

**THE EFFECT OF HERRINGBONE TECHNIQUE ON STUDENTS' READING
COMPREHENSION OF THE FIRST YEAR STUDENTS
AT SMP NEGERI 23 MAKASSAR**

SKRIPSI

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA "45" UNIVERSITY MAKASSAR**

2015

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**Submitted in Partial the Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)**

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*The Effect of Herringbone Technique on Students' Reading Comprehension of the First Years Students at SMP Negeri 23 Makassar*" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Agustus 2015

Yang membuat pernyataan,

Besse Muliana A.



ABSTRACT

Besse Muliana, A. 2015. *The Effect of Herringbone Technique on Students' Reading Comprehension of the First Years Students at SMP Negeri 23 Makassar*. Skripsi, Department of English Education, guided by Dahlia D. Moelier and Hj. St. Haliah Batau.

The aim of his research is want to know that the herringbone technique application is effective to improve students' reading skills, predict, make the conclusion in every paragraph and able to solve the problem by the students in understand the reading or discourse.

This research is experimental research that the writer did in SMP Negeri 23 Makassar. In this research the total of population in Grade VII students are 480 students that shared in 12 classes. The researcher chose sample in class VII-12 are 32 students. The aim of the researcher to choose class VII12 as a subject of the research because the average of the student in this class still to understand the reading text.

The result data analysis in pre-test and post-test show up that t-test score is 36.25 and t-table score is 2.036. It means the t-test score is better than t-table or (tt **36.25 > 2.036**). This things show up the students' skill to understand reading text at the end of the research is improved. This things can identify with the significant different between average score in pre-test (3) and post-test 5.8). This research show up if herringbone technique that try out in SMP Negeri 23 Makassar is works.

It appears that student's English skill to understand reading text from bad to better.

Keywords: *herringbone technique, reading comprehension.*

ABSTRAK

Besse Muliana, A. 2015. *The Effect of Herringbone Technique on Students' Reading Comprehension of the First Years Students at SMP Negeri 23 Makassar*. Skripsi, Program Study Bahasa Inggris, dibimbing oleh Dahlia D. Moelier dan Hj. St. Haliah Batau.

Tujuan penelitian ini adalah untuk mengetahui apakah penerapan teknik *heringbone* efektif dalam meningkatkan kemampuan siswa dalam memahami isi bacaan, memprediksi, membuat ringkasan pada setiap paragraf dan mampu mengatasi kesulitan yang dihadapi siswa dalam memahami isi bacaan atau wacana.

Penelitian ini adalah penelitian eksperimen yang dilakukan pada siswa SMP Negeri 23 Makassar. Dalam penelitian ini populasi adalah siswa kelas VII yang berjumlah 480 siswa yang terbagi ke dalam 12 kelas. Peneliti memilih sampel kelas VII-12 yang berjumlah 32 siswa. Tujuan peneliti memilih siswa kelas VII-12 sebagai subjek penelitian karena rata-rata siswa pada kelas ini masih kurang mampu dalam memahami teks bacaan bahasa Inggris dengan baik.

Hasil analisis data pada pre-test dan post-test menunjukkan bahwa nilai t-test adalah **36.25** dan nilai t-table **2.036**. Berarti nilai t-test lebih baik dari pada t-table atau ($36.25 > 2.036$). Hal itu menunjukkan bahwa kemampuan siswa dalam memahami teks bacaan pada akhir penelitian meningkat. Hal ini dapat teridentifikasi dengan adanya hasil perbedaan yang signifikan antara nilai rata-rata pada pre-test (**3**) dan post-test (5.8). Hasil penelitian ini menunjukkan bahwa teknik *heringbone* yang diujicobakan di SMP Negeri 23 Makassar ternyata cukup berhasil. Tampak bahwa kemampuan bahasa Inggris siswa dalam memahami teks bacaan yang semula masih rendah menjadi baik.

Kata kunci: *heringbone technique, reading comprehension*.

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Makassar, August 2015

Besse Muliana A.



