre-test is a test that gave before doing the treatment. Before teaching the students by using Herringbone Technique, the researcher gave the test to the students. The test give to know their basic knowledge and collect the data about students reading comprehension. The researcher did some steps for pre-test. The steps could be see below:

- 1) The researcher selected texts for students to read
- 2) Then, the researcher shared the paper of the test and answered sheets to both classes, experimental and control class
- 3) Next, the researcher explained the way to answer the test.
- 4) After that, the students were given time to answer.
- 5) The researcher collected the students' answer.
- 6) The last, the researcher checked the answer sheets and counted the students score.

2. Treatment.

The treatment given after Pre-test. Experimental class and control class was given the same material. The material is narrative text. In this step, the researcher given explanation and instruction of reading and ask them to produce it during the research by using Herringbone technique.

While, the control class using Conventional Technique. The steps of herringbone technique are:

- a. Choose a text to read for students and create a small group for the lesson.
- b. Draw on the whiteboard a herringbone diagram.
- c. Discuss how to connect the minor bones (details) to the fish's backbone (main idea), which acts as the base. Then explain how they all work together to give the whole body (text) a structure (understanding).
- d. Explain why students will be asked to search for information that responds. The following questions:
 - Who was the character?
 - What did they do?
 - When did they do it?
 - Where did they do it?
 - How did they do it?
 - Why did they do it?
- e. Give the students time to recite the whole text.
- f. Provide them with replicas of the diagram and request them to write the answers to the questions on it. It can be accomplished as a group topic of the entire class.

- g. Represent students how prominent information around the main idea is organized.
- h. Students formulate the main idea using the details on the diagram. The picture incorporates the main design.
- i. The students will complete the diagram on their own after studying the herringbone technique.

3. Post-Test

Post-test is given after teaching several times. Post test was given to both of classes. a post-test is used to collect final data to know the improvement of students reading comprehension in narrative text after teaching using Herringbone Technique and without using Herringbone Technique. Post-test is the last test in this research. It means to see whether there is a significant effect or not. In this test, the researcher did a lot of steps. They were:

- 1) First the researcher prepared a test about narrative text
- 2) Second, the researcher gave the paper of the test and answered sheets to both experimental and control class.
- 3) Then, the researcher explained the tips to answer.
- 4) The students answered the question.
- 5) Next, the researcher collected the answer sheets.
- 6) The last, the researcher checked the students answer and counted the score.

G. The Technique of Data Analysis

Data was collected after doing tests. It used independent sample t-test formula through IBM SPSS Version 24 to analyze the data. There were two tests that must be done before analyzing the data. They are normality test and homogeneity test.

1. Requirement Test

a. Normality Test

Normality test is way to know whether the data of the research is normal or not. Test of normality in this research was been conducted by SPSS version 24 The data was calculated by Shapiro Wilk. If the number of samples in the study is less than 100 students, the significances level of test is 5% or 0.05.

b. Homogeneity Test

Homogeneity test was used to see the data from two classes whether the class same or different in variant case. They are control class and experimental class. The researcher used SPSS version 24 to investigate the sampel data. Based on the criteria for testing data homogeneity used SPSS version 24 obtained a value significance based on mean >0.05 .

2. Hypothesis Test

The next procedure of data analysis Process would be to test the Hypothesis. Hypothesis is the provisional research. So, the researcher needs to analyze the data which have been divided into two groups, experimental

class and control class. The data has been analyzed by using t-test formula with SPSS version 24.

CHAPTER IV
THE RESULT OF RESEARCH

This chapter presents the result of the research. It talks about the effect of using Herringbone techniques on students reading comprehension in narrative text. The researcher has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis with using SPSS version 24.

A. Description of Data

1. Data Description of Pre-Test in Experimental Class

The researcher took class X MIA 1 as experimental class. Based on the students' performance in pre-test the researcher has calculated the students' score as the table below:

Table IV.1
The score of Experimental Class in Pre-test

Description	Pre-Test
Total Score	1320
Highest score	70
Lowest score	30
Mean	48.98
Median	50.00
Modus	50
Range	40
Interval	6
Standard deviation	11.95

Total score is the total of points that is got by students, it is 1320 total of score in pre-test experimental class. The researcher also got the highest score,

the highest score is the largest value in the data. The highest score in this experimental pre-test was 70. While the lowest score, the smallest value in a data sequence. For the lowest score was 30. Next, Mean in this data was 48.98. Then, median is the middle of value after all the data is sorted, the researcher got 50.00 of median after calculating using SPSS version 24. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 50. Range is the differences between the minimum and maximum in the data, in this data it was 40. Distance between classes is understanding of interval, it was 6 in this data.

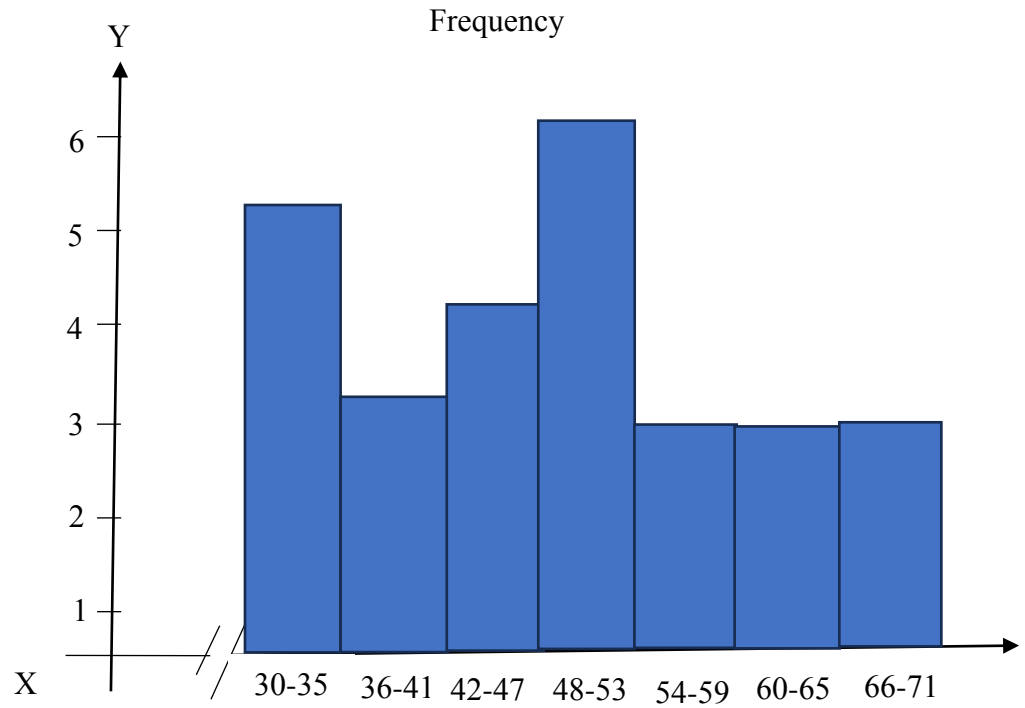
Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 11.95. For frequency distribution of control class in pre-test can be seen in the table below.

Table IV.2
Frequency Distribution of Experimental Class in Pre-test

No	Interval Class	Frequency	Percentages
1	30-35	5	18.51%
2	36-41	3	11.10%
3	42-47	4	14.80%
4	48-53	6	22.20%
5	54-59	3	11.10%
6	60-65	3	11.10%
7	66-71	3	11.10%
	<i>i = 6</i>	27	99.99%

Based on figure below, the frequency of students' score from 30 up to 35 was 5, 36 up to 41 was 3, 42 up to 47 was 4, 48 up to 53 was 6, 54 up to

59 was 3, 60 up to 65 was 3 and 66 up to 71 was 3. The researcher provides the results of the data to see clearly in histogram below:



2. Data Description of Pre-Test in Control Class

In pre-test of control class, the researcher calculated the result that had gotten by the students as table below.

Table IV.3
Score of Control Class in Pre-Test

Description	Pre-Test
Total Score	1335
Highest score	70
Lowest score	30
Mean	49.44
Median	50.00
Modus	50
Range	40
Interval	6
Standard deviation	12.35

Total score is the total of points that is got by students, it is 1380 total of score in pre-test control class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this control pre-test was 70. While the lowest score was 30.

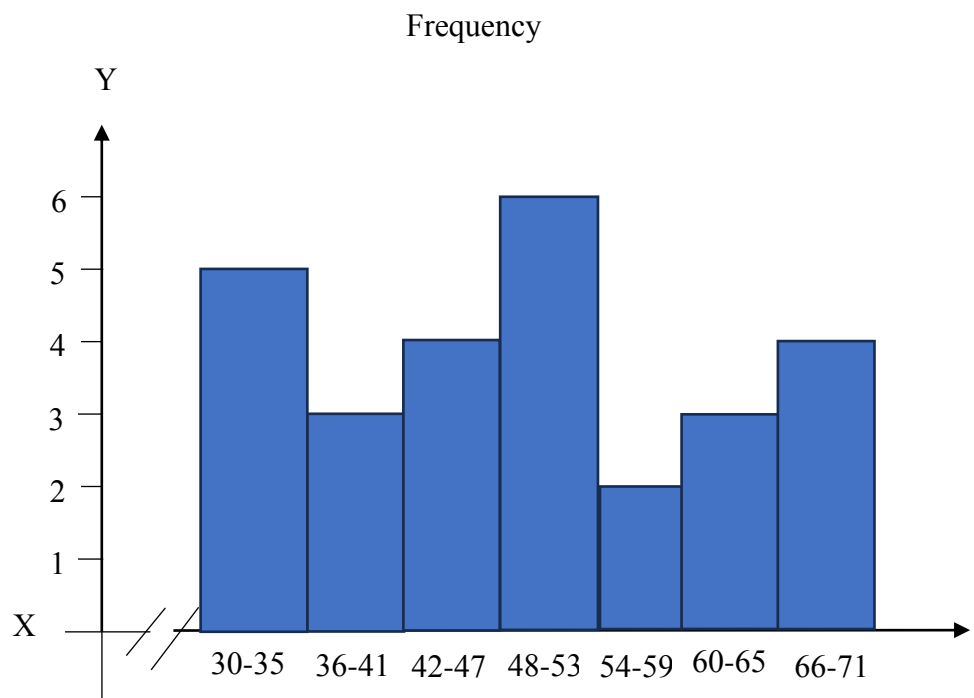
Next, mean can be said to be representative of the data set. Mean in this data was 49.44. Then, median is the middle of value after all the data is sorted, the researcher got 50.00 of median after calculating using SPSS version 24. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 50. Range is the differences between the minimum and maximum in the data, in this data it was 40. Distance between classes is understanding of interval, it was 6 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 12.35. For frequency distribution of control class in pre-test can be seen in the table below.

