



**THE EFFECT OF HERRINGBONE TECHNIQUE (HT) ON
READING NARRATIVE TEXT AT GRADE TENTH
STUDENTS OF SMA IT DARUL HASAN
PADANGSIDIMPUAN**

A THESIS

Submitted to Education Department of Syekh Ali Hasan Ahmad Addary
State Islamic University Padangsidempuan as a Partial Fulfilment of the
Requirement for the Graduate Degree of Education (S.Pd) in English

Written by:

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ENGLISH EDUCATION DEPARTMENT

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

2023



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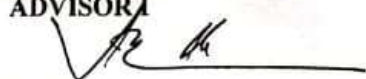
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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ahmad Roja' Siregar**, entitled "**The Effect of Herringbone Technique (HT) on Reading Narrative Text at Grade Tenth Students of SMA IT Darul Hasan 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 Ad-dary (UIN SYAHADA) 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 Ad-dary (UIN SYAHADA) Padangsidempuan. Thank you.

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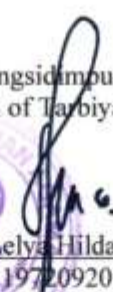
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ABSTRACT

This research talked about students' reading narrative text. The problems that faced by students are lack of vocabulary, mistranslating the meaning of the text then spending more time to translate it. The students also have less motivation to learn about English, so students are bored while learning in the class and do not pay attention to the teacher.

The purposes of this research were to find out students' comprehension in reading narrative text before using herringbone technique, to find out students' comprehension in reading narrative text after using herringbone technique and also to examine the significant effect of using herringbone technique to students of SMA IT Darul Hasan Padang Sidempuan.

This research used quantitative research with experimental method. Experimental method was used pre-test, post-test design to determine whether it influences an outcome or dependent variable or not. The population of this research was 56 students of tenth grade of SMA IT Darul Hasan Padangsidimpuan. They were divided into the control class consisting of 26 students and experiment class consisting of 30 students. This research conducted normality and homogeneity test. The data were derived from narrative text. To analyze the data, the researcher used t-test formula.

The result of this study showed that the mean score of experimental class before learning by using herringbone technique was 42.63 and after learning by using herringbone technique was 58.80. In addition, after doing T-test, this study found that $t_{count} > t_{table}$ ($5.97 > 2.00$). It means, alternative hypothesis (H_a) of this study was accepted and null hypothesis (H_0) was rejected. Therefore, it can be concluded that there is an effect of herringbone technique on reading narrative text at grade tenth students of SMA IT Darul Hasan Padangsidimpuan.

Key Words: Herringbone Technique, Reading Narrative Text

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ABSTRAK

Penelitian ini membahas tentang masalah siswa dalam membaca teks naratif. Masalah-masalah yang dihadapi siswa adalah, kekurangan kosa kata, salah dalam menerjemahkan makna teks kemudian menghabiskan banyak waktu untuk menerjemahkannya. Siswa juga kurang memiliki motivasi belajar bahasa Inggris, sehingga siswa bosan saat belajar dan di kelas dan tidak memperhatikan guru.

Tujuan dari penelitian ini adalah, untuk menemukan penguasaan siswa dalam membaca teks naratif sebelum menggunakan teknik herringbone, untuk menemukan penguasaan siswa dalam membaca teks naratif setelah setelah menggunakan teknik herringbone, dan juga untuk menguji pengaruh signifikan teknik herringbone pada siswa SMA IT Darul Hasan Padangsidempuan.

Penelitian ini menggunakan kuantitatif dengan metode eksperimen. Metode eksperimen digunakan untuk menentukan apakah hasil dan variabel berpengaruh. Populasi dari penelitian ini adalah 56 siswa dari kelas X SMA IT Darul Hasan Padangsidempuan. Jadi, berdasarkan perhitungan yang telah dilakukan, ada 56 sampel yang diperoleh, dimana dibagi menjadi kelas kontrol berjumlah 26 siswa dan kelas eksperimen berjumlah 30 siswa. Dalam penelitian ini, dilakukan uji normalitas dan homogenitas. Data diperoleh dari pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan rumus uji-t.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen sebelum belajar menggunakan Teknik herringbone adalah 42.63 dan setelah belajar menggunakan Teknik herringbone adalah 58.80. Selain itu, setelah dilakukan uji-t ditemukan bahwa $t_{hitung} > t_{tabel}$ ($5.97 > 2,00$). Artinya, hipotesis alternatif (H_a) dari penelitian ini diterima dan hipotesis nol (H_0) ditolak. Jadi, dapat disimpulkan bahwa adanya pengaruh dari teknik herringbone terhadap penguasaan membaca naratif teks pada siswa kelas X SMA IT Darul Hasan Padangsidempuan.

Kata Kunci: Teknik Herringbone, Membaca Teks Naratif

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Padangsidempuan, 10 December 2022
Researcher

AHMAD ROJA' SIREGAR
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading has been inserted as one of the obligatory skills that should be learned by the students in the schools, both in the government schools and private schools. It has been supplied beginning from the primary school students up to the university level. Also reading is one of kinds skill in mastering English language. Reading is an activity that is done deliberately in order we can know what is wanted to know.

There are a lot of materials have been taught to the students in the curriculum. The students have been spent several books at this grade. The materials in the text book that is taught such as narrative text, discussion text, report text, hortatory exposition text, recount text and descriptive text. By these materials, it can be seen that students have been learned narrative text a lot.

Narrative text is a text tells about something interesting that has purpose to amuse, entertain or the readers. A good Narrative text must be consisted of generic structure such as orientation, problems, resolution and coda. There are many efforts have been done to increase students' skill in reading. The government has handled this by revising the curriculum. The government has revised the curriculum many times, it started from Lesson Plan in 1947 as the first, lesson plan unraveled in 1952, and now Curriculum 13. All of these changes are expected can improve the process of learning,

English especially. School as the facilitator has been supplied all the needs of the students such as laboratory, books, and others facility. Teacher also has the important role to increase it. As the bridge, teacher convey the knowledge from all the facilities by the teaching learning program. All these things are intended can increase the skill of the students in reading.

The condition on the field is not like the expectation, the skill of the students in reading is still low. In fact, not all the students get the high score when they face the exercise about reading Narrative Text. Most of students have difficulties in reading.¹ The problem of comprehending reading narrative is they get difficulties in understanding the text, finding the details, analyzing the specific information from the text, getting the purpose of the text, knowing tenses, and also the generic structure of narrative text.

However, many students have some problems when they faced with a long text.² They can not combine the information that they have already read with their background knowledge. They read the text slowly and open their dictionary to get the meaning of difficult words. It will disturb the process of comprehending the text. They tell that learning reading is boring because they read a text on an unfamiliar topic and the text is too long.

It can be concluded that there are some problems by the students to learn narrative text, they are usually bored if they are facing with a long text, the technique of the teacher can not solve the students' problem to analyze the

¹Interview with a Teacher of SMA IT Darul Hasan, on the 26th of November 2020 at 10.46 AM

²Interview with a Students of SMA IT Darul Hasan, o the 26th of November 2020 at 14.24 AM

text, so that they are confuse to choosing the topic of the text and structure of the text. These are the problem they usually find before read a narrative text.

There are some factors that influence teaching technique in reading Narrative Text such as educational background, personality, classroom management, teaching experience, and teaching technique. According to Gerlach and Ely, technique is a path, tools or media used by teacher to direct students' activities toward the goals to be achieved.³ It can be concluded that technique is the most important to solve the text.

Teaching technique is the most important in learning process, a professional teacher must understand the meaning of learning techniques and their advantages and disadvantages, so that a good teacher is a teacher who has various techniques to increase the quality if students.

Teaching technique can be found in the form, as know there are some various techniques that can be applied in teaching narrative. The techniques consist of teaching by using the jigsaw technique, speed reading technique, herringbone technique, summarizing technique.

In this research used Herringbone Technique to solve the students' problem in reading narrative. Tierney suggested, Herringbone Technique is an effective technique used on reading comprehension. They said that the herringbone technique is a structured outlining procedure to get the important information in a text by using six basic comprehension questions (who, what,

³Gerlack and Ely, *Teaching and Media A System Approach*. In M. Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2008). P. 35

when, where, how, and why).⁴ By using herringbone techniques, students can grasp information that has been obtained which matches the question so that it can represent a topic in the text.

The role of Herringbone Technique in reading narrative text is particularly well suited for narrative text. This technique can prove students' reading skills in obtaining information from narrative text that contains a chronologically story. Based on the above explanation, the new strategy and technique solved the students' problem in comprehending reading. Therefore, the research is interested in doing research entitled "The Effect of Herringbone Technique (HT) on Reading Narrative Text at the Grade X students of SMA IT Darul Hasan Padangsidempuan".

B. Identification of the Problem

Teaching technique is the most important in learning process, a professional teacher must understand the meaning of learning techniques and their advantages and disadvantages, so that a good teacher is a teacher who has various techniques to increase the quality if.

Based on the background above, the techniques consist of teaching by using the jigsaw technique, speed reading technique, herringbone technique, summarizing technique.

⁴Robert J Tierney, et.al, *Reading Strategies and Practice: A Guide for Improving Intruction*, (Boston, MA: Allyn and Bacon, Inc, 1980). P. 38

C. Limitations of the Problems

As mentioned in the background there are kinds of techniques to teach narrative text. They are jigsaw technique, speed reading technique, herringbone technique, summarizing technique.

The follow up above is this research does not discuss all the text as mentioned. This research is just focused on one technique only, that is Herringbone Technique.

The reason why Herringbone Technique is chosen because it is an effective technique used on reading comprehension. The herringbone technique is a structured outlining procedure to get the important information.

D. Formulation of the Problems

Considering the background of the study above, the researcher can formulate the problems as follow:

1. How is the students' reading narrative text before learning by using herringbone technique at grade X SMA IT Darul Hasan Padangsidempuan
2. How is students' reading narrative text after learning by using Herringbone Technique at grade X SMA IT Darul Hasan Padangsidempuan?
3. Is there any significant effect learning by using Herringbone Technique for students' reading narrative text at grade X students SMA IT Darul Hasan Padangsidempuan?

E. Purposes of the Research

Based on the problem formulations stated previously, the objectives of this research are:

1. To find out the students' reading narrative text before learning using herringbone technique at grade X SMA IT Darul Hasan Padangsidempuan.
2. To find out the students' reading narrative text after learning using herringbone technique at grade X SMA IT Darul Hasan Padangsidempuan.
3. To examine whether there is or not any significant effect learning by using herringbone technique to students' reading narrative text at grade X SMA IT Darul Hasan Padangsidempuan.