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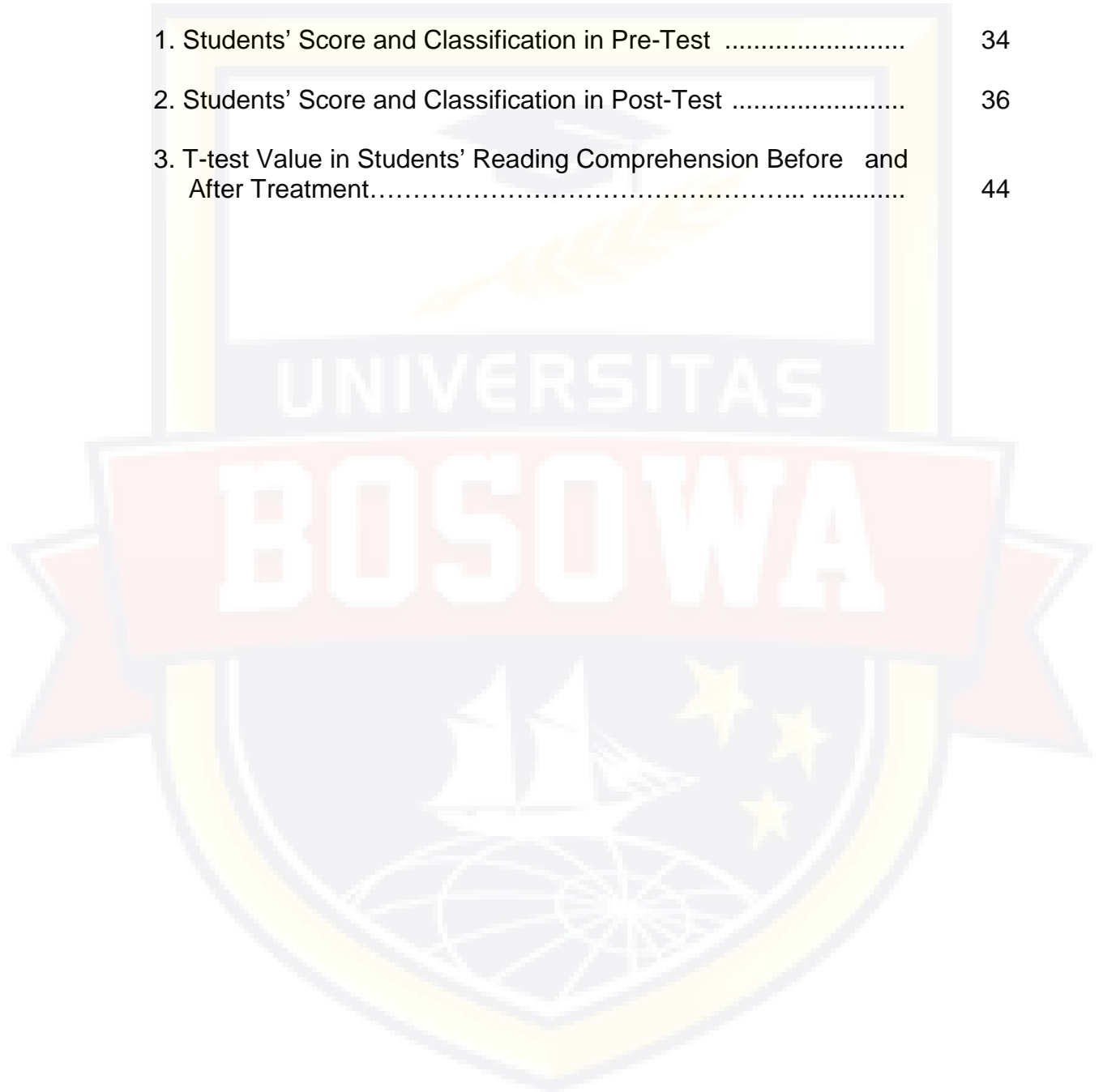
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