Table IV.4
Frequency Distribution of Control Class in Pre-test

No	Interval Class	Frequency	Percentages
1	30-35	5	18.51%
2	36-41	3	11.10%
3	42-47	4	14.81%
4	48-53	6	22.20%
5	54-59	2	7.40%
6	60-65	3	11.10%
7	66-71	4	14.81%
	$i = 6$	27	99.98%

Based on the table above the frequency of students' score from 30 up to 35 was 5. 36 up to 41 was 3, 42 up to 47 was 4, 48 up to 53 was 6, 54 up to 59 was 2, 60 up to 65 was 3 and 66 up to 71 was 4. Clear description of the data is presented on histogram bellow



3. Data Description of Post-Test in Experimental Class

The calculation of the result that had been gotten by the students in doing the test after the researcher did the treatment by Herringbone Technique. It can be seen in table IV.

Table IV.5
The score of Experimental Class in Post-test

Description	Post-Test
Total Score	1810
Highest score	80
Lowest score	50
Mean	67.04
Median	65.00
Modus	60
Range	30
Interval	6
Standard deviation	7.628

Total score is the total of points that is got by students, it is 1810 total of score in post-test experimental class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this experimental post-test was about 80. While the lowest score, the smallest value in a data sequence. For the lowest score was 50. Next, mean can be said to be representative of the data set. Mean in this data was up to 67.04. Then, median is the middle of value after all the data is sorted, the researcher got 65.00 of median after calculating using SPSS version 24.

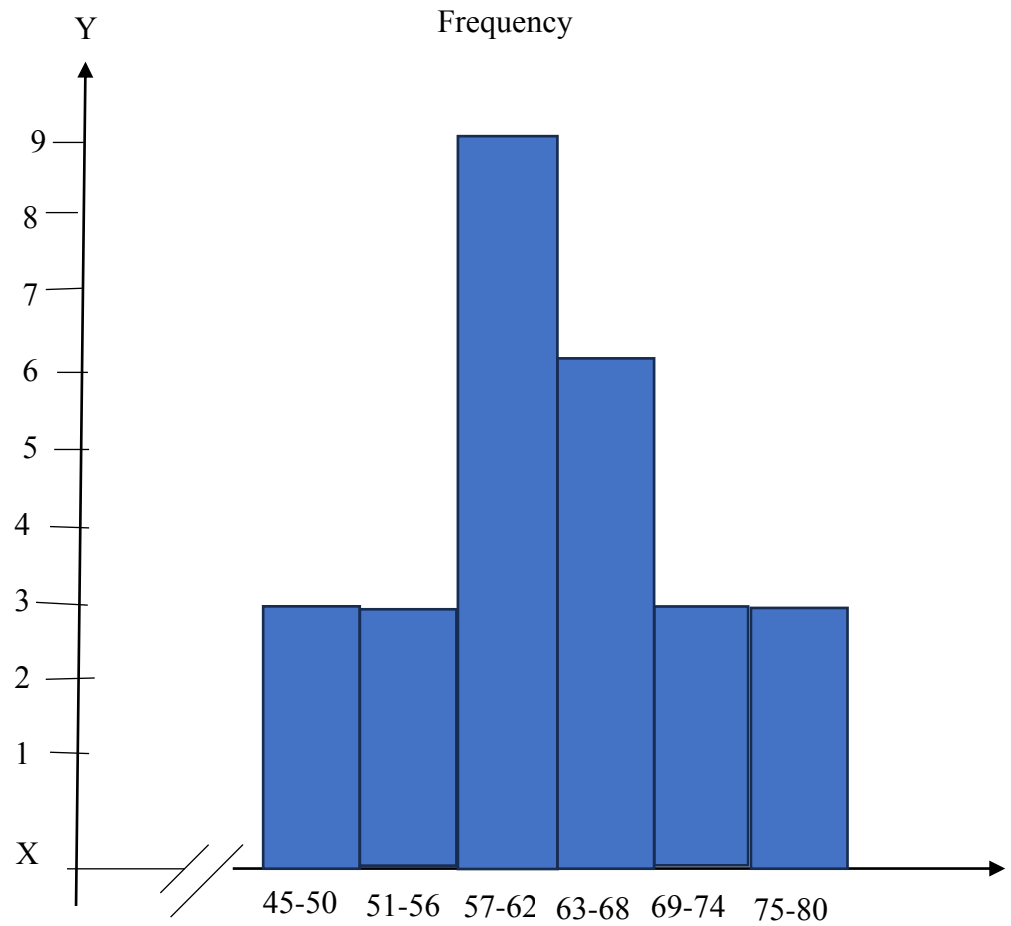
Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 60. Range is the differences between the

minimum and maximum in the data, in this data it was 30. Distance between classes is understanding of interval, it was 6 in this data. Next, standard deviation was 7.628. For frequency distribution of experimental class in post-test can be seen in the table below.

Table IV.6
Frequency Distribution of Experimental Class in Post-test

No	Interval Class	Frequency	Percentages
1	45-50	3	11.11%
2	51-56	3	11.11%
3	57-62	9	33.33%
4	63-68	6	22.22%
5	69-74	3	11.11%
6	75-80	3	11.11%
	<i>i= 6</i>	27	99.99%

Based on table above, students' score from 45 up to 50 was 3, 51 up to 56 was 3, 57 up to 62 was 9, 63 up to 68 was 6, 69 up to 74 was 3, and 75 up to 80 was 3. The researcher provides the results of the data to see clearly in histogram below:



4. Data Description of Post-Test in Control Class

The calculated of result that have gotten from students in control class in practicing the test.

Table IV.7
The score of Control Class in Post-test

Description	Post-Test
Total Score	1560
Highest score	75
Lowest score	40
Mean	57.93
Median	60.00
Modus	50
Range	35
Interval	6
Standard deviation	9.766

Total score is the total of points that is got by students, it is 1560 total of score in post-test control class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this control post-test was about 75. While the lowest score, the smallest value in a data sequence. For the lowest score was under 40. Next, mean can be said to be representative of the data set. Mean in this data was 57.93.

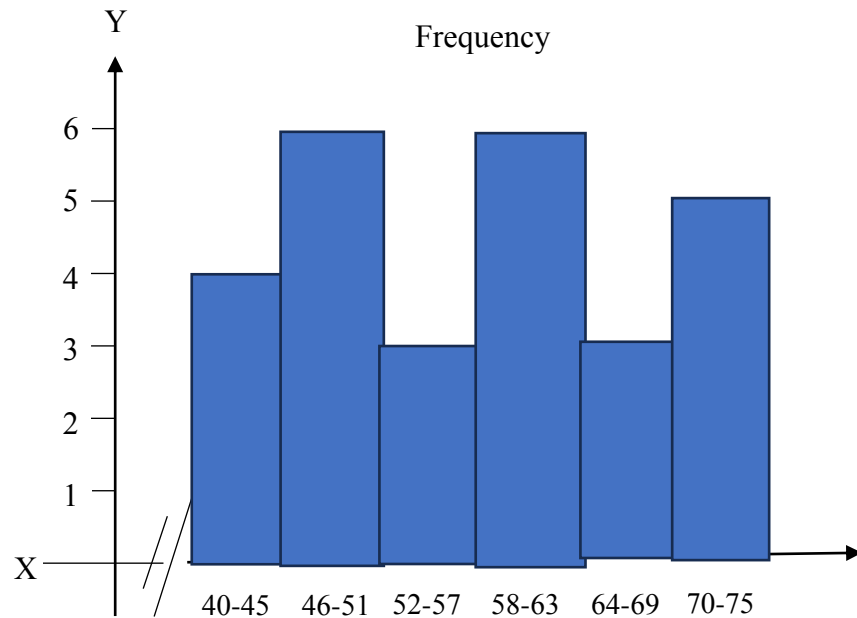
Then, median is the middle of value after all the data is sorted, the researcher got 60.00 of median after calculating using SPSS version 24. Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 50. Range is the differences between the minimum and maximum in the data, in this data it was 35. Distance between classes is understanding of interval, it was 6 in this data. Next, the standard deviation was 9.766. For frequency distribution of experimental class in post-test can be seen in the table below.

Table IV.8
Frequency Distribution of Control Class in Post-test

No	Interval Class	Frequency	Percentages
1	40-45	4	14.81%
2	46-51	6	22.22%
3	52-57	3	11.11%
4	58-63	6	22.22%
5	64-69	3	11.11%
6	70-75	5	18.51%
	<i>i = 6</i>	27	99.98%

Based on table above, the frequency of students' score from 40 up to 45 was 4, 46 up to 51 was 6, 52 up to 57 was 3, 58 up to 63 was 6, 64 up to 69

was 3, and 70 up to 75 was 5. Clear description of the data is presented on histogram below



B. Data Analysis

This part was one of necessary of the study since to examine the researcher's question as to weather that Herringbone Technique works with students' reading comprehension in narrative text in tenth grade of SMA Negeri 6 Padangsidempuan. T-test was used to study result, and all the test carried out in statistical form. The Researcher used SPSS version 24.

1. Requirement Test

Requirement test is the test to find out mean score of the data and also to prove whether the data is normality and homogenous or not.

a. Normality Test

This was the first step of several criteria that must be fulfilled to know whether the data were normally distributed or not from two groups. For conducting the normality Test the Researcher used SPSS version 24 with *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hypothesis that test in normality test as follows:

H_0 : The students are not distributed normally. H_0 is accepted when the Shapiro-wilk < 0.05.

H_a : The students are distributed normally. H_a is accepted when the Shapiro-wilk > 0.05.