F. Significances of the Research

The significances of this research are:

1. For the headmaster, the result of this research can be used as the input in order to increase the teachers' skills in teaching especially in teaching reading comprehension and the teachers' technique in teaching
2. For the English teachers, through this research hoped that the teacher can teach reading effectively and decide what the best technique to teach reading considering the students' characteristics.
3. For Students, the result of this research is useful in order to increase their reading comprehension

4. For further researchers, this research can be used as the reference to do further research of the same topic of discussion

G. Thesis Outline

The systematic of this research are divided into five chapters, each chapter consisted of many sub chapters with detail as follow;

Chapter one consists of introduction, background of the problems, limitation of the problems, purpose of the problems, significances of the research, and the systematic outline of the thesis.

Chapter two consists of theoretical description, review of related finding, framework of thinking and hypothesis in this research.

Chapter three consists of the place and time of the research method, population and sample, definition of operational variables, instrument of research, validity and reliability of instrument, and techniques of analysis data

Chapter four consists of consist of the description of the data, analysis of the data, the discussion of the result and limitation of the problem.

Chapter five consists of conclusion and suggestions.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESIS

A. Theoretical Description

1. Reading Narrative

a. Definitions of Reading

Reading is an interaction between the reader and the author where prior knowledge such as knowledge of content, structure, and vocabulary. According to Brown “Reading is meaningful interpretation of printed or written verbal symbols; it is a result on interaction between the perception of graphic language skill and knowledge of the world”.¹ It can state that reading is the process of interaction between the reader and the writer information by understanding the written language associated by the readers’ language skills and knowledge of the world.

Furthermore, Nunan states that “in reading, the readers do a solitary activity in which the reader interacts with the text in isolation”.² This isolated activity involves many interactions between readers and what they bring to the text like previous knowledge and strategy use, as well as variables related to the text like interest in the text and understanding of text types.

¹H. Douglas Brown, *Language Assessment*, (US America: Person Education, 2004), P. 185.

²David Nunan, *Designing Tasks for the Communicative Classroom*, (Cambridge: Cambridge University Press, 1989), P. 72.

According to Harmer, “when the learners read a story or a newspaper, they deploy range of respective skills”.³ It means that reading is respective skills that require the readers’ ability to create interaction between the linguistic knowledge and knowledge of the world.

Browns also says that “reading is an active and complex process which draw on the application of a number of skills and knowledge about language and print”.⁴ It means that when we read the text, we should apply our skills to gain the meaning from the text

From explanation above, it can be concluded that reading narrative text is a process of reader combining information from a text and to construct a pattern of events with problematic and narrative is story telling whether tells a true story or fiction. Narrative text is a text description a moment of past time and narrative text is a text which is aimed to entertain or amuse the reader. And reading narrative text is the ability to process text, understand its meaning, and to integrate with what the reader already knows and understand about text and can be interaction between the reader with the author.

³Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2002), P. 199

⁴Ann Brown, *Developing Language and Literacy 3-8. Second Edition*, (London: Paul Chapman Publishing. 2001). P. 37.

b. Purposes of Reading

The main of reading are to get and find information include content and meaning of the base on the purpose.

Tarigan stated are some goals of reading narrative text such as:

1. Reading is for identifying important information.
2. Reading is for main idea
3. Reading is for finding the specific information
4. Reading is for underlining the important information
5. Reading is to classify the difficult word
6. Reading is to evaluate
7. Reading is to compare or contrast.⁵

Meanwhile, in curriculum of SMA IT Darul Hasan, the goals of reading narrative text are “distinguish social function, text structure and linguistic elements from several oral in narrative text by giving and asking for information related to the actual issues”⁶. According to the context, students capture contextual meaning related to the social function, text structure, and linguistic element of oral and written analytical narrative text, related to the factual issues. Students complaining written analytical narrative text, related to the actual issues, taking into account social function, text structure, linguistic elements and correctly. So the goals of teaching reading narrative text relates with students learning activities where teaching reading narrative text increase the students understanding of the text.

⁵Henry Guntur Tarigan, *Developing Language and Literacy 3-8. Second Edition*, (London: Paul Chapman Publishing, 2001). P. 37.

⁶Syllabus of English at Grade X SMA (Padangsidempuan: SMA IT Darul Hasan, 2020/2021 Academic Year).

c. Process of Reading

There are some process of reading, according to Nunan the reading process there are five categories that are: bottom-up models, phonic approach, intensive reading, top-down models, and extensive reading:

1. Bottom-up models typically consist of lower-level reading process student start with the fundamental basics of letter and sound recognition.
2. Phonics approach to teaching reading support a bottom-up model. The approach is used many reading series.
3. Intensive reading involves a short reading passage followed by textbook activities to developed comprehension and particular reading skill.
4. Top-down models, on the other hand begin with the idea that comprehension resides in the reader.
5. Extensive reading plays a key role in top-down approaches to reading.⁷

Based on explanation above, it can be concluded that there are five stages of process of reading that are bottom-up models is the process of reading start from basic of letter until large text, phonics approach teaching reading support bottom-up, intensive reading to developed comprehension and particular reading skill, top-down models is the process of reading start from the background knowledge until word by word, and extensive plays a key role top-down.

⁷David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Companies,2003) P.70-72

d. Kinds of Reading

According to Patel and Jain, there are four types of reading as follows:

1. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading is reading text or passage in which learner reads the text to get information.

2. Extensive reading

In extensive reading, the reader reads the text for enjoyment. The reader reads what he wants to read. The purpose of the extensive reading is to enrich learner's knowledge.

3. Aloud reading

Teacher must know that the training of reading aloud must be given at primary level because it is the base of word pronunciation.

4. Silent reading

This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information.⁸

Based on four types of reading above, the writer concludes that as readers, we should know the types of reading that we use to read. Because each type of reading has different purpose. And from each purpose of reading types, the writer can see that aloud reading is categorized into intensive reading, and silent reading is categorized into extensive reading.

e. Principles of Teaching Reading

Teachers of course must pay attention to the principles in teaching both the principles of teaching reading, writing, listening,

⁸Patel, M.F and Prevenm.jain, *English Language Teaching: Method, Tool, and Technique* (Sunricepublisher: Jaipur, 2008). P. 117.

grammar, and so on. In this case, Harmer stated some principles of teaching reading below:

1. Reading is not a passive skill
2. Students need to be involved with what they are reading
3. Students must be encouraged to respond to reading content
4. Text, not just for language
5. Prediction is a major factor in reading
6. Adapt tasks topic
7. Good teachers exploit reading text in full.⁹

The principles of teaching reading above must be understood by every teacher in teaching reading. these principles become direction for teachers to pay more attention and improve students' reading comprehension.

f. Definitions of Narrative Text

Narrative is one of the most commonly read, though least understood of all the genres. Narrative is a form of text that is used to tell or relate the story of acts or events, some usually tell about person, place, animal and thing. The story can be fiction, non-fiction, or a combination of both. Narrative text is character-oriented, commonly written based on life experience and built using descriptive familiar language and dialogue.

Furthermore, narrative is one of many ways to communicating with others. A good written story lets you to response some event in your life as if it were your own. The statement above supported by Knapp and Watkins states “that narrative is also a powerful medium

⁹Jeremy Harmer, *The Practice of English Language Teaching, e-book*, (Edinburgh: Pearson Education Limited, 2001), p. 70

for changing social opinions and attitudes”.¹⁰ They do not only understand the event, but they can almost feel it. The action, details, and dialogue put readers in these seem and make it happen for them.

Narrative text is different from reading other kinds of texts. Narrative text is a collection of written words that seeks to entertain, display knowledge or skill, teach, organize, and plan behaviours, most frequently involving imaginative stories with a setting, character, and plot. According to Langan, “writer tells the story of something that happened”.¹¹ It means that narration is done by somebody in the past time.

In general, narrative text is organized into the beginning, the middle and the end. To build this story grammar, narrative text needs a plot, a series of episodes which hold the readers’ attention while they are reading the story. The plot will determine the quality of the story, with conflict being its main, important element. The conflicts among the characters will drive the story’s progress, in which the readers shown how the characters face the problem and how they have the ability to handle that problem and come into a resolution.

Based on the explanation above, researcher concludes that narrative text is text tells about the past time which contents is about

¹⁰Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: A UNSW Press book, 2005). P. 220.

¹¹John Langan, *Collage Writing Skills with Readings*, (New York: McGraw-Hill Book Company, 2003), P. 111.

a story, fable, fairy tales, folk tale, legend, or short which consist of generic structure, orientation, complication, and resolution.

g. Social Function of Narrative Text

Narrative is the kind of text that has purpose to entertain the reader. According to Pardiyono “social function is telling what the aim of the text”¹². Narrative text tells about what is happening or what has happened. Narration is usually written in chronological sequence. Narrative typically contains action, dialogue, elaboration, detail and humor.

So, it can be concluded that social function of narrative text is refers to function of the text in using. Actually narrative text is has social function to describe an object in narrative text.

h. Generic Structure of Narrative Text

In general, narrative text is organized into the beginning, the middle and the end. To build this story grammar, narrative text needs a plot, a series of episodes which hold the reader’s attention while they are reading the story. The plot will determine the quality of the story, with conflict being its main, important element. The conflicts among the characters will drive the story’s progress, in which the readers will be shown how the characters face the problem and how they have the ability to handle that problem and come into a resolution.

¹²Pardiyoo, *Pasti Bisa, Teaching Genre Based Writing*, (Yogyakarta: Andi Offset, 2007). P. 272.

According to Mark and Anderson, narrative text provides the elements of narrative text; they are consisting of orientation, complication, sequence event, resolution and coda. To make it clear, it will be explained as below:

1. Orientation

This is the part in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening. So, it can be called as introduction the part of the story. The reader can figure out what will happen next and who are included.

2. Complication

The part of the story where the narrator tells about something that will begin a chain of the event. These events will affect one or more of character. So, this part is talking about the totally playing of character.

3. Sequence event

Narrator tells some events in the story.

4. Resolution

This part can be found in the last story. Here, the complication will be solved.

5. Coda

Provides a comment or moral based on what has been learned from the story.¹³

So, it can be concluded that narrative text is generally built on the following structure:

1. Orientation usually introduces the participants and informs the time and the place (or the settings). It is the introduction of who, what, when and where (what text talks in general, who are involved in the text, when and where it happens).

¹³Mark Anderson & Kathy Anderson, *Text Types in English 2*, (South Yarra: Mcmillan, 2003), P. 12.

2. Evaluation retells a stepping back to evaluate the plight. In this part, the first condition of the character before facing the problem is told.
3. Complication usually describes the rising crises that the participants have to do with.
4. Resolution is the phase where the participants solve the problem aroused by the conflict. It doesn't matter whether the participants succeed or fail. The point is that the conflict comes to an end.
5. Coda indicates optional point, it means that a story not always uses this. Reorientation usually states the conclusions of the events based on the writer's point of view.

i. Language Feature of Reading Narrative Text

There are some language features in narrative text. It contained narrative text. They can be used as the characteristics to identify narrative in the text. It can be below:

1. Past tense (killed, drunk)
2. Adverb of time (Once upon a time, one day)
3. Time conjunction (when, then, suddenly)
4. Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba)
5. Action verbs. A verb that shows an action. (killed, dug, walked)
6. Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.¹⁴

¹⁴Rudi Hartono, *Genre of Texts*, (Semarang: English Department Faculty of Language and Art Semarang State University, 2005). P. 35.