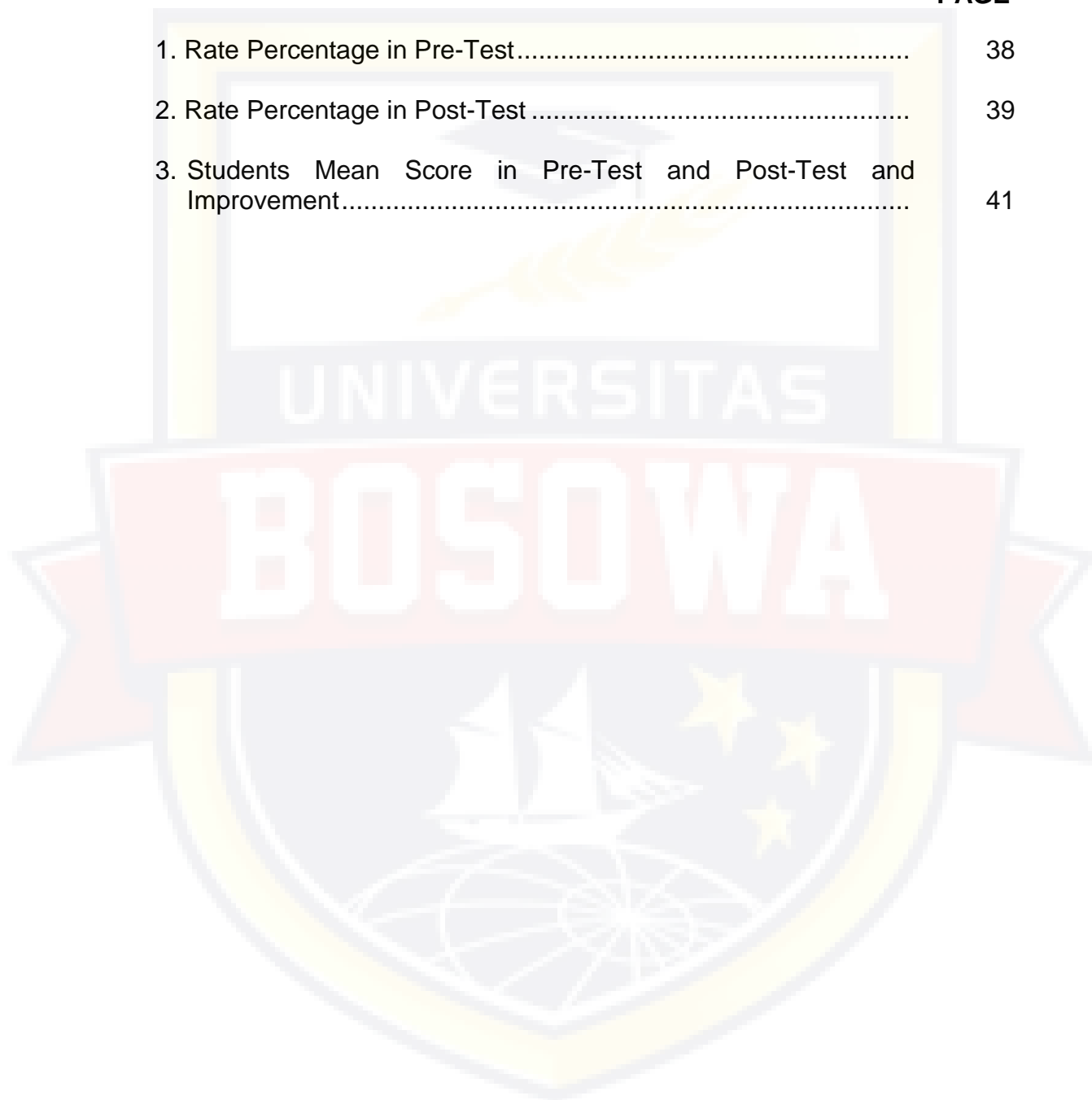
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CHAPTER I