Based on the analysis of normality of the pre-test and post test data with *Shapiro Wilk* test using SPSS version 24. For the pre test it was obtained that the experimental class was 0.210 and the control class was 0.211. In other word, $0.210 > 0.05$ in experimental class and $0.211 > 0.05$ in control class.

Table IV.9
Normality in Pre-test

Result	Statistic	Shapiro-Wilk df	Sig.
Experimental class in post test	.950	27	.210
Control class in post test	.950	27	.211

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table IV.10
Normality in Post-test

Result	Statistic	Shapiro-Wilk df	Sig.
Experimental class in post test	.947	27	.185
Control class in post test	.947	27	.184

a. Lilliefors Significance Correction

Meanwhile, the post test result on experimental class was 0.185 and the control class was 0.184. in other word in experimental class $0.185 > 0.05$ in control class $0.184 > 0.05$.

The calculation it was found that Shapiro Wilk > 0.05 . So it can be concluded that pre-test and post test data in experimental class and control class were normally distributed.

b. Homogeneity Test

The Researcher measure the homogeneity test after measuring the normality Test. SPSS version 24 was used as a method in homogeneity test. The researcher Analyzed the homogeneity of the Pre-Test with the significant level of 0.05. The results of Pre-Test homogeneity test of the data can be seen below.

Table IV.11
Homogeneity of Pre-Test
Test of Homogeneity of Variances

Result

Levene Statistic	df1	df2	Sig.
.064	1	52	.801

Based on table 4.11 describes that the Significance of the Pre-test of the homogeneity is 0.801. therefore, it can be concluded that the distribution of the pre-test in experimental class and control class were homogenous because the significant value higher than 0.05, in other word $0.801 > 0.05$.

Table 4.12
Homogeneity of Post-Test
Test of Homogeneity of Variances

Result

Levene Statistic	df1	df2	Sig.
2.789	1	52	.101

Based on table above, describes that the Significance of the post test of the homogeneity is 0.101. It can be concluded the post test scores also present higher than 0.05. with the significant value 0.101. that means $0.101 > 0.05$. As a result, the post test scores was homogenous.

C. Hypothesis Test

The next step the Process of data analysis would be to test the hypothesis through a t-test. The T-test aims to assess weather any significant differences arise the students' reading comprehension score on the post test between the

experimental and control classes after treatment. This test was conducted by SPSS version 24.

In order to measure the data, the formulation uses If $H_a : \mu_1 \neq \mu_2$ means there is significant effect of using herringbone Technique on students' reading comprehension in narrative text at grade X of SMA Negeri 6 Padangsidimpuan.

Based on the calculation in Post-Test by using Independent Sample T-test, it was found that $t_{count} > t_{table}$ or $3.841 > 2.00758$. Based on the test criteria, H_a is accepted. It means that the students' reading comprehension in experimental class using herringbone technique increased. So that is why $H_a : \mu_1 \neq \mu_2$, it can be concluded that "Herringbone Technique" significantly affects on students' reading comprehension in narrative text at grade X of SMA Negeri 6 Padangsidimpuan. The result of T-test is as below

Table IV.13
The result of T-test

Result	
t_{count}	t_{table}
3.841	2.00758

		Levenes Test for Equality of variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% confidence interval of the difference	
									Lower	Upper
Post-Test	Equal variances assumed	2.789	.101	3.841	52	.000	9.259	2.411	4.422	14.097
	Equal variances not assumed			3.841	48.748	.000	9.259	2.411	4.414	14.104

D. Findings

The purpose of this research is to find out the answer of the problem formulation in chapter 1. After doing the research in grade X of SMA Negeri 6 Padangsidimpuan about students' reading comprehension in narrative text. There are some findings that was found by researcher. First, the researcher got herringbone technique significantly affects on students' reading comprehension in narrative text at grade X of SMA Negeri 6 Padangsidimpuan. It can be seen while the hypothesis was tested. Second, how the herringbone technique significantly affects on students' reading comprehension. The researcher gave the test to students at the first. After that, the researcher divided students into experimental and control class. Then giving them the post-test at the last. The researcher found

the total score in experimental class was significantly increased, while the control class was also increased but not significantly. Control class was also increased because they were being taught by teacher strategy.

E. Discussion.

Based on the above description in the previous chapter, the herringbone technique establishes comprehension of the main idea by illustrating who, what, how, where, why, and how to question a visual illustration of a fish skeleton. It means that technique is a technique that develops reading comprehension by answer the formulating questions. Formulating questions is one of the activities after reading. Formulating questions may also be developed to help them organize the idea into logical pieces of information faster.

The researcher provided the similar cases with this research. The first researcher was conducted by Ratri. it was found that Herringbone technique is giving the significant effect of the students' reading comprehension. The result of the research showed that the t-test value was 2.44 (>1.995) with a significant level of 5%. The t-test value (2.44) was higher than the t- table value (1.995). It can be concluded that the Herringbone technique has a significant effect on the students' reading comprehension.

The second was conducted by Roma. The result of the research confirmed that the experimental group students' mean scores of reading comprehension test increased 14,06%. It was higher than the control group students' mean scores that increased 3,42%. It can be concluded that (1) Herringbone technique was used to

improve the ability of students to understand reading, and (2) There was a significant difference between the ability of students to understand text that was taught using herringbone technique.

Based on two researches above, this research has similarity with them. The result of the previous studies in this review has strongly confirmed what the above mentioned. Hence, the result of this research presents that herringbone technique effects on students' reading comprehension of narrative text since the pre-test mean Score of the experimental class is 48.98 before applying the herringbone technique, besides the post test Mean Score was 67.04. Meanwhile, in control class, the pre-test Score was 49.44 and the post test Mean Score was 57.93. It means students' pre-test scores in experimental class had a lower score than students' pre-test in a control class. Beside that, the students' post-test scores in experimental class had a better scores than in control class ($67.04 > 57.93$).

In conclusion, the result of this research establishes that the herringbone technique moderately effect on students' achievement in students' reading comprehension in narrative text at grade X of SMA Negeri 6 Padangsidimpuan

CHAPTER V

CONCLUSIONS, SUGGESTIONS AND IMPLICATION

A. Conclusions

Based on quantitative research result with experimental method, the researcher took some points as below:

1. Before using Herringbone Technique, students' reading comprehension in narrative text was enough. The mean score of pre-test for the experimental class was 48.98 and the mean score of pre-test for control class was 49.44.
2. After using Herringbone Technique, the mean score of experimental class was higher than before Herringbone Technique. The mean score of post-test for the experimental class was 67.04 and the mean score of post-test for control class was 57.93.
3. The researcher found the result of the research shows that there is significant effect of Herringbone Technique on students' reading comprehension at grade X of SMA Negeri 6 Padangsidimpuan. It is because performing T-test which shows that $t_{count} = 3.841$, significance value (sig) $\alpha = 0.05$ and $dk = n_1 + n_2 - 2 = 27 + 27 - 2 = 52$ with $t_{table} = 2.00758$, $t_{count} > t_{table}$, H_a was accepted. It means that the mean score of students' reading comprehension by using Herringbone Technique is better than teacher's teaching.

It can be concluded that Herringbone Technique significantly affects on students' reading comprehension in narrative text at grade X of SMA Negeri 6 Padangsidimpuan

B. Suggestions

Based on the conclusion above, some suggestion were needed for those Participants closely related to this research. The recommendations are directed to English teacher, to students', To Head master, And to next researchers.

1. To English teachers, especially an English teacher in SMA Negeri 6 Padangsidempuan are hoped to apply Herringbone Technique in teaching Reading Comprehension in narrative text since it has proven effective. Besides, the teacher has to teach the theory of narrative text before apply the herringbone technique in teaching reading comprehension of narrative text.
2. To students, Herringbone Technique hoped as a solution for the students' to make them more comprehend, more concentrated, more engaged While reading a narrative text.
3. To head master, to pay attention to the facilities needed by educators for the sake of progress and increasing the ability to support learning so that learning can improve students' learning outcomes.
4. To next researchers, researcher must begin with clear introduction how to use Herringbone technique, particularly in teaching reading in a classroom. Conduct this technique at other level students. It can be applied to primary school and higher education.

C. Implication

This research came with a findings that There was significant effect of herringbone technique on students' reading comprehension in narrative text at grade X of SMA Negeri 6 Padangsidempuan. Herringbone technique is a technique that develops comprehension by using who, what, when, where, why and how questions to get the important information from the text. Moreover, this research implies that the use herringbone technique is needed on teaching reading.

Considering the conclusions above, it implies that herringbone technique was effective. It can be seen from the progress of the students' Mean scores after given treatment using herringbone technique. It is expected that the teacher recommended to utilize herringbone technique on students' reading comprehension in narrative text. Students' will be more active and enthusiastic on learning reading process when they are taught using herringbone technique. Therefore, use herringbone technique help the students' to identify the main idea, find out the detail information, to find out meaning of certain words, able to make reference and inference.

In summary, use herringbone technique on students' reading comprehension in narrative text was effective. This technique needs to applied continuously in reading class. It is because herringbone technique facilitates the students a fishbone pattern that make the students active in learning process and the students required to find the important information while reading a text and answer the question easily.