Narrative text should have the characteristics above. It usually uses past tense in actions or the events. Then, it uses adverb of time in the story, time conjunction, specific character, and direct speech.

j. The Material of Narrative Text

Narrative text is one of the text that tells about the past event. In this text, the tenses that used is simple past tense, and this text is very familiar in adult life because the content is interesting and there is moral value inside of the text. So, below is the example of narrative text.



Read the following text, and then answer the following questions.

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. 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 sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling 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 to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Taken with adaptation from: <http://understandtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html>

(Source: English Book for Tenth Grade)¹⁵

¹⁵Utami Widiati, Zuliati Rohmah, dan Furaidah, *Bahasa Inggris*, (Jakarta: Kemdikbud, 2016). P. 172.

Exercise



TEXT STRUCTURE

The text about Malin Kundang is narrative. Narratives are told or written using this text structure: orientation, complication, and resolution.

Task 1:

Discuss with a partner the answer to the following questions!

1. When and where did the story happen?

2. Who were involved in the story?

3. What event started the plot of the story?

4. What happened next?

5. What makes the problem in the story get more complicated?

6. What is the climax of the story?

7. Was there any resolution of the story?

8. Was there any conclusion or message of the story?

2. Herringbone Technique

a. Definitions of Herringbone Technique

Herringbone Technique is a structured outlining procedure designed to help students organize and remember important information in a text by using a Herringbone format. The Herringbone format can facilitate the students to obtain the important information by asking six very basic comprehension questions: Who? What? When? Where? How? and Why? In other word¹⁶, it means herringbone technique make easier to understand narrative text by using 5W1H.

Coe and Glass said that “the herringbone pattern is used to help students identify the main idea and related supporting ideas of a lesson, text, or concept”.¹⁷ It contains six question that help students organize the details of the text. The visual pattern of the herringbone creates a framework for students to take sort information. It means herringbone technique very useful to guide students identifying the main idea and supporting ideas of a text.

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

¹⁶Robert J Tierney,. P. 38

¹⁷Zygouries-Coe and Glass, *The Learning Strategies Hand Book*, (New York: Longman, 2004). P. 2.

the particular text.¹⁸ It means the visual pattern of the herringbone creates a framework for students to sort the information from text.

Deegan states that “Herringbone technique develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton”.¹⁹ So, herringbone technique makes it easy for students to obtain information from a text or discourse.

b. Purposes of Herringbone Technique

There are some purposes of Herringbone Technique as follows:

1. Herringbone technique will help student to analyze the important information from the text.
2. Herringbone technique help students to identify key concept or main idea.
3. Herringbone technique gives students avoid boredom to learn reading.
4. Differentiate between essential and on-essential information as students move toward independent integration of the technique, teachers should provide opportunities for students to make revise and verify the conclusion of reading text.²⁰

This technique is a very important way to know what is going on in the text. If students take the opportunity to read the questions that have been provided before, students will be better at understanding the information contained in the text.

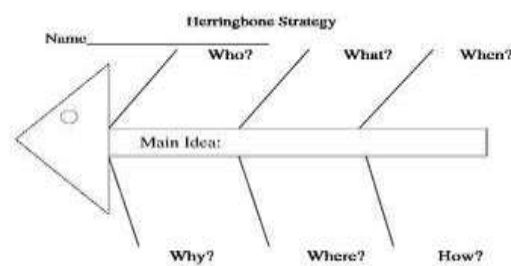
¹⁸Jacobs, L.C, Sorensen. C and Ary,.D, *Introduction to Research in Education*, (USA: Wadsworth, 2010). P. 11.

¹⁹Deegan. C, *Financial Accounting Theory*, (Sydney: McGraw-Hill Book Company, 2004), P. 102.

²⁰Deegan. C., P. 154

c. Procedures of Herringbone Technique

Herringbone technique is a technique that helps students in obtaining information from a text so that students are easier to understand the text. Based on Bouchard the procedure of Herringbone Technique can be done in ten ways below:



1. Select a text for students to read
2. Draw a diagram of the Herringbone on the board or overhead.
3. Discuss how the smaller bones (details) are attached to the backbone (main idea) of the fish, which serves as the foundation. Then explain how they all work to provide structure (comprehension) to the whole they all work to provide structure (comprehension) to the whole body (text).
4. Explain to the students that they will be asked to look for that answer to the following questions: Who is the text talking about?, 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. Allow time for students to read the text.
6. Give them copies of the diagram and ask them to record the answer to the question on it. This can be done as a whole-class discussion.
7. Show students how the information is organized around a main idea.
8. Using the information on the diagram, students formulated a main idea. This main idea is written on the diagram.
9. After the students learn the procedure, they can complete the diagram on their own. This can then be used as a basis for comparison and class discussion. It can also serve as a springboard to writing.

10. The strategy can be reserved and the students can first formulate the main idea and then identify the supporting details.²¹

Meanwhile, teacher can find out whether students identify the essence of the text. The teacher can also informally ensure the ability of students to identify the main idea through the questions that have been available.

d. The Advantages and Disadvantages of Herringbone Technique

There are some advantages of using Herringbone Technique as follows:

1. The students will be more active in the class especially in reading.
2. Herringbone technique makes the students enthusiastic reading a text and focus in the simple question.
3. The activities by using Herringbone technique makes the students fresh and out of boring in reading.
4. Herringbone Technique makes the students are easier to find the main idea of the text.²²

While disadvantages of herringbone when students using the diagram may affect for student performance and activities note-taking will be decreased. So, the Disadvantages of Herringbone technique are:

1. Students learn material with the help of graphic representation, not-taking will be decreased.
2. The lack of a comprehensive guide those students can refer to when revising material may affect their performance.²³

²¹Bouchard. M, *Comprehension Strategies for English Language Learners*, (New York: Scholastic Inc, 2005). P. 54-55.

²²Bouchard. M. , P.34.

²³Bouchard. M. , P.35.

It can be concluded, the advantages of herringbone technique was to help the students for encoding the information in a manner that enhances their ability to answer question.

B. Teaching Narrative Text by Using Herringbone Technique

Herringbone Technique is a kind of good technique. Which can be used in teaching. The students will be more interested in learning reading in narrative by using Herringbone Technique. Student can express taught, ideas and feeling. It also provides information for readers, even to persuade it. Directly Herringbone Technique has procedures to use.²⁴ Before using Herringbone Technique, teacher must follow the procedures, and the procedures of using Herringbone Technique as table below:

1. Preparation

Before teaching reading process begins, the teacher has to prepare everything to make teaching reading success, such as:

- a. Prepare the lesson plane.
- b. Choosing a topic or reading material.
- c. Time allocation
- d. Media.

2. Implementation

a. Pre-Teaching Activities

The teacher should do some activities such as:

- 1) Greet the whole class

²⁴Raghuram Rajan, *The True Lesson, Foreign Affairs* (New Jersey, 2006). P. 174.

- 2) Check the students attendance list
 - 3) Give motivation
 - 4) Then ask some question to the students in order to make a good relationship among them or to create a good atmosphere in the class.
 - 5) The last is brainstorming.
- b. While-Teaching Activities
- 1) The teacher explain the task to be discussed before the class brake into groups.
 - 2) The teacher organize the pupils into mixed ability groups or same ability groups as need be.
 - 3) The teacher constructs a herringbone outline with the 5W + 1H (who, when, where, why, what, how) and the main idea.
 - 4) The teacher asks students to read and write important information about the story in their notebook.
 - 5) The teacher rotates the group leadership roles regularly.
 - 6) The teacher supervise the discussion in the groups so as to encourage and help pupils in difficulty.
 - 7) The teacher manage the feedback concisely when discussion.
 - 8) The teacher remind the time to students.
 - 9) The students write answers on the herringbone outline.
 - 10) The teacher asks students to discuss answer in their group.

c. Post-Teaching

Activities the Herringbone outline is used for the revision of the story. In post-teaching activities the teacher evaluates and concludes the lesson and closes the meeting.

Table.1
Teaching Narrative Text by
Using Herringbone Technique.

Teacher's activity	Procedures	Students' activity
<p><i>Pre-teaching</i></p> <p>1. Teacher opens the class with <i>salam</i>. Praying and check the attendance list.</p>	<p>1. Greetings, praying and checking attendance list of students.</p>	<p>1. Students answer the <i>salam</i> from the teacher.</p> <p>2. Students ask teacher's condition.</p> <p>3. One student leads the other students to pray together.</p> <p>4. One of students ask for reading surah</p> <p>5. Students raise their hand and say "presence".</p>
<p>2. Teacher asks the student about the last material and then compares it to the new material.</p>	<p>2. Warming up</p>	<p>1. Students tell the teacher about the last material of Narrative Text.</p> <p>2. Students answer the question of last material by rising their hand.</p>
<p><i>While-teaching</i></p> <p>1. Teacher selects the text for students to read.</p>		
<p>2. Drawing diagram of Herringbone Technique</p>	<p>2. Introducing diagram</p>	<p>1. Pretending the diagram</p>

Teacher's activity	Procedures	Students' activity
3. Teacher discuss about the bone on diagram 4. Teacher ask students to pretend the following direct question. 5. Teacher allows to read the text.	3. Discuss whole the diagram and the details of bones by using the following question (5W+1H)	1. Students listen the explanation of the diagram. 2. Students try to draw a simple diagram on their note book. 3. Students read the text. 4. Students one by one fill the cue column area on the board.
6. Teacher gives the copies of diagram and ask students to answer it.	4. Spread the copies of diagram	1. One students take the copies and spread to their friends.
7. Teacher shows the information. 8. Teacher using the information on the diagram	5. Fill the diagram with the information	1. Students pretend the information. 2. Students formulated a main idea 3. Students allow to ask teacher about whole information.
9. Teacher let the students complete the diagram. 10. Teacher also ask them to find the supporting details	6. Completing diagram	1. Students continue the diagram. 2. Students complete the small bones with information on their own. 3. Students identify the supporting details.
<p style="text-align: center;">Post-teaching</p> 1. Teacher asks the students to conclude the lesson.	7. Concluding. To see how far the students understand the information.	1. The students conclude the lesson and explain it by their understanding.
2. Teacher gives the students homework.	8. Feedback.	1. The students write the instruction about the homework.

Teacher's activity	Procedures	Student's activity
3. Teacher asks the students to pray. 4. Teacher closes the lesson with <i>salam</i> .	9.Closing.	1.One student leads the other students to pray together. 2.The students answer the teacher' <i>salam</i> .

C. Conventional Teaching

Conventional technique which refers to technique that is usually used by teacher at school in which the teacher asks and the students answer. According to Dryden that “conventional teaching is the most common teaching behavior found in schools worldwide”.²⁵ it can be concluded that conventional technique is the way that is used by the teachers in teaching material based on the agreement of the teacher at school.

There are some procedures of conventional teaching as follows:

1. Preparation
 - a. Teacher decides what is to be achieved by the students.
 - b. Determining the main point of the materials that will be taught to the students.
 - c. The teacher asks the students to open their textbook related to the topic.
2. Implementation
 - a. The teachers make sure to the students that they have understood about the objective of the study that will be achieved.
 - b. The teacher does the apperception which is connected the previous material with the recent material that will be delivered.

²⁵ John Dryden, “Conventional Strategy” Retrieved <https://www.britanica.com/EBchecked/topic/421797/strategy/52993/conventioal-strategy>, Accessed on 18th January 2022.

- c. Teachers deliver the materials for the students systematically therefore the students can understand about the material
3. Closing
- a. The teachers deduce or summarize about materials that have been given before.
 - b. Teachers make some evaluations to know the students' competency about the recent materials.²⁶

It can be concluded conventional teaching is about teacher who has a role as the dominant actor in the classroom and students must be agree about teacher explanation.

D. Review of Related Findings

There are some findings which are related to this research. The first, Solichah concluded that the students who are taught by using Herringbone Technique get higher score while the students who are taught by conventional technique. This research used CAR. From this research, (a) the process of teaching reading comprehension by using Herringbone Technique are teacher preparation, constructing the herringbone diagram, discussing and making conclusion, (b) Minimal Mastering Criteria (KKM) of this research is ≥ 75 . The class 86.35% is classified to be passed the minimum scores criteria.²⁷ It can be conclude that the herringbone technique can improve the students' reading comprehension.

Second, Usman concluded that Herringbone Technique is the effective technique to improve reading comprehension. By using this

²⁶Louis Cohen, Lawrence Manion, and Keith Morrison, *A Guide to Teaching Practice*, (New York: Routledge, 2006), P. 172.

²⁷Mar'atus Solichah, "Improving Students' Reading Comprehension by Using Herringbone Technique at the Seventh Grade of Class-B of SMPN2 Deket In The Academic Year 2017/2018," 2018 <http://e-repository.perpus.iainsalatiga.ac.id/1714/1/the%20use%20of%20herringbone%20technique%20to%20improve>.

technique the students enjoyed the learning process and more active.²⁸ In this research, the researcher used Quasi experiment/experimental study. The analysis of data used t-test. The research findings show that students' score of reading comprehension statistically significant increase from total score of pre-test 2216 to 2492 score after post-test.

Third, Yanti's research about the implementation of Herringbone Technique was successful. It showed that herringbone technique effectively for students' reading comprehension in recount text. It can be shown from the data and the result of the CAR.²⁹ The result in each cycle improved, from the pre-test and post-test in cycle I until pre-test and post-test cycle II. The mean score of pre-test and post-test in cycle I are 67.23 and 69.33. While the score of pre-test and post-test are 75.33 and 84.03

Forth, it was presented by Mustakim using quantitative approach that based on the result of proposing item tests to respondents of the research. Meanwhile, the method which used in this research is experimental method, the researcher conducted test as an instrument of the research. The result of post-test shows us that the mean of experimental class is higher than at control class.³⁰ These tell us that teaching reading

²⁸Ali Usman, "The Effect of Using Herringbone Technique to Improve Students' Ability in Reading Comprehension of Narrative Text of the Eight Grade Students of SMPN 1 Kendari In Academic Year 2015/2016," 2016. <http://library.um.ac.id/free-contents/index.php/publication/mpr.html>

²⁹Latifah Listiyanti, "The Use Of Herringbone Technique To Improve The Students' Reading Comprehension In Recount Text Of The Eighth Grade Students Of Smpn 2 Tuntang In The Academic Year 2016/2017," 2017. <http://e-repository.perpus.iainsalatiga.ac.id/1714/1/THE%20USE%20OF%20HERRINGBONE%20TECHNIQUE%20TO%20IMPROVE.pdf>

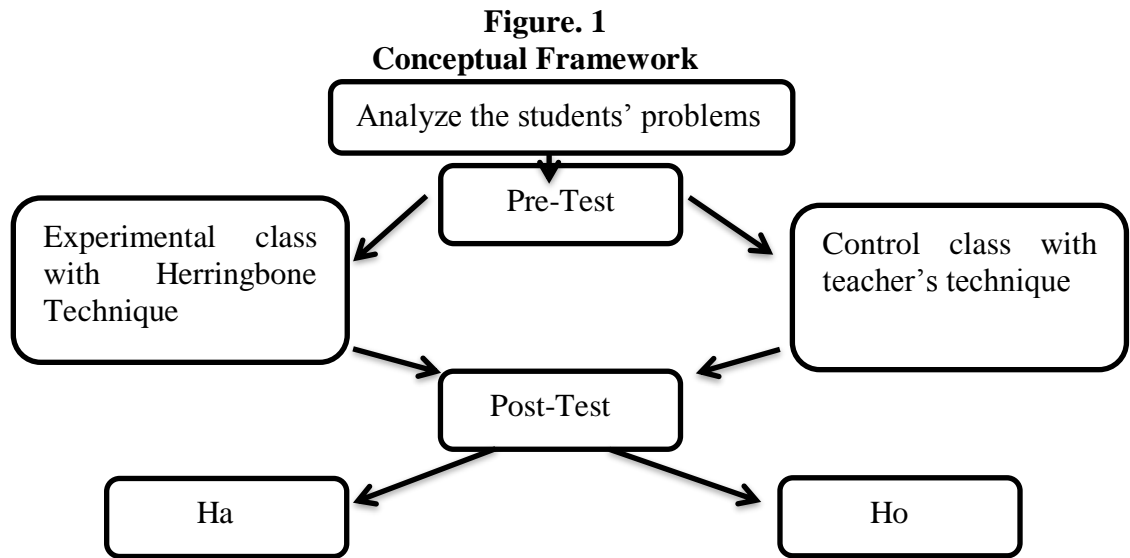
³⁰Rosiati Putri Murtakim, "The Effectiveness of Teaching Reading Comprehension by Using Herringbone Technique at the Tent Grade of SMA Muhammadiyah 1 Klaten in the

using Herringbone Technique is effective to improve students reading comprehension

Based on the results above, it can be concluded there is a significant effect of Herringbone Technique in students' Reading Narrative Text. Moreover, it used conduct the similar research about "The Effect of Herringbone Technique (HT) on Reading Narrative Text at Grade X Students of SMA IT Darul Hasan Padagsidimpuan.

E. Framework of Thinking

The researcher used a technique in purpose to apply the Herringbone Technique precisely. The first things are doing analyze students' problems about reading narrative text. After obtain the information about the students' problem, the next steps are solving the problem by using Herringbone Technique. Before applying the technique, the students divided the class into Experimental and Control class, and then give the Pre-test for both of the class. After getting the result, the researcher taught the experimental class using the Herringbone technique and the Control class taught by the teacher's technique. In the end of the treatment, the researcher given the Post-Test for both of the class. Finally, the researcher compared the result between the Experimental class and Control class. The technique can be seen at the picture below:



F. Hypothesis

The hypotheses of the research are:

1. Ha: There is a significant effect of Herringbone Technique (HT) on reading narrative text at grade tenth students of SMA IT Darul Hasan Padangsidimpuan.
2. Ho: There is no significant effect of Herringbone Technique (HT) on reading narrative text at grade tenth students of SMA IT Darul Hasan Padangsidimpuan.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

The location of this research was in SMA IT Darul Hasan Padangsidempuan. It locates on Jl. Ompu Huta Tunjul, Gg. At-Taubah I, Sabungan Jae, Kec. Hutaimbaru, Padangsidempuan. The research had been started from 11th November 2020 until January 2023.

B. Research Design

The kind of this research was quantitative research with experimental method. “The experiment research controls the independent variable in fact, the experimental is the quantitative approach that provides the greatest degree of control over the research procedures”¹. It can be concluded that the experimental research is a kind of research which has aim to know causal effect relationship between one variable or more to other variables.

In this kind of design, there were two classes; control and experimental class. Both of them were given a pre-test to find out the students’ condition. After that, the experimental class was given the treatment called herringbone technique while the control class was not. Finally, both of the classes were given the post-test and the result was measured and compared to find out the effect of the treatment on the experimental class. The design of the research can be seen below:

¹L.R. Gay and Peter Airaslan, *Educational Research* (USA: Merril, 2000) p. 367.

Table 2
Pretest-Posttest Control Group Design

Class	Pre-test	Treatment	Post-test
Experiment Class	T1	X	T2
Control Class	T1	✓	T2

Explanation:

E =Experimental class

C = Control class

T1 = Pre-test to experiment class and control class

T2 = Post-test to experimental and control class

X= Receive to experiment of Herringbone Technique.²

In this model, both of classes were given pre-test (T₁). Then, the experimental group was given a treatment (X) but the control class was not. After giving a treatment, both of classes were given post-test (T₂)

C. Population and Sample

1. Population

Population is all of which are the subject in the research. “The population is the entire set of individuals to which findings of the survey are to be extrapolated”³. It means population is all individuals declared as research subject.

The population of this research was the X grade students of SMA IT Darul Hasan Padangsidimpuan. They were all of the X grade students of SMA IT Darul Hasan Padangsisimpuan. It can be seen in the following table:

²Sukardi, *Methodology Penelitian Pendidikan: Kompensasi Dan Praktiknya* (Jakarta: Bumi Aksara,2010), p. 186.

³Paul S. Levy, *Sampling of Population: Methods and Applications*, Fourth Edi (Canada: A JOHN WILEY & SONS, INC, 2008), p40.

Table 3
Population of the Research

Class	Students
X MIA 1	26
X MIA 2	30
TOTAL	56

Source: Students Data Administration of SMA IT Darul Hasan Padangsidempuan.

The X grade students of SMA IT Darul Hasan Padangsidempuan consisted of 2 classes; X MIA 1 and X MIA 2. X MIA 1 consisted of 26 students, and X MIA 2 consisted of 30 students. Total of the population was 56 students.

2. Sample

Sample is defined as a smaller set of the data that is chosen and selected from a larger population by using certain rules. "Sample is choosing a smaller, more manageable number of people to take part in their research"⁴. So, the sample takes from population with a certain amount based on the rules, which used as participants in the research.

In this research, the researcher used random sampling. Random sampling is the process of selecting a sample in such a way that all individuals in defined population have an equal and independent chance of being selected for sample.⁵ Random sampling was used by lottery technique. It means that in this research the sample was taken

⁴Catherin Dawson, Practical Research Method, vol. 66 (UK: How To Book Ltd, 2012), p47.