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Appendix 1

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 6 Padangsidimpuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X MIA/2
Materi Pokok : Text Narrative
Alokasi Waktu : 2 x 45 (Pertemuan 1 dan 2)

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan Mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, Kerjasama, toleran damai) santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

A. Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. Indikator

1. Mengidentifikasi ide pokok pada teks
2. Mengidentifikasi informasi detail pada teks
3. Mengidentifikasi makna kata-kata tertentu pada teks

4. Mengidentifikasi referensi pada teks
5. Mengidentifikasi kesimpulan dari teks

D. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi ide pokok narrative text
2. Siswa mampu menemukan informasi detail narrative text
3. Siswa mampu menemukan makna kata-kata tertentu pada narrative text
4. Siswa mampu membuat referensi dari narrative text
5. Siswa mampu membuat kesimpulan dari narrative text

E. Materi Pembelajaran

1. Narrative text merupakan teks yang bersifat imajinatif dan kronologis, yaitu teks yang menceritakan suatu kejadian secara runtut Di jabarkan Dari awal , tengah Dan akhir.
2. Tujuan Dari narrative teks adalah untuk menarik Dan menghibur pembaca.
3. Generic Structure
 - a. Pendahuluan (orientation), dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.
 - b. Conflication, urutan kejadian dari awal mula munculnya konflik hingga puncak konflik.
 - c. Resolution bagaimana tokoh utama menyelesaikan konflik yang ada. Akhir cerita dapat dengan bahagia atau sedih.
 - d. Reorientation bagian akhir cerita Yang merupakan pesan moral Dalam cerita.
4. Unsur kebahasaan
 - a. Menggunakan past tense (lived, wanted, drunk, etc)
 - b. Adverbia penghubung waktu (first, after, finally, etc)
 - c. Adverbia dan frasa preposisional penunjuk waktu (one day, a long time ago, in 1945, etc)
 - d. menggunakan action verb (walked, talked , finished, etc)
 - e. menggunakan spesifik karakter (Cinderella, snow white, Malin kundang, etc)

F. Metode pembelajaran

-Herringbone Technique

G. Media Pembelajaran

1. Media
 - Worksheet atau lembar kerja siswa
 - Buku paket
2. Alat / Bahan
 - Spidol dan Papan tulis

H. Sumber Pembelajaran

1. Buku Yang berkaitan
2. Internet

I. Langkah-Langkah pembelajaran

• Pertemuan Pertama (2 × 45 menit)

Kegiatan pembelajaran	Deskripsi Kegiatan	Alokasi waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none">•Guru memberi salam (Greeting)•Membacakan Doa bersama dipimpin Oleh satu siswa•Guru memeriksa kehadiran siswa•Guru Menjelaskan tujuan pembelajaran kepada siswa	15 menit
Kegiatan Inti	<ul style="list-style-type: none">• Guru memilih sebuah Teks untuk siswa-siswa Dan membuat kelompok kecil untuk Pembelajaran.•Guru menggambar diagram Herringbone di papan tulis.•Guru mendiskusikan bagaimana tulang-tulang kecil (detail) dihubungkan dengan tulang punggung ikan (gagasan utama), yang bertindak sebagai fondasi. Kemudian jelaskan bagaimana mereka semua bekerja sama untuk menyediakan struktur (pemahaman) ke badan lubang (teks).• Guru menjelaskan kepada siswa untuk mencari informasi untuk menanggapi pertanyaan :<ol style="list-style-type: none">7) Who is the text talking about?8) What did they do?9) When did they do it?10) Where did they do it?11) How did they do it?12) Why did they do it?•Guru memberikan waktu kepada siswa untuk membaca teks.	60 menit

	<ul style="list-style-type: none"> • Guru memberikan Salinan diagram dan minta siswa untuk menuliskan jawaban atas pertanyaan di atasnya. itu dapat diselesaikan sebagai topik kelompok dari seluruh kelas •Guru memberi siswa salinan diagram dan minta siswa untuk mengisi bagian kosong dengan jawaban atas pertanyaan. • Guru menunjukkan kepada siswa bagaimana informasi diatur di sekitar ide utama. • Siswa merumuskan gagasan utama, menggunakan informasi pada diagram. Gagasan utama ditulis pada diagram. • Setelah berdiskusi, Siswa diminta untuk mengumpulkan hasil Yang telah Mereka kerjakan. 	
Kegiatan penutup	<ul style="list-style-type: none"> •Guru menyimpulkan mengenai topik dan memberikan siswa menanyakan hal yang belum dipahami • Salam 	15 menit

• Pertemuan Kedua (2 × 45 menit)

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam (Greeting) •Membacakan Doa bersama Yang dipimpin Oleh satu siswa • Guru memeriksa kehadiran siswa • Brain Storming, dengan cara guru mengajukan pertanyaan kepada siswa tentang materi yang telah dipelajari sebelumnya •Guru menjelaskan tujuan pembelajaran kepada siswa 	15 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Guru Menjelaskan tentang Narrative 	60 menit

	<p>text.</p> <ul style="list-style-type: none"> • Guru menggambarkan herringbone diagram Di Papan tulis • Siswa di jelaskan setiap detail yang ada pada gambar herringbone (diagram ikan) yang terdiri dari Who,Why, What, When, Where, How. • Siswa dijelaskan Mereka Akan diminta untuk mencari informasi dengan menjawab pertanyaan-pertanyaan berikut : <ul style="list-style-type: none"> a. Who was the character? 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? • Siswa di berikan waktu untuk membaca teks. • Siswa dijelaskan bagaimana mereka mendapatkan main idea dan informasi dari teks menggunakan informasi diagram. • Setelah mempelajari Teknik Herringbone, Siswa diminta untuk menyelesaikan soal Yang diberikan oleh Guru 	
Kegiatan Penutup	<ul style="list-style-type: none"> • Guru menyimpulkan topik Yang telah dipelajari. • Salam 	15 menit

J. Penilaian

Sub indicator pencapaian Kompetensi	Teknik penilaian	Bentuk Instrument	Instrument Soal
1. Identifying the main idea 2. Find out the detail information 3. Identify the generic structure 4. Identify the expression/idiom 5. Make reference in the text 6. Make Inference in the text	Test Tertulis	Multiple choices test	Multiple choices test (choose the correct answer from options a, b, c and d)

Padangsidempuan, 25 Mei 2023

Mengetahui,
English Teacher

Peneliti

NURSALAM SIREGAR, S.Pd
NIP 19730612 200604 2 014

SITI KHODIJAH HARAHAP
NIM 18 203 00040

Appendix 2

Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 6 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X MIA/2
Materi Pokok : Text Narrative
Alokasi Waktu : 2 x 45

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.

C. Indikator

1. Mengidentifikasi ide pokok pada teks
2. Mengidentifikasi informasi detail pada teks
3. Mengidentifikasi makna kata-kata tertentu pada teks

4. Mengidentifikasi referensi pada teks
5. Mengidentifikasi kesimpulan dari teks

D. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi ide pokok narrative text
2. Siswa mampu menemukan informasi detail narrative text
3. Siswa mampu menemukan makna kata-kata tertentu pada narrative text
4. Siswa mampu membuat referensi dari narrative text
5. Siswa mampu membuat kesimpulan dari narrative text

E. Materi Pembelajaran

1. Narrative text merupakan teks yang bersifat imajinatif dan kronologis, yaitu teks yang menceritakan suatu kejadian secara runtut Di jabarkan Dari awal, tengah Dan akhir.
2. Tujuan Dari narrative teks adalah untuk menarik Dan menghibur pembaca.
3. Generic Structure
 - a. Pendahuluan (orientation), dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.
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 - c. Resolution bagaimana tokoh utama menyelesaikan konflik yang ada. Akhir cerita dapat dengan bahagia atau sedih.
 - d. Reorientation bagian akhir cerita Yang merupakan pesan moral Dalam cerita.
4. Unsur kebahasaan
 - a. Menggunakan past tense (lived, wanted, drunk, etc)
 - b. Adverbia penghubung waktu (first, after, finally, etc)
 - c. Adverbia dan frasa preposisional penunjuk waktu (one day, a long time ago, in 1945, etc)
 - d. menggunakan action verb (walked, talked, finished, etc)
 - e. menggunakan spesifik karakter (Cinderella, snow white, Malin kundang, etc)

F. Metode pembelajaran

- Conventional Technique (Teacher Technique)

G. Media Pembelajaran

1. Media
 - Worksheet atau lembar kerja siswa
 - Buku paket
2. Alat / Bahan
 - Spidol dan Papan tulis

H. Sumber Pembelajaran

1. Buku Yang berkaitan

2. Internet

I. Langkah-Langkah pembelajaran

• Pertemuan Pertama (2 × 45 menit)

Kegiatan pembelajaran	Deskripsi Kegiatan	Alokasi waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none">•Guru memberi salam (Greeting)• Membacakan Doa bersama dipimpin Oleh satu siswa•Guru memeriksa kehadiran siswa•Guru menjelaskan tujuan pembelajaran kepada siswa	15 menit
Kegiatan Inti	<ul style="list-style-type: none">• Guru menjelaskan tentang Narrative Text (Pengertian, Fungsi, Dan Generic structure).• Guru memberikan sebuah cerita rakyat atau fable sebagai Salah satu contoh Dari narrative teks• Siswa diminta untuk mengamati cerita tersebut.• Guru membimbing siswa untuk menganalisa cerita rakyat apa yang tepat untuk gambar tersebut.• Siswa diminta untuk mencari main idea, mengidentifikasi struktur teks narrative Dalam group• Siswa diminta untuk Menjelaskan hasil diskusi Dan pemahamannya• Guru memberikan tanggapan Dari setiap pertanyaan ketika Siswa merasa kesulitan.	60 menit
Kegiatan penutup	<ul style="list-style-type: none">•Guru menyimpulkan mengenai topik• Siswa diberikan kesempatan untuk menanyakan hal Yang belum Di pahami• Salam	15 menit

• **Pertemuan Kedua (2 × 45 menit)**

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam (Greeting) • Membacakan Doa bersama dipimpin Oleh satu siswa • Guru memeriksa kehadiran siswa • Brain Storming, dengan cara guru mengajukan pertanyaan kepada siswa tentang materi yang telah dipelajari sebelumnya • Guru menjelaskan tujuan pembelajaran kepada siswa 	15 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Guru Menjelaskan tentang language features Yang digunakan pada Narrative text. • Guru memberikan teks narrative • Siswa diminta untuk menjawab pertanyaan Dari Guru • Setiap Siswa Menjelaskan hasil diskusi • Guru memberikan tanggapan Dari setiap pertanyaan ketika Siswa merasa kesulitan 	60 menit
Kegiatan Penutup	<ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah siswa Sudah memahami topik. • Guru membuat kesimpulan Dari Pembelajaran. • Salam 	15 menit

J. Penilaian

Sub indicator pencapaian Kompetensi	Teknik penilaian	Bentuk Instrument	Instrument Soal

1. Identifying the main idea 2. Find out the detail information 3. Find out the generic structure 4. Identify the expression/idiom 5. Make reference in the text 6. Make Inference in the text	Test Tertulis	Multiple choices test	Multiple choices test (choose the correct answer from options a, b, c and d)
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Padangsidempuan, 1 Juni 2023

Mengetahui,
English Teacher

Peneliti

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Appendix 3

RESEARCH INSTRUMENTS **Reading Comprehension Test** **PRE-TEST**

Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (a, b, c and d)

Name :

Class :

Time :

Read the text to answer question 1-8!