⁵L.R. Gay and Peter Airaslan., p.123

from X MIA 1 = 26 students and X MIA 2 = 30 students. So total of sample of this research was 56 students. It can be seen from the table follow:

Table 4
Samples of the research

Experimental Class	Control Class
X MIA 2 = 30	X MIA 1 = 26
Total = 56	

D. Definitions of Operational Variable

Based on the title, the operational variables of this study are using X and Y variables. There are two variables in this research. They are Herringbone Technique variable X and reading narrative text as variable Y. So, to avoid misunderstanding about some terms in this research, as follow:

1. Reading narrative text is a process of reader to grasp information contained description of event that usually tells about person, place, animal and things.
2. Herringbone Technique is develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton.

E. Instrument of the Research

In any scientific research, the instrument is very important. The instrument for collecting data was test, the researcher used the techniques of collecting data called test. “The test is a method of measuring a person’s ability, knowledge or performance in a given domain”.⁶ The researcher used a couple of test as an instrument; they were pre-test and post-test. The kind of the test which used in this research is reading test. There are some reading tests like; multiple choice, open cloze, word formation, text with paragraph missing, multiple matching”.⁷ This research used multiple choices as the test.

The researcher collected the data by giving the multiple choice test. “Multiple-choice questions (MCQs) is the test item usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which is correct”.⁸ So, this research used 100 items of question, in which 50 for pre-test and 50 for post-test. Each question had been given 2 score to get the students’ score in answering the question, so the maximum score of test was 100.

⁶Brown., p87.

⁷Alderson, J. Charles, *Assessing Reading*. (United Kingdom: Cambridge University Press, 2000), p35.

⁸Andre A. Rupp, *How Assessing Reading Comprehension with Multiple-choice Question*, (E-book Language Testing, 2006), p468.

Table 5
Indicator of Reading Narrative Text (Pre-test)

Indocator	Sub. Indicator	No. Item	Total
1. Students are able to Identify Social function	1. Purpose of the text	18,34,37	3
	2. Identifying topic	6,27	2
	3. Conclusion	3,32,46	3
	4. Main idea	1,31,40	3
	5. Place	5,9,10,48	4
	6. Actor	11,12,21,24,49	5
	7. Identify type of text	33,35,41	3
2. Students are able to Identify Generic structure	1. Orientation	19,47	2
	2. Complication	2,7,13,25,43,45	6
	3. Resolution	17	1
	4. Analyze the generic structure	22,26	2
	5. Moral value	23,50	2
	6. Plot	14,20,30,36	4
3. Students are able to Identify Lexico grammatical	1. Verb	16,29	2
	2. Past tense	15,44	2
	3. Adverb	38,39	2
	4. Vocabulary	8,42	2
	5. Pronouns	4,28	2
Total			50

Table. 6
Indicator of Reading Narrative Text (Post-test)

Indocator	Sub. Indicator	No. Item	Total
1. Students are able to Identify Social function	1. Purpose of the text	3,31,41,48	4
	2. Identifying topic	6,13,46	3
	3. Conclusion	22,34,42	3
	4. Main idea	24,45	2
	5. Place	18,27	2
	6. Actor	10,14,37	3
	7. Identify type of text	1,11	2

Indocator	Sub. Indicator	No. Item	Total
2. Students are able to Identify Generic structure	1. Orientation	33,49	2
	2. Complicatio	7,8,16,38	4
	3. Resolution	26,29,43	3
	4. Analyze the generic structure	2,47	2
	5. Moral value	9,23	2
	6. Plot	15,28	2
3. Students are able to Identify Lexico grammatical	1. Verb	5,32,44	3
	2. Past tense	4,39,40	3
	3. Adverb	17	1
	4. Vocabulary	12,20,21,30,36	6
	5. Pronouns	19,35,50	3
Total			50

F. Validity and Reliability Instrument

1. Validity

Validity is the most important characteristic a test or measuring instrument can possess. "It is concerned with the appropriateness of the interpretations made from test scores. Test for a purpose".⁹ In this research used item validity to develop the validity of instrument.

To know the validity of the each question refer to list *r*biserial with *r*, in 5% *significant*: 0.349 and 1% *significant*: 0.449.

So, if $r_{count} > r_{table}$ the test is classified valid, the formula of *r* poinbiserial can be used as follow:

$$R_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

r_{pbi} : coefisien item validity

M_p : mean score of the total score

SD_t : Standard Derivation of the total score

⁹L.R Gay and Peter Airasian, p161.

- P : presentation of the right answer of the item tested validity
 q : presentation of the wrong answer of the item tested validity

2. Reliability of the test

An instrument of the research must be reliable. A reliable test is consistent and dependable. To get the reliability of the test, Suharsimi Arikunto said that to obtain the reliability of the test, the researcher uses formula K-R 20¹⁰

The formula:

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{St^2 - \sum pq}{St^2} \right)$$

Where:

R_{11} : Reliability of the instrument

N : Total of question

St^2 : Variants total

P : Proporsi Subject who is right answer (1)

Q : Proporsi Subject who is wrong answer (0)

Reliability is a good character of the test that refers to consistency of the measurement. The test is reliable $r_{\text{count}} > r_{\text{table}}$ by using formulation KR-20 with r_{table} 0.70

Criteria of test reliability is as follows:

$R_{11} = 0.70$ high correlation (reliable)

$R_{11} > 0.70$ high correlation (reliable)

$R_{11} < 0.70$ low correlation (unreliable).¹¹

¹⁰Brown, *Language Assesment Princiles and Classroom Practices*, p.21

¹¹Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta:PT Raja Grafindo Persada, 2005), p..209.

G. Procedures of Collecting Data

This research used test to collect the data during the research. There will be two tests in the research, pre-test and post-test. Treatment will be given after pre-test has done.

1. Pre-Test

Pre-test is a first test which given to the students in both classes, experimental and control class. The aim of this test is to know and measure the student Reading ability in particular material and level. It very useful before doing the treatment. The researcher used the pre-test based on these steps:

- 1) The researcher gives the material of the test. The material taken from the students' English book.
- 2) The researcher explains the material and guides the students to the context of the test.
- 3) The researcher gives the students the answer sheets.
- 4) The researcher explains the instruction of the test and also for using the answer sheet.
- 5) The researcher gives the test.
- 6) The students answer the test on the answer sheet in 30 minutes.
- 7) The researcher collects the students' answer sheet.
- 8) The researcher checks the students' answer sheet and observe the result.

2. Treatment

After giving the pre-test and observe the result, the researcher gives the treatment to the experimental class. The treatment is using Herringbone Technique. In the other condition, the control class taught by the conventional method.

3. Post-Test

Post-test given after the treatment has done. The test given for the students in both classes. The aim of this test is to know and measure how the students reading after taught by Herringbone Technique. The result compared to the students which taught by teacher strategy.

H. Technique of Data Analysis

Experimental research design is being done through experimental class and control class. The experimental treatment has given to the experimental class. After experimental process, two of classes are tested by using technique of these tests:

a. Scoring Technique

To know the score, the researcher used steps below:

- 1) Total maximal score is 100
- 2) True answer is given 5 score and there's no score for false answer. Total score $5 \times 20 = 100$

b. Requirement Test

1) Mean score

To know the mean score of data, the researcher used formula as follow:

$$M_x = \frac{\Sigma fx}{N}$$

Where:

M_x = mean

Σfx = total scores

N = number of classes¹²

2) Homogeneity test

To test the data whether homogeny or not, the researcher uses Harley test, as follow:

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmalletvariant}}$$

Hypothesis is accepted if $F_{\text{count}} \leq F_{\text{table}}$

Hypothesis is rejected if $F_{\text{count}} \geq F_{\text{tabl}}$ ¹³

3) Hypothesis Test

The techniques of the data analysis that will be used in this research is Independent T-test formula. The hypothesis test will be start as: There is a significant effect of herringbone technique on reading comprehension in narrative text and there is no significant effect of herringbone technique on reading comprehension in narrative text. The formula that the researcher used as follow:

¹²Suharsimi Arikunto., P. 28

¹³ Suharsimi Arikunto., P.30.

$$Tt = \frac{M1 - M2}{\sqrt{\left(\frac{\Sigma X1^2 + \Sigma X2^2}{n1 + n2 - 1}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where:

- T = The value which the statistical significance
- M₁ = The average score of the experimental class
- M₂ = The average of the control class
- X₁² = Derivation of the experimental class
- X₂² = Derivation of the control class
- N₁ = Number of experimental
- N₂ = Number of control¹⁴.

If t_{test} is higher than t_{table} , the researcher can conclude that h_a is accept and h_o is reject. It means that there is significant effect of Herringbone Technique on the students' reading comprehension. If t_{test} is lower than t_{table} , the researcher can conclude that h_a is reject and h_o was accepted. It means there is no significant effect of Herringbone technique on reading narrative at the grade X students of SMA IT Darul Hasan Padangsidempuan.

¹⁴Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p.31

CHAPTER IV

DATA ANALYSIS

This chapter presents research result. This research also presented the result of research after giving the instrument to the respondent about reading narrative text mastery at the tenth grade students of SMA IT Darul Hasan Padangsidempuan. The researcher has calculated the data using pre-test and post-test. Applying quantitative research, the researcher used the formulation of t-test to test the hypothesis. Next, the researcher described the result based on the data that have been researched as follow:

A. The Description of Data

1. The Description of data Before using Herringbone Technique

a. Score of Pre-Test for Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by students in answering the multiple choices. The score of pre-test experimental class can be seen in the following table:

Table 7
The Score of Experimental Class in Pre-test

NO	Descriptive	Statistics
1	Total	1390
2	Highest score	64
3	Lowest score	28
4	Mean	46.33
5	Median	47
6	Modus	51
7	Range	35
8	Interval	6
9	Deviation standard	8.73
10	Variants	76.29

Based on the table. 7 above the total score of experimental class in pre-test was 1390, mean was 46.33, standard deviation was 8.73, variant was 76.29, median was 47, range was 35, modus was 51, interval was 6. The researcher got the highest score was 64 and the lowest score was 28. It can be seen on the appendix 8.

Then the computed of the frequency distribution of the students' score of experimental class could be applied into the table frequency distribution as follow:

Table 8
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	30-35	32	3	10%
2	36-41	38	5	16.66%
3	42-47	44	7	23.33%
4	48-53	50	9	30%
5	54-59	56	4	13.33%
6	60-65	62	2	6.66%
	$i = 6$		30	100%

From the above table. 8, the students' score in class interval between 30-35 was 3 students (10%), class interval between 35-41 was 5 students (16.66%), class interval between 42-47 was 7 students (23.33%), class interval between 48-53 was 9 students (30%), class interval between 54-59 was 4 students (13.33%), and the last class interval between 60-65 was 2 student (6.66%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

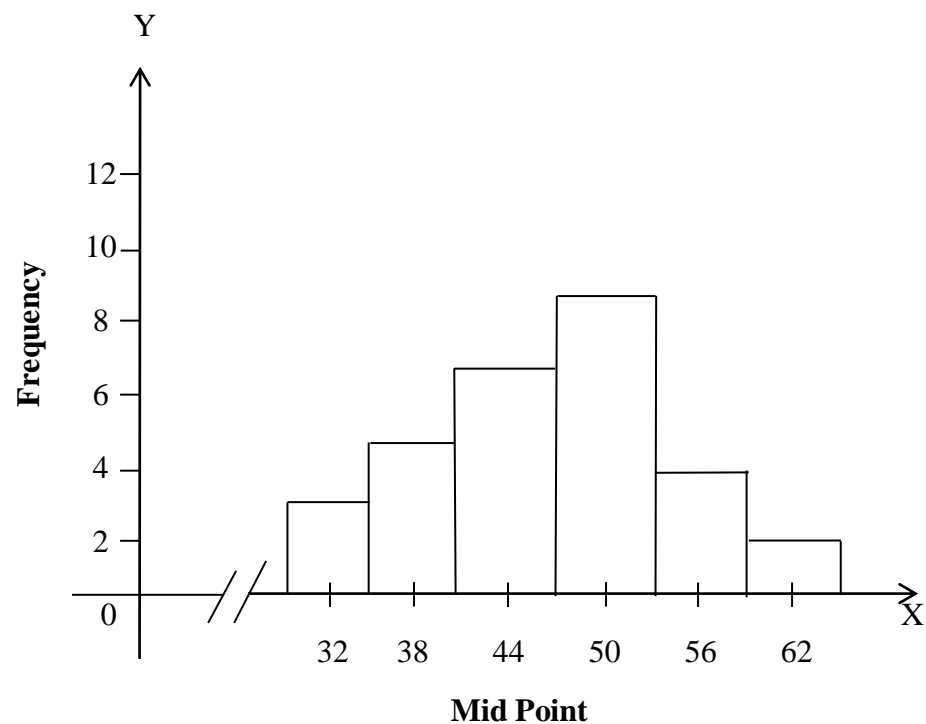


Figure 2: Description Data of Students' Reading Narrative Text in Experimental Class (Pre-test)

From the histogram above shows that, the data were normal.

b. Score of Pre-Test for Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test).

The score of pre-test control class can be seen in the following table:

Table 9
The Score of Control Class in Pre-test

No	Descriptive	Statistics
1	Total	872
2	Highest score	48
3	Lowest score	22
4	Mean	33.54
5	Median	34
6	Modus	36
7	Range	26
8	Interval	5
9	Deviation standard	6.75
10	Variants	45.54

Based on the above table the total score of control class in pre-test was 872, mean was 33.54, standard deviation was 6.75, variants was 45.54, median was 34, range was 26, modus was 36, interval was 5. The researcher got the highest score was 48 and the lowest score was 22. It can be seen on appendix 9.

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 10
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	22-26	24	4	15.38%
2	27-31	29	5	19.23%
3	32-36	34	10	38.46%
4	37-41	39	4	15.38%
5	42-46	44	2	6.66%
6	47-51	49	1	3.33%
	$i = 5$		26	100%

From the above table, the students' score in class interval between 22-26 was 4 students (15.38%), class interval between 27-31 was 5 students (19.23%), class interval between 32-36 was 10 students (38.46%), class interval between 37-41 was 4 students (15.38%), class interval between 42-46 was 2 students (6.66%), and the last class interval between 47-51 was 1 student (3.33%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

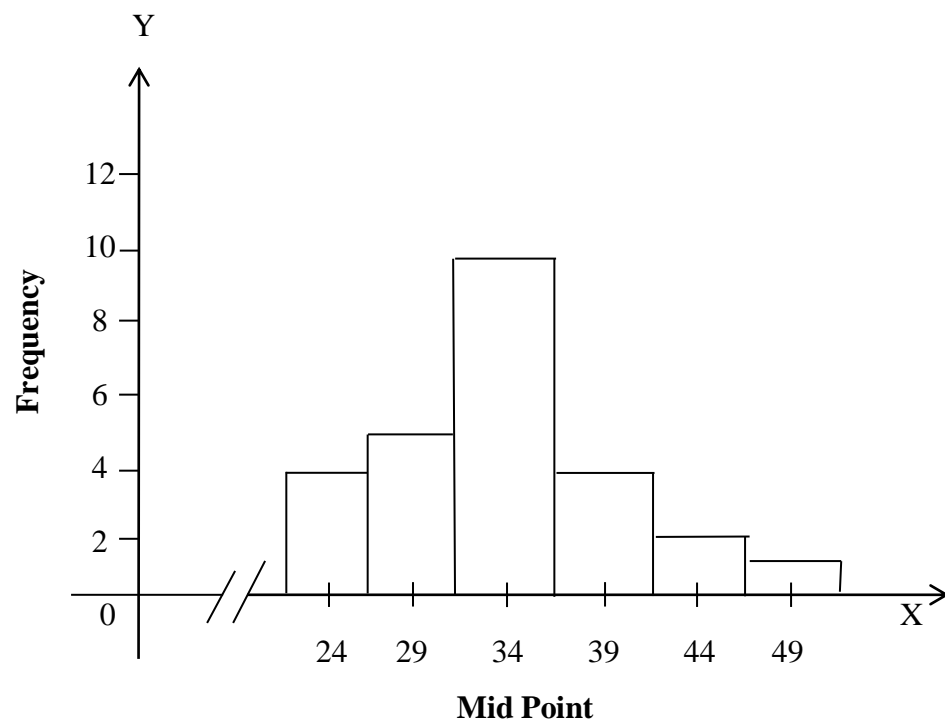


Figure 3: Description Data of Students' Reading Narrative Text in Control Class (Pre-test)

From the histogram above shows that, the data were normal.

2. Description of Data after Using Herringbone Technique

a. Score of Post-test for Experimental Class

In post-test for experimental class, the result that has been calculated from the students answering the question (test) after the researcher did the treatment by using herringbone technique. The researcher gave the score to the students' answer sheet. The score of post-test for experimental class can be seen in the following table:

Table 11
The Score of Experimental Class in Post-test

No	Descriptive	Statistics
1	Total	1764
2	Highest score	80
3	Lowest score	34
4	Mean	58.80
5	Median	60
6	Modus	60
7	Range	46
8	Interval	8
9	Deviation Standard	11.97
10	Variant	143.34

Based on the table above, the total score of experimental class for post-test was 1764, the mean was 58.80, standard deviation was 11.97, variant was 143.34, median was 60, range was 46, modus was 60, interval was 8. The researcher got the lowest score was 34, and the highest score was 80. The calculation of how to get it can be seen in appendix 10. Then the computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 12
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	34-41	37	3	10%
2	42-49	45	4	13.33%
3	50-57	53	5	16.66%
4	58-65	61	8	26.66%
5	66-73	69	6	20%
6	74-81	77	4	13.33%
	$i = 8$		30	100%

From the above table, the students' score in class interval between 34-41 was 3 student (10%), class interval between 42-49 was 4 students (13.33%), class interval between 50-57 was 5 students

(16.66%), class interval between 58-65 was 8 students (26.66%), class interval between 66-73 was 6 students (20%), and the last class interval between 74-81 was 4 students (13.33%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

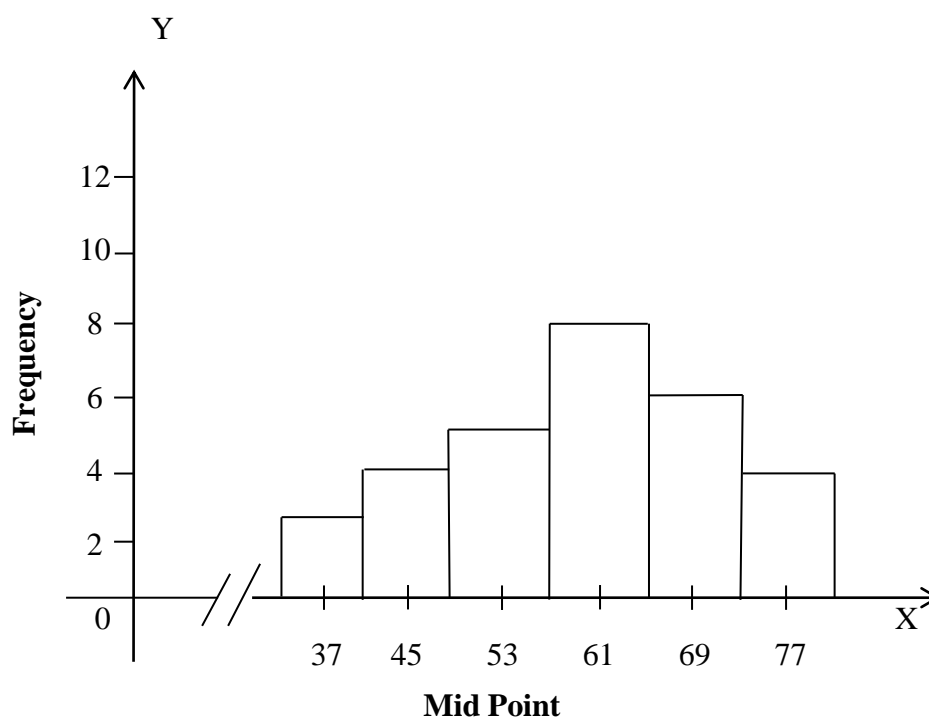


Figure 4: Description Data of Students' Reading Narrative Text In Experimental Class (Post-test)

From the histogram above shows that, the data were normal.

b. Score of Post-test for Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave the score to students' answer sheet. The score of post-test control class can be seen in the following table:

Table 13
The Score of Control Class in Post-test

No	Descriptive	Statistics
1	Total	1108
2	Highest score	58
3	Lowest score	24
4	Mean	42.63
5	Median	43
6	Modus	46
7	Range	34
8	Interval	6
9	Deviation Standard	9.01
10	Variant	81.21

Based on the table above, the total score of experimental class for post-test was 1108, the mean was 42.63, standard deviation was 9.01, variant was 81.21, median was 43, range was 34, modus was 46, interval was 6. The researcher got the lowest score was 24, and the highest score was 58. The calculation of how to get it can be seen in appendix 10. Then the computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 14
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	24-29	26	2	7.69%
2	30-35	32	3	11.53%
3	36-41	38	6	23.07%
4	42-47	44	8	30.76%
5	48-53	50	4	15.38%
6	54-59	56	3	11.53%
	$I=6$		26	100%

From the table above, the students' score in class interval between 24-29 was 2 students (7.69%), class interval between 30-35

was 3 students (11.53%), class interval between 36-41 was 6 students (23.07%), class interval between 42-47 was 8 students (30.76%), class interval between 48-53 was 4 students (15.38%), and the last class interval between 54-59 was 3 students (11.53%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