The Legend of Toba Lake

A long time ago, there lived a young farmer in the northern part of the island of Sumatra. The area is very dry. Syahdan, the young man lived from farming and fishing. One day he was fishing a fish so beautiful. The color is golden yellow. So holding, the fish turned into a lovely princess. The daughter of a woman who was condemned for violating a ban. He will turn into a kind of creature that first touch. Therefore, human touches it, it turns into a princess.

Fascinated by her beauty, the young farmer asked her to be his wife. The proposal is accepted on condition that the young man would not tell its origin from a fish. The terms was agreed by him. After a year, the couple blessed with a boy. He has a bad habit that is never satiated. He ate all the food.

One day the boy was eating all the food from their parents. The young man was very upset saying: "basic offspring of fish!" That statement by itself. Thus unlock the secrets of their promise has been violated.

His wife and son disappeared mysteriously. The land of their former footing springs. The water that flows from the spring growing bigger and bigger. And being a vast lake. The lake is now called Toba Lake.

1. What is the story about?

- a. The legend of Toba Lake
- b. Island Princess
- c. The young Farmer and His wife
- d. The legend of Sumatra Island

2. What did the young man find when he was fishing?
 - a. The Princess
 - b. The Farmer
 - c. The golden Yellow Fish
 - d. The Red Fish

3. The third paragraph describes in detail....
 - a. The boy was very hungry, so he eat all the food
 - b. The young man was very angry
 - c. The young farmer asked her to be his wife
 - d. The promise has been violated by the young man

4. Where is the toba lake now?
 - a. Sumatra
 - b. North Sumatra
 - c. South Sumatra
 - d. West Sumatra

5. Thus unlock the secrets of their promise has been **violated**.
The synonym of the underlined word is...
 - a. Broken
 - b. Used
 - c. Cried
 - d. Made

6. The area is very **dry**.
The Antonym of the underlined word is..
 - a. Fresh
 - b. Wet
 - c. Beautiful
 - d. Angry

7. **His** wife and son disappeared mysteriously (in the last paragraph)

The Underlined word refers to ...

- a. Farmer
- b. Farmer's wife
- c. Son
- d. Young Man

8. What is the moral Value can we learn from the story?

- a. Do not break a promise
- b. We should not hate someone
- c. be filial to both parents
- d. We do not lazy to do something

Read the text to answer question 9-13!

A long time ago in the sea of East Java there were two strong animals. They were Sura (the Javanese of a shark) and Baya (the Javanese of a crocodile). They were actually friends. However, when they were hungry, they were very greedy. They did not want to share their food. They would fight just because of scrambling for prey. Both of them were strong, skillful, clever, ferocious, and gluttonous. They had fought many times and never stop fighting until one of them gave up.

Once upon a time it was a very hot day. Sura and Baya were looking for some food. Suddenly on the way Baya saw a goat. He was very happy. "Yummy, this is my lunch," said Baya. "No way! This is my midday meal. You are greedy! I had not eaten for two days!" said Sura in high tempered. Then they fought again for a goat. After fighting several hours, they were very tired. Feeling tired of fighting Sura had a plan to stop their bad behavior. "I'm tired of fighting, Baya," said Sura. "Me too. So what should we do to stop fighting? Do you have any idea?" asked Baya.

"Yes, I do. Let's share our territory. I live in the water, so I look for food in the water. And you live on the land, right? So, you look for the food also on the land. The border is the sandy shore, so we will never meet again. Do you agree of my idea?" asked Sura. "Hmm... let me think about it. OK, I agree. From today, I will never go to the sea again. My place is on the land, and you will never go to the land. Your place is in the water." said Baya. "Okay, I agree." Replied Sura. Then they both lived in the different places. Sura dwelled in the sea and Baya dwelled on the land. They wished they would never meet again.

However, one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. When Baya looked at him, he was very angry because he thought that Sura broke the promise. “Hey, what are you doing here? This is my place. Your place is in the sea!” “But, there is water in the river, right? So, this is also my place!” argued Sura. Then Sura and Baya fought again. They both hit each other. Sura bite Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again.

The place where they were fighting was a mess. There was Blood everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it’s the combination from “Sura” the shark and “Baya” the crocodile. People also put their war as the symbol of Surabaya city.

9. What is the best Title for this text?
 - a. The legend of Surabaya
 - b. Sura and Baya
 - c. The Javanese Animals
 - d. Sura and Crocodile
10. The first paragraph is called?
 - a. Orientation
 - b. Complication
 - c. Event
 - d. Resolution
11. What was the border agreed by both Sura and Baya?
 - a. The water
 - b. The beach
 - c. The land
 - d. The jungle
12. Why did people name the place Surabaya?
 - a. To commemorate the big fight between the shark and the crocodile
 - b. To invite people to see the big fight between Sura and Baya
 - c. To let people know the fight made Sura badly wounded

- d. To be brave facing all the dangers
13. After fighting several hours, they were very **tired**.
The synonym of the underlined word is...
- a. exhausted
 - b. Spirit
 - c. Enjoy
 - d. Sad
14. They did not want to share **their** food. (In the first paragraph)
The Underlined word refers to...
- a. Sura and Baya
 - b. a Crocodile
 - c. a shark
 - d. People
15. After reading the text above, we know that....
- a. Sura broke the promise
 - b. Sura kept the promise
 - c. Sura lived in the jungle
 - d. Sura and Baya lived together
16. They both **hit** each other. Sura bite Baya's tail. The Underlined word closing meaning with..
- a. Smack
 - b. Sleep
 - c. Live
 - d. Take
17. What is the moral message from the text?
- a. Sura and Baya have an agreement
 - b. Dolphins as a symbol of Surabaya City
 - c. To be nice with other animals

d. Don't broke a promise

Read the text to answer question 18-25!

Tangkuban Perahu

Long time ago, in West Java , there lived a beautiful woman named Dayang Sumbi. One day, she was quilting. Suddenly, her quilt fell off from her house. She prayed to Gods, "If a man picks up my quilt, he will be my husband. If a woman, she will be my sister".

Then, a male dog picks it up. For keeping her words, she married the dog and called him Tumang. She gave birth to a baby, named him Sangkuriang, but never told him who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang Sumbi knew that, she hit Sangkuriang's head with a big spoon and asked him to go away.

Many years later, Sangkuriang found a house in the forest and a beautiful woman was inside. The woman, Dayang Sumbi, recognized him as Sangkuriang. He fell in love with her without knowing that she was his mother. He forced her to marry him. Dayang Sumbi could not accept it because they were mother and son.

She asked him an impossible requirement to marry her. He must build a big boat within a night and shall be finished by dawn. Sangkuriang agreed and built it with the help of spirits.

When he was almost finished, Dayang Sumbi asked women nearby to hit the grains as a fake sign that dawn is coming. The spirits run away and Sangkuriang failed to finish the boat. He was very angry and kicked away the boat upside down and it turned into a mountain called Tangkuban Perahu.

18. What is the story tell about?

- a. West Java's Tales
- b. Tumang a dog Husband
- c. The legend of Tangkuban Perahu
- d. Dayang Sumbi's rejection to marry

19. Where is the legend it is from?

- a. East Java

- b. West Java
- c. Central Java
- d. North Java

20. He **forced** her to marry him

The synonym of the underlined word is...

- a. Obligated
- b. Allowed
- c. Blamed
- d. Called

21. She asked him an impossible requirement to marry **her**. (In the fifth paragraph)

The Underlined word refers to ...

- a. Dayang Sumbi
- b. Sangkuriang
- c. a male dog
- d. Tumang

22. Sangkuriang agreed and built **it** with the help of spirits.(In the fifth paragraph)

The Underlined word refers to...

- a. Many Houses
- b. a Hospital
- c. a big boat
- d. a temple

23. What can we learn from the story above?

- a. Just do what we have planned
- b. People must keep their words all the time
- c. Do not make a promise to easily
- d. We should not hate our descendants

24. What kind of this text is it?
- a. Narrative Text
 - b. Descriptive Text
 - c. Explanation Text
 - d. Procedure Text
25. In the text, what tense is used by the writer?
- a. Simple Present tense
 - b. Simple Past Tense
 - c. Simple continuous tense
 - d. Simple Perfect Tense

Read the text to answer question 26-33!

The Wolf And The Lamb

In the morning A lamb was grazing with a flock of sheep. She soon found some sweet grass in the yard . Farther and farther she went, away from the others.

She was enjoying herself so much that she did not notice a wolf coming nearer to her. However, when it pounced on her, she was quick to start pleading, “Please, please don’t eat me yet. My stomach is full of grass. If you wait a while, I will taste much better.” The wolf thought that was a good idea, so he sat down and waited.

After a while, the lamb said, “If you allow me to dance, the grass in my stomach will be digested faster.” Again the wolf agreed. While the lamb was dancing, she had a new idea. She said, “Please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster.

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb’s life.

26. Where is the story occur?
- a. In the mountain
 - b. In the village

- c. In the yard
- c. On the street

27. The first paragraph is called...

- a. Resolution
- b. Events
- c. Complication
- d. Orientation

28. What's the story about?

- a. The deer and a wolf
- b. Friendship between the wolf and lamb
- c. The wolf and the lamb
- d. a fight occurs between two animals

29. She soon found some sweet grass in the yard (in the first paragraph)

The Underlined word refers to...

- a. The girl
- b. The mother
- c. The lamb
- d. The wolf

30. The wolf took the bell and rang it as hard as he could. (In the last paragraph)

The underlined of the word is closest meaning ...