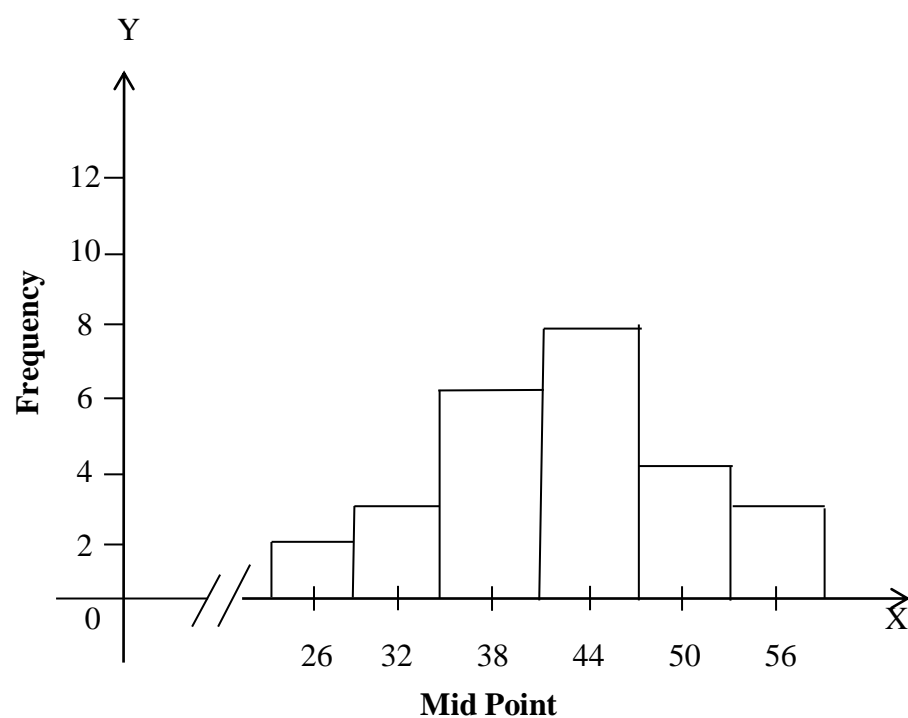


Figure 5: Description Data of Students' Reading Narrative Text in Control Class (Post-test)

From the histogram above shows that, the data were normal.

B. Testing of Hypothesis

After calculating the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogeneous. Based on the result, to analyze the hypothesis the researcher used parametric test by using T-test. Hypothesis alternative (H_a) of the research was the significant effect of Herringbone Technique on reading narrative text.

Table 15
Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
1.87	2.00	5.97	2.00

The test hypothesis have two criteria. First if $t_{count} < t_{table}$, H_0 is rejected. Second if $t_{count} > t_{table}$, H_a is accepted. Based on table above in pre-test researcher found that t_{count} 1.87 while t_{table} 2.00 with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 26 + 30 - 2 = 54$. Cause $t_{count} < t_{table}$ ($1.87 < 2.00$), it means that hypothesis H_0 was rejected. But in post-test, researcher found that t_{count} 5.97 while t_{table} 2.00 in post-test with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 26 + 30 - 2 = 54$. Cause $t_{count} > t_{table}$ ($5.97 > 2.00$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of herringbone technique on reading narrative text. The calculation can be seen on appendix 14.

Based on the data analysis, the researcher got the mean score of experimental in the pre-test was 46.33 and in post-test was 58.80. The improving was 12.47. Then the mean score of control class in pre-test was 33.54 and in post-test was 42.62. So, based on the comparison, it can be concluded that the improvement of experimental class was higher than control

class. Automatically, herringbone technique had the effect on reading narrative text. It can be seen on the table:

Table 16
Gain Score of Experimental and Control Class

Experimental Class		Control Class	
Pre-test	Post-test	Pre-test	Post-test
46.33	58.80	33.54	42.62
12.47		9.08	
3.39			

From the table above the gain score of experimental class in pre-test and post-test is 12.47 and gain score of control class in pre-test and post-test is 9.08. The effect of experimental class minus control class is 3.39. So, gain score of experimental and control class is 3.39.

C. Discussion

Based on the data analysis, the researcher discussed the result of this research on the effect of using herringbone technique on students reading narrative text. This research have proved what had been stated by Coe and Glass that the herringbone pattern is used to help students identify the main idea and related supporting ideas of a lesson, text, or concept.¹ So, the result of mean score in experimental class was higher than control class score of experimental in the pre-test was 46.33 and in post-test was 58.80. Then the mean score of control class in pre-test was 33.54 and in post-test was 42.62. It means herringbone technique had an effect on reading narrative text of SMA

¹Zygouries-Coe and Glass, *The Learning Strategies Hand Book*, (New York: Longman, 2004). P. 2.

IT Darul Hasan. From the research herringbone technique, it is appropriate to use by the teacher in teaching reading.

The first was Solichah concluded that the students who are taught by using Herringbone Technique get higher score while the students who are taught by conventional technique. Minimal Mastering Criteria (KKM) of this research is ≥ 75 . The class 86.35% is classified to be passed the minimum scores criteria. It can be concluded that the herringbone technique had an effect for students' reading comprehension. then by using herringbone technique with the number of percentages 79, 73%.²The result of this thesis same with this research where the herringbone technique has an effect to students' reading narrative cause $t_{count} > t_{table}$ ($5.97 > 2.00$), it means that hypothesis H_a was accepted.

Second was Usman concluded that Herringbone Technique is the effective technique to improve reading comprehension. By using this technique, the students enjoyed the learning process and more active.³ In this research, the researcher used Quasi experiment/experimental study. The analysis of data used t-test. The research findings show that students' score of reading comprehension statistically significant increase from total score of

²Mar'atus Solichah, "Improving Students' Reading Comprehension by Using Herringbone Technique at the Seventh Grade of Class-B of SMPN2 Deket In The Academic Year 2017/2018,"2018<http://e-repository.perpus.iainsalatiga.ac.id/1714/1/the%20use%20of%20herringbone%20technique%20to%20improve>.

³Ali Usman, "The Effect of Using Herringbone Technique to Improve Students' Ability in Reading Comprehension of Narrative Text of the Eight Grade Students of SMPN 1 Kendari In AcademicYear2015/2016,"2016.<http://library.um.ac.id/free-contents/index.php/publication/mpr.html>

pre-test 2216 to 2492 score after post-test. Also same with this research find score 33.54 and in post-test was 42.62.

Yanti found that the implementation of Herringbone Technique was successful. It showed that herringbone technique effectively for students' reading comprehension in recount text. It can be shown from the data and the result of the CAR. The result in each cycle improved, from the pre-test and post-test in cycle I until pre-test and post-test cycle II. The mean score of pre-test and post-test in cycle I are 67, 23 and 69, 33. While the score of pre-test and post-test are 75, 33 and 84, 03.⁴The result of this thesis showed that the herringbone technique has an implication to students' reading mastery.

The proofs show that herringbone technique is suitable to be applied in teaching reading narrative text because it has been proven by the previous researchers and the theory. So, herringbone technique has given the effect to the research that has been done by researcher or the other researcher who mentioned in related findings.

D. Threats of the Research

There were some aspect that could threat for this research as follow:

1. The weather at the time was so hot, so that the students feel lazy.
2. There were some of students that were noisy while teaching and learning process. So it can disturb the concentration of the others.

⁴Latifah Listiyanti, "The Use Of Herringbone Technique To Improve The Students' Reading Comprehension In Recount Text Of The Eighth Grade Students Of Smpn 2 Tuntang In The Academic Year 2016/2017," 2017. <http://e-repository.perpus.iainsalatiga.ac.id/1714/1/THE%20USE%20OF%20HERRINGBONE%20TECHNIQUE%20TO%20IMPROVE.pdf>

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' reading narrative text at the tenth grade students of SMA IT Darul Hasan Padangsidimpun academic year 2021/2022 before learning by using Herringbone Technique. It can be seen from the students' mean score of pre-test for experimental class was 46.33 and pre-test for control class was 33.54.
2. The students' reading narrative text at the tenth grade students of SMA IT Darul Hasan Padangsidimpaun academic year 2021/2022 after learning by using Herringbone Technique the mean score of experimental class was higher than before using Herringbone Technique. It can be seen from the students' mean score of post-test for the experimental class was 58.80 and the mean score of post-test for control class taught by conventional strategy was 42.62.
3. There was a significant effect of Herringbone Technique on reading narrative text at the tenth grade students of SMA IT Darul Hasan Padangsidimpaun academic year 2021/2022. The researcher found the research result of t-test where t_c was higher than t_t . t_{count} 5.97 was and t_{table} was 2.00. It means that H_a was accepted, so there was a significant effect of Herringbone Technique on students' reading narrative text in SMA IT Darul Hasan Padangsidimpun.

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher shows some things need to be proven. It makes the researcher give some suggestion, as follow:

1. From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using Herringbone Technique in teaching, because this technique can achieve the students reading especially in reading narrative text.
2. From the research result it is also as the information to the English teacher to use Herringbone Technique as a reference in teaching reading narrative text because it is help the students to face their problem in reading.
3. For the next researcher, this research can help the other researcher who will conduct further research in the same topic. The other researcher can get the information from this experimental research, even do a comparison between this research and another with the similar variable.

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CURRICULUM VITAE



A. Identity

Name : Ahmad Roja' Siregar
Nim : 16 203 00110
Place and Birthday : Padang Sidempuan, 29th August 1996
Gender : Male
Religion : Muslim
Address : Jl. Kapt. F. Tandean, Kel. Bincar, P.
Sidempuan Utara

B. Parents

Father : Saruhum Siregar
Mother : Nurgoniyah Hasibuan

C. Educational Background

Elementary School	: SDN 200103 Padang Sidempuan	2003-2009
Junior High School	: MTs.N 1 Model Padang Sidempuan	2010-2012
Senior High School	: SMAN 2 Padang Sidempuan	2012-2015
Collage	: UIN Syhada Padang Sidempuan	2016-2022

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA IT Darul Hasan Padangsidimpuan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : MIA-2 / I (Eksperimen)

Materi Pokok : Narrative Text

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2 Menunjukkan perilaku tanggungjawab, peduli kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 1.4 Menangkap makna dalam teks naratif lisan dan tulis sederhana.
- 1.5 Menyusun teks naratif lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator

1. Siswa dapat bercerita mengenai pengalaman atau kejadian yang telah dialami dalam berkomunikasi.
2. Siswa dapat membuat dialog yang di dalamnya terdapat pengalaman atau kejadian yang telah dialami.

D. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait naratif
2. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait naratif
3. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan dari naratif berbentuk teks dalam dialog.
4. Merespon makna terkait naratif berbentuk teks dalam dialog.

E. Materi Pembelajaran

Tema: Naratif

1. Definition: Narrative is a form of text that is used to tell or relate the story of acts or events, some usually tells about person, place, animal and thing. The story can be fiction, non-fiction, or a combination of both.
2. Generic Structure
 - a. Orientation: Introduce the participants, place and time.
 - b. Complication: The part of the story where tells about something that will begin a chain of the event.
 - c. Re-orientation: It is optional. Stating personal comment of the writer to the story.
 - d. Resolution: This part the complication will be solved.
 - e. Coda: Provides a comment or moral based on what has been learned from the story
3. Language feature of recount text are:
 - a. Past tense (killed, drunk)
 - b. Adverb of time (Once upon a time, one day)
 - c. Time conjunction (when, then, suddenly)
 - d. Specific character. The character of the story is specific, not general (Cinderella, Snow White, Alibaba)
 - e. Action verbs. A verb that shows an action. (killed, dug, walked)
 - f. Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.