- a. Slow
- b. Big
- c. Loud
- d. Tall

31. Who is the main character from the story?

- a. a flock of sheep
- b. The shepherd

- c. The barking dog
 - d. The lamb
32. How was the end of the story?
- a. The barking dog saved the lamb's life
 - b. The lamb ran into the forest
 - c. The shepherd helped the lamb
 - d. The wolf made the lamb as his dinner
33. When the lamb away from others?
- a. In the afternoon
 - b. In the morning
 - c. In the evening
 - d. At midnight

Read the text to answer question 34-40!

The Boy Who Cried Wolf

There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. It was lonely for him watching the sheep all day. No one was near, except for three farmers he could sometimes see working in the fields in the valley below.

One day the boy thought of a plan that would help him get a little company and have some fun. He ran down toward the valley crying, "Wolf! Wolf!" The men ran to meet him, and after they found out there was no wolf after all, one man remained to talk with the boy awhile.

The boy enjoyed the company so much that a few days later he tried the same prank again, and again the men ran to help him. A few days later, a real wolf came from the forest and began to steal the sheep. The startled boy ran toward the valley, and more loudly than ever he cried, "Wolf! Wolf!" But the men, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep.

34. What is the story about?

- a. The boy who cried wolf
- b. The boy and his pet
- c. The funny story about wolf
- d. The honest boy and his friends

35. Where is the story happened?

- a. In the beach
- b. In the market
- c. In the dark forest
- d. In the river

36. There was once a young shepherd boy who tended his sheep...

The Antonym of the underlined word is...

- a. Old
- b. Fat
- c. Smile
- d. Slim

37. The boy enjoyed the company so much that a few days later he tried the same prank again..

The synonym of the underlined word is...

- a. Loved
- b. Hated
- c. Cooked
- d. Maked

38. It was lonely for him watching the sheep all day.(In the first paragraph)

The Underlined word refers to..

- a. Three Farmers
- b. Wolf
- c. The boy

d. The sheep

39. What is the main idea in the second paragraph?

a. The boy make a plan to have some fun

b. Three Farmers help him

c. The shepherd boy feel lonely

d. The boy enjoyed with his prank

40. What is the moral lesson from the text above?

a. Tell the truth so that people will believe you

b. Never do something useless with your friends

c. Don't spend your time for playing

d. Don't angry to your child

Appendix 4

RESEARCH INSTRUMENT Reading Comprehension Test POST-TEST

Read the text carefully then answer the questions by giving a cross mark (X) on the correct options (a, b, c and d)

Name :

Class

Time :

Read the Text to answer question 1-8!

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman.

For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

1. What is the story about?
 - a. A family who really miss their son
 - b. A lawless son and his mother
 - c. A son who miss his mother
 - d. A kind man who love their parents

2. Who is the main character in this story?
 - a. Malin kundang
 - b. Old woman
 - c. Mother
 - d. His wife

3. Where was the story happened?
 - a. Sumatra
 - b. North Sumatra
 - c. Jakarta
 - d. West Sumatra

4. The sentence “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” The Antonym of the Underlined word is...
 - a. Wet
 - b. Rough

- c. Clean
 - d. Hungry
5. Many years later, Malin Kundang became wealthy
The synonym of the underlined word is...
- a. Rich
 - b. Poor
 - c. Diligent
 - d. Generous
6. An old woman ran to the beach to meet the new rich merchant
The Antonym of the underlined word is ...
- a. Stingy
 - b. Angry
 - c. Poor
 - d. Greedy
7. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize.
This sentence refers to...
- a. Malin kundang
 - b. Malin kundang's Wife
 - c. Malin Kundang's Father
 - d. Merchant
8. What do we learn from the text?
- a. We need to be a kind wife and husband
 - b. We need to love and against our parents
 - c. We need to obey and be greedy people
 - d. We need to love and obey our parents

Read this text to answer question 9-15 !

Snow White

Once upon a time, there lived a little girl named “Putri Salju”. She lived with her aunt and uncle because her parents were dead. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then, Snow White woke up. She saw the dwarfs. The dwarfs said, “What is your name?” Snow White said, “My name is Snow White”. The dwarfs said, “If you wish, you may live here with us”. Snow White said, “Oh, could I? Thank you”. Then, Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

9. What is the story about?

- a. Snow White
- b. Sleeping Beauty
- c. The princess
- d. The seven dwarfs

10. When did snow white ran away to the woods?

- a. At midnight
- b. At Middy
- c. In the Morning
- d. In the Afternoon

11. According to the text, Before she run away to the woods, Why did snow white live with her uncle and aunt?

- a. Because she love them very much
- b. Because she run away from the monster

c. Because her parents were dead

d. Because she was afraid

12. What tenses is used by the writer in the text?

a. Simple past tense

b. Simple present tense

c. Simple perfect

d. Simple past continues

13. ... in the castle because they **both** wanted to go to America (in the first paragraph)

The Underlined word refers to...

a. Snow white

b. Uncle

c. Uncle and Aunt

d. The dwarfs

14. They went **inside**

The Antonym of the underlined word is...

a. Short

b. Outside

c. Slow

d. Between

15. What can we learn from the text?

a. Bad friends

b. Always helps others

c. It is wonderful to have friends

d. Never Underestimate others

Read the text to answer question 17-23!

The Princess and The Pea

Once upon a time there was a prince who wanted to marry a princess, but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be.

One evening a terrible storm came on, there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it.

It was a princess standing out there in front of the gate. But, good gracious! what a sight the rain and the wind had made her look. The water ran down from her hair and clothes, it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess.

Well, we'll soon find that out, thought the old queen. But she said nothing, went into the bed-room, took all the bedding off the bedstead, and laid a pea on the bottom, then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses. On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!" said she. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!" Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds. Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, for now he knew that he had a real princess, and the pea was put in the museum, where it may still be seen, if no one has stolen it.

16. What is the story about?

- a. Pea and women
- b. The pea and princess
- c. Princess and Women
- d. a women and princess

17. When a terrible storm came?

- a. One evening
- b. At midnight
- c. In the morning
- d. In the afternoon

18. ... but I was lying on something hard

The Antonym the underlined word is...

- a. Angry
- b. Patient
- c. Honest
- d. Disappointed

19. But, good gracious! what a sight the rain and the wind had made her look (in the third paragraph)

The Underlined word refers to...

- a. The pea
- b. The men
- c. The princess
- d. The uncle

20. What can we learn from the story?

- a. Never give up
- b. Don't be lazy
- c. We must be kind
- d. Be a Smart people

21. He travelled all over the world to find one, (in the first paragraph)

The Underlined word refers to...

- a. The pea
- b. The princess
- c. The prince

- d. The Queen
22. The second paragraph is called..
- a. Orientation
 - b. Resolution
 - c. Complication
 - d. Re-orientation
23. What happened when the princess got up in the morning?
- a. She felt happy meeting the prince
 - b. She felt pain on her body
 - c. She felt peace
 - d. She felt fresh and enthusiastic

Read the text to answer question 24-30!

Pinocchio

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

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

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

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

24. Who is Geppeto in that story?
- a. A puppeteer who Made puppet
 - b. The old man who Made craftsman
 - c. Someone who Made beautiful accessories
 - d. A wooden child
25. When the puppeteer finished his work?
- a. At midnight
 - b. In the morning
 - c. In the evening
 - d. In the afternoon
26. Why Pinocchio's nose free longger?
- a. Because he has an allergies
 - b. Because he gas lied
 - c. Because he felt happy
 - d. Because he felt sad
27. One day, Pinocchio felt **bored** and it made him go home late.
The Antonym of the underlined word is...
- a. enthusiastic
 - b. Lazy
 - c. Expensive
 - d. Delicious
28. The next morning, Pinocchio was **kidnaped** by the owner of circus.
The underlined of the word is closest meaning ...
- a. Stole

b. Swam

c. Sang

d. Laughed

29. In the end of the story, they went home together and lived happily ever after.

This sentence refers to ..

a. Owner of circus and Pinocchio

b. Pinocchio and his wife

c. Pinocchio and Geppeto

d. Geppeto and his wife

30. He tried to find Pinocchio everywhere but he found nothing. (In the third paragraph)

The Underlined word refers ...

a. Pinocchio

b. Pinocchio's mother

c. Owner of circus

d. Geppeto

Read the text to answer question 31-40!

Bawang Merah and Bawang Putih

Once upon a time, there lived a beautiful girl with her father, her stepmother, and her stepsister. One day, her father passed away. Her stepmother and stepsister treated her very bad whereas they used to love her before her father died. She had to do all the house work.

On the morning day, Bawang Putih went to the river to wash a lot of clothes. Then she saw a goldfish needed a help. Its mouth was stuck on a hook. Bawang Putih felt sorry and helped the poor goldfish. "Thank you for your kindness", the goldfish said. Bawang Putih was very surprised that the goldfish could speak. However the goldfish helped her to wash the clothes and they became best friend.

Unfortunately, Bawang Merah her stepsister knew about the goldfish. She caught the goldfish and gave it to her mom. After that, they cooked it and ate it. When Bawang Putih knew it, she took the bone and buried it. She felt very sad that she could not take care of her best friend.

Several days later, grew a beautiful tree on the burial. Surprisingly, a Prince came to see it. he needed the tree to make his father well again. When he asked who own the tree, Bawang Merah said that it was hers. However, when she wanted to pull the tree, she could not do it. Even everyone could not do it, but Bawang Putih. Bawang Putih pull the tree easily and gave it to the Prince.

The Prince married Bawang Putih. She forgave her stepmother and stepsister and they lived happily ever after.