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 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 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 angriness.

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.

F. Metode Pembelajaran:

Herringbone Technique

G. Media, Alat, dan Sumber Pembelajaran:

Sumber Belajar: Buku Siswa

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pre-Teachig	<p>Apersepsi</p> <ol style="list-style-type: none"> 1. Menyapa siswa dengan mengucapkan selamat pagi 2. Menanyakan kabar siswa 3. Mengajak siswa membaca sebelum memulai pelajaran. 	10 menit

	<p>Motivasi</p> <ol style="list-style-type: none"> 1. Tanya jawab tentang pengetahuan / keterampilan yang terkait dengan KD 2. Guru menjelaskan tentang pentingnya materi yang akan dipelajari oleh siswa. 	
While-Teaching	<ol style="list-style-type: none"> 1. Guru memilih teks yang dibacakan oleh siswa 2. Guru menggambarkan bagan herringbone di papan tulis. 3. Guru menjelaskan tugas yang akan didiskusikan sebelum kelas dibagi menjadi beberapa kelompok. 4. Guru mengorganisasikan siswa ke dalam kelompok kemampuan campuran atau kelompok kemampuan yang sama sesuai kebutuhan. 5. Guru menyusun garis besar herringbone dengan 5W + 1H (siapa, kapan, dimana, mengapa, apa, bagaimana) dan gagasan utama. 6. Guru meminta siswa membaca dan menulis informasi penting tentang cerita di buku catatannya. 7. Guru menggilir peran kepemimpinan kelompok secara teratur. 8. Guru mengawasi diskusi dalam kelompok sehingga mendorong dan membantu siswa yang mengalami kesulitan. 9. Guru mengelola umpan balik secara 	60 Menit

	<p>ringkas saat diskusi.</p> <p>10. Guru mengingatkan waktu kepada siswa.</p> <p>11. Siswa menuliskan jawaban pada kerangka herringbone.</p> <p>12. Guru meminta siswa untuk mendiskusikan jawaban dalam kelompoknya</p>	
Post-Teaching	<p>1. Bersama-sama dengan peserta didik membuat rangkuman / simpulan pelajaran.</p> <p>2. Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram.</p> <p>3. Memberikan umpan balik terhadap proses dan hasil pembelajaran.</p>	10 Menit

I. Penilaian

Teknik: Tes Tulis

Bentuk: Pertanyaan tertulis

Instrument: Terlampir

Answer the following questions!

1. When and where did the story happen?
2. Who were involved in the story?
3. What event started the plot of the story?
4. What happened next?
5. What makes the problem in the story get more complicated?
6. What is the climax of the story?
7. Was there any resolution of the story?
8. Was there any conclusion or message of the story?
9. Decide generic structure of the text!
10. What is the main idea of paragraph 2?

J. Pedoman penilaian

1. Untuk setiap jawaban yang benar diberi skor = 10
2. Skor maksimal = $10 \times 10 = 100$
3. Nilai maksimal = 100

K. Nilai siswa rubric

No	Uraian	Skor
1.	Urutan paragraph benar	10
2.	Urutan paragraph salah	0

Padangsidempuan,

Februari 2022

Mahasiswa

Ahmad Roja' Siregar
Nim 16 203 00110

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA IT Darul Hasan Padangsidimpuan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X-MIA 1 / I (Kontrol)

Materi Pokok : Narrative Text

Alokasi Waktu : 2 x 40 menit

L. Kompetensi Inti

5. Menghayati dan mengamalkan ajaran agama yang dianutnya
6. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
7. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.
8. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

M. Kompetensi Dasar dan Indikator

- 1.6 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.7 Menunjukkan perilaku tanggungjawab, peduli kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 1.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 1.9 Menangkap makna dalam teks naratif lisan dan tulis sederhana.
- 1.10 Menyusun teks naratif lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

N. Indikator

3. Siswa dapat bercerita mengenai pengalaman atau kejadian yang telah dialami dalam berkomunikasi.
4. Siswa dapat membuat dialog yang di dalamnya terdapat pengalaman atau kejadian yang telah dialami.

O. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

5. Menunjukkan kesungguhan belajar bahasa Inggris terkait naratif
6. Menunjukkan perilaku peduli, percaya diri dan tanggungjawab dalam melaksanakan komunikasi terkait naratif
7. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan dari naratif berbentuk teks dalam dialog.
8. Merespon makna terkait naratif berbentuk teks dalam dialog.

P. Materi Pembelajaran

Tema: Naratif

4. Definition: Narrative is a form of text that is used to tell or relate the story of acts or events, some usually tells about person, place, animal and thing. The story can be fiction, non-fiction, or a combination of both.
5. Generic Structure
 - f. Orientation: Introduce the participants, place and time.
 - g. Complication: The part of the story where tells about something that will begin a chain of the event.
 - h. Re-orientation: It is optional. Stating personal comment of the writer to the story.
 - i. Resolution: This part the complication will be solved.
 - j. Coda: Provides a comment or moral based on what has been learned from the story
6. Language feature of recount text are:
 - g. Past tense (killed, drunk)
 - h. Adverb of time (Once upon a time, one day)
 - i. Time conjunction (when, then, suddenly)
 - j. Specific character. The character of the story is specific, not general (Cinderella, Snow White, Alibaba)
 - k. Action verbs. A verb that shows an action. (killed, dug, walked)
 - l. Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.

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 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 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.

Q. Metode Pembelajaran:

Konvensional

R. Media, Alat, dan Sumber Pembelajaran:

Sumber Belajar: Buku Siswa

S. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pre-Teaching	<p>Apersepsi</p> <ol style="list-style-type: none"> 1. Menyapa siswa dengan mengucapkan selamat pagi 2. Menanyakan kabar siswa 3. Mengajak siswa membaca sebelum memulai pelajaran. <p>Motivasi</p> <ol style="list-style-type: none"> 1. Tanya jawab tentang pengetahuan / keterampilan yang terkait dengan KD 	10 menit

	2. Guru menjelaskan tentang pentingnya materi yang akan dipelajari oleh siswa.	
While-Teaching	<ol style="list-style-type: none"> 1. Guru menjelaskan tentang teks naratif dan siswa diminta untuk memerhatikannya. 2. Guru memberikan contoh teks naratif 3. Guru menjelaskan teks naratif dan generic stukturnya. 4. Siswa membaca contoh teks naratif 5. Guru memintah siswa untuk menuliskan salah satu dongeng yang diketahuinya. 6. Siswa mengerjakan tugas yang diberikan guru <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik. 3. Memfasilitasi peserta didik untuk memperoleh makna dari cerita naratif teks. 4. Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa. 	60 Menit
Post-Teaching	<ol style="list-style-type: none"> 1. Bersama-sama dengan peserta didik membuat rangkuman / simpulan pelajaran. 2. Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram. 3. Memberikan umpan balik terhadap proses dan hasil pembelajaran. 	10 Menit

T. Penilaian

Teknik: Tes Tulis

Bentuk: Pertanyaan tertulis

Instrument: Terlampir

Answer the following questions!

11. When and where did the story happen?
12. Who were involved in the story?
13. What event started the plot of the story?
14. What happened next?
15. What makes the problem in the story get more complicated?
16. What is the climax of the story?
17. Was there any resolution of the story?
18. Was there any conclusion or message of the story?
19. Decide generic structure of the text!
20. What is the main idea of paragraph 2?

U. Pedoman penilaian

4. Untuk setiap jawaban yang benar diberi skor = 10
5. Skor maksimal = $10 \times 10 = 100$
6. Nilai maksimal = 100

V. Nilai siswa rubric

No	Uraian	Skor
1.	Urutan paragraph benar	10
2.	Urutan paragraph salah	0

Padangsidempuan,

Februari 2022

Mahasiswa

Ahmad Roja' Siregar

Nim 16 203 00110

DOCUMENTATION

WHILE PRE-TEST



WHILE GIVING TREATMENT



WHILE POST-TEST





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sititang 22733
Telephone (0634) 22080 Faximile (0634) 24022

24 September 2019

Nomor : 156 /ln.14/E.6a/PP.00.9/09/2019
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. Dr. H. Fitriadi Lubis, M.Pd (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd (Pembimbing II)

di -Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Ahmad Roja' Siregar
NIM : 1620300110
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **The Effect of Herringbone Technique (HT) on Reading Narrative Text at Grade Tenth Students of SMA IT Darul Hasan Padangsidimpuan**

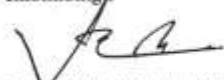
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris


Fitri Royani Siregar, M.Hum.
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
Pembimbing I


Dr. H. Fitriadi Lubis, M.Pd
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BERSEDIA/TIDAK BERSEDIA
Pembimbing II


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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Nomor : B - 1230 /In.14/E.1/TL.00/04/2022

April 2022

Hal : Izin Penelitian
Penyelesaian Skripsi

Yth. Kepala SMA IT Darul Hasan Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ahmad Roja' Siregar

NIM : 1620300110

Program Studi : Tadris/Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Herringbone Technique (HT) on Reading Narrative Text at Grade X Students of SMA IT Darul Hasan Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafri Siregar, S.Psi, M.A.
NIP. 19801224 200604 2 001



YAYASAN DARUL HASAN KOTA PADANGSIDIMPUAN
SMA ISLAM TERPADU DARUL HASAN

Jl. Ompu Huta Tunjul Kelurahan HutaImbaru Kecamatan Padangsidempuan Hutaimbaru
Kota Padangsidempuan Sumatera Utara e-mail: smaitdarulhasanps@gmail.com HP 082337317193

SURAT KETERANGAN

Nomor : 402/SMAIT-DH/VI/2022

Saya yang bertanda tangan di bawah ini:

Nama : **Jamal Siregar, M.Pd**
Jabatan : Kepala Sekolah
Unit Kerja : SMA Swasta IT Darul Hasan Kota Padangsidempuan
Alamat : Jl. Ompu Huta Tunjul, Kel. HutaImbaru, Kec. Padangsidempuan
HutaImbaru

Menerangkan bahwa nama di bawah ini :

Nama : Ahmad Roja' Siregar
NIM : 1620300110
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris/ Pendidikan Bahasa Inggris

Adapun benar telah melaksanakan Penelitian Penyelesaian Skripsi di SMA Swasta IT Darul Hasan Kota Padangsidempuan dari tanggal 19-20 April dan 22 Juni 2022 dengan judul :

"The Effect of Herringbone Technique (HT) on Reading Narrative Text at Grade X Students of SMA IT Darul Hasan Padangsidempuan"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Padangsidempuan, 22 Juni 2022
Kepala SMA Swasta IT Darul Hasan

Jamal Siregar, M.Pd