31. What is the story about?

- a. Malin Kundang
- b. Bawang Putih & Bawang Merah
- c. Sangkuriang
- d. Tangkuban Perahu

32. Who is Bawang Merah?

- a. Bawang Putih's mother
- b. Bawang Putih's step sister
- c. The old woman
- d. The pumpkin's owner

33. Why is Bawang Putih feels sad in the third paragraph?

- a. Because her father passed away
- b. Because her mother give surprise to her
- c. Because her mother and step sister cooked and ate her best friend
- d. Because the prince married her

34. Where was Bawang Putih meet goldfish for the first time?

- a. At her home
- b. In forest
- c. In river
- d. In village

35. What is the main idea from the second paragraph?

- a. Bawang Putih meet goldfish to help her
- b. The Goldfish ignore her
- c. Bawang Putih angry to goldfish

d. The Goldfish disturbs her work

36. However the goldfish helped her to wash the clothes and **they** became best friend. (In the second paragraph)

The Underlined word refers...

a. Bawang Putih and Bawang Merah

b. Bawang Merah and Mother

c. The Prince and Bawang Putih

d. The Goldfish and Bawang Putih

37. Why the prince needed the tree?

a. Because he needed to make his father well

b. Because he needed to eat the tree

c. Because he wanted marry with Bawang Putih

d. Because he wanted to cook the tree

38. What is the tenses of the text above?

a. Simple present tense

b. Simple past tense

c. Present continues tense

d. Simple future tense

39. Bawang Putih was very **surprised** that the goldfish could speak.

The Synonym of the Underlined word is...

a. Loved

b. Liked

c. Shocked

d. Walked

40. What is the moral lesson from the text?

a. Don't be greedy person and always be kind

b. Don't be stingy person and Rude to the family

c. Don't be arrogant person

d. Don't lie to other people

Appendix 5

Key Words of Pre-Test

1. A	11. C	21. A	31. D
2. C	12. D	22. C	32. A
3. D	13. A	23. C	33. B
4. B	14. A	24. A	34. A
5. A	15. A	25. B	35. C
6. B	16. A	26. C	36. A
7. A	17. D	27. D	37. A
8. A	18. C	28. C	38. C
9. A	19. B	29. C	39. C
10. A	20. A	30. C	40. A

Key Words of Post-Test

1. A	11. C	21. C	31. B
2. A	12. A	22. C	32. B
3. D	13. C	23. B	33. C
4. C	14. B	24. A	34. C
5. A	15. B	25. B	35. A
6. C	16. B	26. B	36. D
7. A	17. A	27. A	37. A
8. D	18. C	28. A	38. B
9. A	19. C	29. C	39. C
10. C	20. C	30. D	40. A

Appendix 6

STUDENTS' ANSWER SHEET OF POST-TEST
For experimental and control class

(80)

Direction : Write your name and class in the answer sheet
Give the cross mark (X) on the correct option (a, b, c, and d)
Read the text carefully before answering questions

Name : *Alia Senorita Srg* *B = 32*
Class : *XMA-1* *S = 8*

Read the Text to answer question 1-8!

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after

so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman.

For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

1. What is the story about?

- a. A family who really miss their son
- b. A lawless son and his mother
- c. A son who miss his mother
- d. A kind man who love their parents

2. Who is the main character in this story?

- a. Malin kundang
- b. Old woman
- c. Mother
- d. His wife

3. Where was the story happened?

- a. Sumatra
- b. North Sumatra
- c. Jakarta

~~4.~~ West Sumatra

4. The sentence "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" The Antonym of the Underlined word is...

- a. Wet
- b. Rough
- ~~c. Clean~~
- d. Hungry

~~5.~~ Many years later, Malin Kundang became wealthy

The synonym of the underlined word is...

- ~~a. Rich~~
- b. Poor
- c. Diligent
- d. Generous

~~6.~~ An old woman ran to the beach to meet the new rich merchant

The Antonym of the underlined word is ...

- a. Stingy
- b. Angry
- ~~c. Poor~~
- d. Greedy

~~7.~~ Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize.

This sentence refers to...

- a. Malin kundang
- ~~b. Malin kundang's Wife~~
- c. Malin Kundang's Father
- d. Merchant

8. What do we learn from the text?

- a. We need to be a kind wife and husband
- b. We need to love and against our parents
- c. We need to obey and be greedy people
- d. We need to love and obey our parents

Read this text to answer question 9-15!

Snow White

Once upon a time, there lived a little girl named "Putri Salju". She lived with her aunt and uncle because her parents were dead. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then, Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White". The dwarfs said, "If you wish, you may live here with us". Snow White said, "Oh, could I? Thank you". Then, Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

9. What is the story about?

- a. Snow White
- b. Sleeping Beauty
- c. The princess
- d. The seven dwarfs

10. When did snow white ran away to the woods?

- a. At midnight

- b. At Midday
- c. In the Morning
- d. In the Afternoon

11. According to the text, Before she run away to the woods, Why did snow white live with her uncle and aunt?

- a. Because she love them very much
- b. Because she run away from the monster
- c. Because her parents were dead
- d. Because she was afraid

12. What tenses is used by the writer in the text?

- a. Simple past tense
- b. Simple present tense
- c. Simple perfect
- d. Simple past continues

13. in the castle because they both wanted to go to America (in the first paragraph)

The Underlined word refers to...

- a. Snow white
- b. Uncle
- c. Uncle and Aunt
- d. The dwarfs

14. They went inside

The Antonym of the underlined word is...

- a. Short
- b. Outside
- c. Slow

d. Between

14. What can we learn from the text?

a. Bad friends

b. Always helps others

c. It is wonderful to have friends

d. Never Underestimate others

Read the text to answer question 16-23!

The Princess and The Pea

Once upon a time there was a prince who wanted to marry a princess, but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be.

One evening a terrible storm came on, there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it.

It was a princess standing out there in front of the gate. But, good gracious! what a sight the rain and the wind had made her look. The water ran down from her hair and clothes, it ran down into the toes of her shoes and ~~out~~ again at the heels. And yet she said that she was a real princess.

Well, we'll soon find that out, thought the old queen. But she said nothing, went into the bed-room, took all the bedding off the bedstead, and laid a pea on the bottom, then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses. On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!" said she. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!" Now they knew that she was a real

princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds. Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, for now he knew that he had a real princess, and the pea was put in the museum, where it may still be seen, if no one has stolen it.

16. What is the story about?

- a. Pea and women
- b. The pea and princess
- c. Princess and Women
- d. a women and princess

17. When a terrible storm came?

- a. One evening
- b. At midnight
- c. In the morning
- d. In the afternoon

18. ... but I was lying on something hard

The Antonym the underlined word is...

- a. Angry
- b. Patient
- c. Honest
- d. Disappointed

19. But, good gracious! what a sight the rain and the wind had made her look (in the third paragraph)

The Underlined word refers to...

- a. The pea
- b. The men
- c. The princess

- d. The uncle
20. What can we learn from the story?
- a. Never give up
 - b. Don't be lazy
 - c. We must be kind
 - d. Be a Smart people
21. He travelled all over the world to find one, (in the first paragraph)
- The Underlined word refers to...
- a. The pea
 - b. The princess
 - c. The prince
 - d. The Queen
22. The second paragraph is called..
- a. Orientation
 - b. Resolution
 - c. Complication
 - d. Re-orientation
23. What happened when the princess got up in the morning?
- a. She felt happy meeting the prince
 - b. She felt pain on her body
 - c. She felt peace
 - d. She felt fresh and enthusiastic

Read the text to answer question 24-30!

Pinochio

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally,

in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

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

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

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

24. Who is Geppetto in that story?

- a. A puppeteer who Made puppet
- b. The old man who Made craftsman
- c. Someone who Made beautiful accessories
- d. A wooden child

25. When the puppeteer finished his work?

- a. At midnight
- b. In the morning
- c. In the evening
- d. In the afternoon

26. Why Pinocchio's nose free longer?

- a. Because he has an allergies
- b. Because he gas lied
- c. Because he felt happy
- d. Because he felt sad

27. One day, Pinocchio felt bored and it made him go home late.

The Antonym of the underlined word is...

- a. enthusiastic
- b. Lazy
- c. Expensive
- d. Delicious

28. The next morning, Pinocchio was kidnaped by the owner of circus.

The underlined of the word is closest meaning ...

- a. Stole
- b. Swam
- c. Sang
- d. Laughed

29. In the end of the story, they went home together and lived happily ever after.

This sentence refers to ..

- a. Owner of circus and Pinocchio
- b. Pinocchio and his wife
- c. Pinocchio and Geppeto
- d. Geppeto and his wife

30. He tried to find Pinocchio everywhere but he found nothing. (In the third paragraph)

The Underlined word refers ...

- a. Pinocchio

- b. Pinocchio's mother
- c. Owner of circus
- d. Geppeto

Read the text to answer question 31-40!

Bawang Merah and Bawang Putih

Once upon a time, there lived a beautiful girl with her father, her stepmother, and her stepsister. One day, her father passed away. Her stepmother and stepsister treated her very bad whereas they used to love her before her father died. She had to do all the house work.

On the morning day, Bawang Putih went to the river to wash a lot of clothes. Then she saw a goldfish needed a help. Its mouth was stuck on a hook. Bawang Putih felt sorry and helped the poor goldfish. "Thank you for your kindness", the goldfish said. Bawang Putih was very surprised that the goldfish could speak. However the goldfish helped her to wash the clothes and they became best friend.

Unfortunately, Bawang Merah her stepsister knew about the goldfish. She caught the goldfish and gave it to her mom. After that, they cooked it and ate it. When Bawang Putih knew it, she took the bone and buried it. She felt very sad that she could not take care of her best friend.

Several days later, grew a beautiful tree on the burial. Surprisingly, a Prince came to see it. he needed the tree to make his father well again. When he asked who own the tree, Bawang Merah said that it was hers. However, when she wanted to pull the tree, she could not do it. Even everyone could not do it, but Bawang Putih. Bawang Putih pull the tree easily and gave it to the Prince.

The Prince married Bawang Putih. She forgave her stepmother and stepsister and they lived happily ever after.

31. What is the story about?

- a. Malin Kundang
- b. Bawang Putih & Bawang Merah
- c. Sangkuriang
- d. Tangkuban Perahu

32. Who is Bawang Merah?

- a. Bawang Putih's mother
- b. Bawang Putih's step sister
- c. The old woman
- d. The pumpkin's owner

33. Why is Bawang Putih feels sad in the third paragraph?

- a. Because her father passed away
- b. Because her mother give surprise to her
- c. Because her mother and step sister cooked and ate her best friend
- d. Because the prince married her

34. Where was Bawang Putih meet goldfish for the first time?

- a. At her home
- b. In forest
- c. In river
- d. In village

35. What is the main idea from the second paragraph?

- a. Bawang Putih meet goldfish to help her
- b. The Goldfish ignore her
- c. Bawang Putih angry to goldfish
- d. The Goldfish disturbs her work

36. However the goldfish helped her to wash the clothes and they became best friend.
(In the second paragraph)

The Underlined word refers...

- a. Bawang Putih and Bawang Merah
- b. Bawang Merah and Mother
- c. The Prince and Bawang Putih
- d. The Goldfish and Bawang Putih

37. Why the prince needed the tree?
- a. Because he needed to make his father well
 - b. Because he needed to eat the tree
 - c. Because he wanted marry with Bawang Putih
 - d. Because he wanted to cook the tree

38. What is the tenses of the text above?

- a. Simple present tense
- b. Simple past tense
- c. Present continues tense
- d. Simple future tense

39. Bawang Putih was very surprised that the goldfish could speak.

The Synonym of the Underlined word is...

- a. Loved
- b. Liked
- c. Shocked
- d. Walked

40. What is the moral lesson from the text?

- a. Don't be greedy person and always be kind
- b. Don't be stingy person and Rude to the family
- c. Don't be arrogant person
- d. Don't lie to other people

Appendix 7**The Score of Pre-Test And Post-Test at Experimental Class**

No.	The Names of Students (N)	Pre-test	Post-test
1	AZH	50	60
2	AP	30	50
3	AS	30	65
4	ASS	35	80
5	AN	45	55
6	CA	50	70
7	CL	45	60
8	DQ	55	60
9	EZR	60	70
10	FD	50	70
11	FSH	45	55
12	FL	30	65
13	HML	50	65
14	IS	40	65
15	MRH	70	80
16	NI	35	65
17	NZ	50	65
18	RA	50	65
19	RAS	45	65
20	RHN	55	70
21	SN	70	80
22	SMH	65	65
23	SRL	70	75
24	SS	40	70
25	SY	55	75
26	TR	40	70
27	YS	60	75
Total		1320	1810

Appendix 8

The Score of Pre-Test And Post-Test at Control Class

No.	The Names of Students	Pre-test	Post- test
1	AA	30	55
2	AH	50	50
3	AHL	40	60
4	DA	55	60
5	DWL	30	45
6	EMY	50	70
7	FD	40	50
8	GSN	65	65
9	INN	45	50
10	LES	45	60
11	MA	60	65
12	MS	30	50
13	NN	70	75
14	NR	70	75
15	RAL	50	55
16	RF	55	60
17	RG	60	65
18	RZ	55	60
19	SAH	45	50
20	SE	50	60
21	SFR	45	50
22	SNR	50	55
23	SR	70	75
24	TS	35	49
25	THR	40	45
26	YS	35	40
27	ZHM	65	70
Total		1335	1560

Appendix 9

Result of descriptive statistics data in Pre-Test

A. Experimental Class

High = 70

Low = 30

Range (R) = high score –low score

= 70-30

= 40

Total of classes (K) = $1 + 3.3 \log(27)$

= $1 + 3.3 \log(27)$

= $1 + 3.3 (1.431)$

= $1 + 4.722$

= 5.7

= 6

Length of Classes = 5.72 = 6

No.	Interval Class	Frequency	Percentages
1	30-35	5	18.50%
2	36-41	3	11.10%
3	42-47	4	14.80%
4	48-53	6	22.20%
5	54-59	3	11.10%
6	60-65	3	11.10%
7	66-71	3	11.10%
	i= 6	27	99.99%

Statistics		
RESULT		
N	Valid	27
	Missing	0
Mean		48.98
Median		50.00
Mode		50
Sum		1320

B. Control Class

High = 70

Low = 30

Range (R) = high score –low score

= 70 - 30 = 40

Total of classes (K) = $1 + 3.3 \log(27)$

= $1 + 3.3 \log(27)$

= $1 + 3.3 (1.431)$

= $1 + 4.722$

= 5.7

= 6

Length of Classes = 5.72 = 6

No.	Interval Class	Frequency	Percent
1	30-35	4	13.33%
2	36-41	5	16.66%
3	42-47	10	33.33%
4	48-53	6	20%
5	54-59	3	10%
6	60-65	2	6.66%
	i = 6	27	99.98%

Statistics		
RESULT		
N	Valid	27
	Missing	0
Mean		49.44
Median		50.00
Mode		50
Sum		1335

		Experimental class in pre-test	Control class in pre-test
N	Valid	27	27
	Missing	0	0
Mean		48.89	49.44
Median		50.00	50.00
Mode		50	50
Std. Deviation		11.956	12.352
Skewness		.193	.121
Std. Error of Skewness		.448	.448
Kurtosis		-.596	-.836
Std. Error of Kurtosis		.872	.872
Range		40	40
Minimum		30	30
Maximum		70	70
Sum		1320	1335

Result of descriptive statistics data in Post-Test

A. Experimental Class

High = 80

Low = 50

Range (R) = high score – low score

$$= 80 - 45$$

$$= 30$$

Total of classes (K)

$$= 1 + 3.3 \log(27)$$

$$= 1 + 3.3 \log(27)$$

$$= 1 + 3.3 (1.431)$$

$$= 1 + 4.722$$

$$= 5.7$$

$$\text{Length of Classes} = 5.72 = 6$$

No.	Interval Class	Frequency	Percent
1	45-50	3	11.11%
2	51-56	3	11.11%
3	57-62	9	33.33%
4	63-68	6	22.22%
5	69-74	3	11.11%
6	75-80	3	11.11%
<i>i=6</i>		27	99.99%

Statistics		
RESULT		
N	Valid	27
	Missing	0
Mean		67.04
Median		65.00
Mode		65
Sum		1810

B. Control Class

High = 75

Low = 40

Range (R) = high score - low score
 $= 75 - 40 = 35$

$$\begin{aligned} \text{Total of classes (K)} &= 1 + 3.3 \log(27) \\ &= 1 + 3.3 \log(27) \\ &= 1 + 3.3 (1.431) \\ &= 1 + 4.722 \\ &= 5.7 \\ &= 6 \end{aligned}$$

$$\text{Length of Classes} = 5.72 = 6$$

No.	Interval Class	Frequency	Percent
1	40-45	4	14.81%
2	46-51	6	22.22%
3	52-57	3	11.11%
4	58-63	6	22.22%
5	64-69	3	11.11%

6	70-75	5	18.51%
<i>i=6</i>		27	99.98%

Statistics		
RESULT		
N	Valid	27
	Missing	0
Mean		57.93
Median		60.00
Mode		50
Sum		1560

		Experimental class in post-test	Control class in post-test
N	Valid	27	27
	Missing	0	0
Mean		67.04	57.93
Median		65.00	60.00
Mode		65	50
Std. Deviation		7.628	9.766
Skewness		-.126	.255
Std. Error of Skewness		.448	.448
Kurtosis		-.074	-.746
Std. Error of Kurtosis		.872	.872
Range		30	35
Minimum		50	40
Maximum		80	75
Sum		1810	1560

Appendix 10

RESEARCH DOCUMENTATION

Pre-test in control class



Pre-Test in Experimental Class



Treatment in Experimental class



Post-test in control class



Post-test in Experimental class



CURRICULUM VITAE



A. Identity

Name : Siti Khodijah Harahap
Reg. Number : 18 203 00040
Place/ Birth : North Jakarta, November 29th 2000
Gender : Female
Religion : Islam
Address : Jl. SM. Raja, Sitamiang

B. Parents' Identify

Father's Name : Jamal Ramalo Harahap
Mother's Name : Asianni Rangkuti

C. Educational Background

Elementary School : SD Negeri 017 Purnama Dumai, 2012
Junior High School : SMP Negeri 6 Padangsidimpuan, 2015.
Senior High School : SMA Negeri 3 Padangsidimpuan, 2018.
University : UIN Syekh Ali Hasan Ahmad Addary
Padangsidimpuan, 2018-2024



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Nomor : B - 2029 /Un.28/E.1/TL.00/05/2023
Lampiran :
Hal : **Izin Penelitian**
Penyelesaian Skripsi.

16 Mei 2023

Yth. Kepala MTsN Sipirok Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Siti Khodijah Harahap
Nim : 1820300040
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi: Tadris Bahasa Inggris
Alamat : Sitamiang, Kec. Padangsidimpuan Selatan Kota Padangsidimpuan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect Of Herringbone Technique On Student's Reading Comprehension In Narrative Text at Grade X Of SMA Negeri 6 Padangsidimpuan"**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi., MA
NIP 19801224 200604 2 001



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KOTA PADANG SIDEMPUAN

No : 421.4/ 817 /SMAN.6/2023
Lampiran : -
Hal : **Izin Mengadakan Penelitian**

Kepada Yth :
Dekan Tarbiyah Dan Ilmu Keguruan
UIN Syahada Padangsidempuan
di -

Tempat

Dengan hormat, menghunjuk surat Saudara Nomor : B – 2029 /Un.28/E.1/TL.00/05/2023 tertanggal 16 Mei 2023 yang kami terima, maka dengan ini kami bersedia mengizinkan dan telah mengadakan Penelitian di SMA Negeri 6 Padang Sidempuan kepada namanya tersebut dibawah :

Nama : **SITI KHODIJAH HARAHAHAP**
Nim : 1820300040
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Sitamiang, Kec. Padangsidempuan Selatan Kota Padangsidempuan

Dengan judul :

“THE EFFECT OF HERRINGBONE TECHNIQUE ON STUDENT’S READING COMPREHENSION IN NARRATIVE TEXT AT GRADE X OF SMA NEGERI 6 PADANG SIDEMPUAN”

Demikian kami sampaikan untuk dapat dimaklumi dan terima kasih.

Padang Sidempuan, 23 Mei 2023
A.n. Kepala Sekolah
Wakil Kepala Sekolah Urusan Kurikulum


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Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan
Pembimbing Skripsi**

16 November 2022

Yth.

1. **Rayendriani Fahmei Lubis, M.Ag.** (Pembimbing I)
2. **Yusni Sinaga, M.Hum.** (Pembimbing II)

Assalamu`alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Siti Khodijah Harahap
NIM : 18 203 0040
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Herringbone Technique on Students' Reading Comprehension in Narrative Text at Grade X of SMA Negeri 6 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
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