INTRODUCTION

This chapter describes background, problem statement, objective of the research, significance of the research, and scope of the research.

A. Background

Nowadays, the progress of knowledge, science and technology required us to absorb information. Information is merely the most important aspect of our life. Book, magazine, newspaper, bulletin, internet are sources of information we can get if only through reading. Thus, we must read thousands of text to avoid ourselves from out of date.

Today, there a lot of information, people should know, and they should find many kinds of information sources that are written in English. Thus, to get information, people should read many kinds of information. Reading is a source of getting information. No one can get much information without reading. Actually, Reading is the easiest and the cheapest way to get information, because it can help to know the simple information to the more complex one. In addition, the main important thing that the readers should have the ability to comprehend what they have read.

Reading is one of the most important skills we need in increasing our personal welfare and social progress. It is can not be denied that language is an integral part of human life and society. It is used to communicate to express argument or opinion to one another. Without language we cannot develop our education, society tradition and culture, spread global information etc.

Shortly, we can not do anything without using the language. (Rani, 2003 : 4).In our education system, especially in English teaching. Has made the mastery of all language skills. English as an international language in Indonesia is the first foreign language thought from elementary school up to university. This proves that English subject is important for the Indonesia students.

In teaching English as foreign language, it is necessary to note that there are four skills to be mastered which cover reading, speaking, listening and writing. Among the four skills, reading gets greater attention to analyze than other. As De Boer (1992: 16) states that one of the best important ways of learning however is through reading, success in school and in life depends in large part on your ability read. In general, people intend to be able to read and understand English text because many scientific books are written in English. However, until now, most of the students still encounter difficulties in reading.

This problem is faced by many lecturers and students who are not fluent in English. One of the difficulties encountered by the students is how to remember what they have read. It is important to realize that the teacher

need to vary reading rate according to our intention in reading and the students cannot find main idea what they after read.

Using Herringbone technique is one of important technique to make the reading comprehension is effective. Some method have used in teaching learning process of teaching English, but sometime the methods do not develop the students' knowledge. Therefore the writer wants to use this technique to improve the students reading comprehension, especially of the first year student at SMP Negeri 23 Makassar.

In writer point of view, one of the easiest strategies in improving student reading comprehension is herringbone pattern, because it is a very simple instruction that can ease student to comprehend a reading passage as well as finding the main idea.

B. Problem Statement

The issues put forward in the background refers to the research question as: "How is effect of Herringbone Technique on students reading comprehension of the first year student at SMP Negeri 23 Makassar."

C. Objective of the Research

The objective of the research is to find out the students' reading comprehension through Herringbone Technique at the first year students of SMP Negeri 23 Makassar.

D. Significance of the Research

The result of the research is expected to give meaningful contribution for the teacher at SMP Negeri 23 Makassar. The teacher can apply this technique in learning process particularly, in developing student's reading comprehension.

E. Scope of the Research

This research focus on the effect of Herringbone Technique to the students' reading comprehension. This strategy is implemented to the first year student at SMP Negeri 23 Makassar. The activity that gave to answering "Wh" question of reading text designated by Herringbone technique, based on competency based curriculum.

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature is needed to back up this research.

A. Previous Related Research Findings

Ramadhani (2007 : 29) stated in her research *Improving English Students Achievement Through Cooperative Learning at the First Year students of SMAN 2 Sungguminasa* found that cooperative learning STAD type in learning process can be eliminating stress and increase social feeling between ones group.

Abidin, (2006 : 34) stated in his research *The Effectiveness of SAVI (Somatic, Auditory, Visual, And Intellectual) as a Reading Method* found that SAVI (Somatic, Auditory, Visual, And Intellectual). As a reading method can improve the achievement of the second year students of MAN 1 Bulukumba.

Nurmala (2004 : 40) stated in her research *Improving the Students Vocabulary Achievement Through The Use of STAD Method* found that STAD method could changes the student's perception about learning English is difficult and boring. After implementation of STAD method, they feel that learning English was really fun, relax, enjoyed, and easier.

In my point of view, the above related studies present complicated strategies in improving student's Reading Comprehension. A good strategy should present an easiest and a simplest one and it can reduce teacher's

involvement, in class activities as trigger student's creativities to independent learners.

Finally, the assume that Herringbone technique by using "wh" Questions is the easiest and simplest strategy in improving the Reading comprehension of the first year students at SMP Negeri 23 Makassar.

B. Herringbone Technique

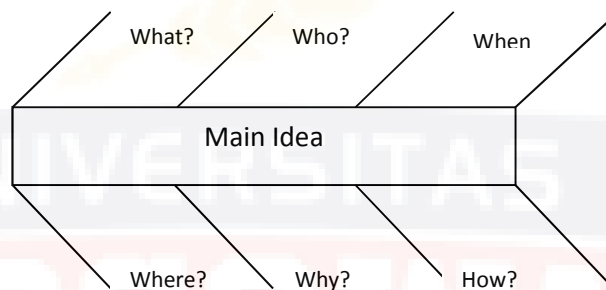
1. Definition of Herringbone Technique

According to Cunningham, et., al. (1999:25), herringbone pattern is a pattern formed by some diagonal lines and each of those diagonal lines designated by "wh" questions, started from:

- a. what
- b. who
- c. when
- d. where
- e. why
- f. how

In the center of Herringbone technique is main idea which is what each "wh", questions should refer back to (Steel 2004 : 7). Chow and Vohr (1995:135), the herringbone pattern is used for synthesizing information after pre-reading, or skimming, a chapter. Pre-reading is an important tool for understanding what each

reading is going to be about, what the main ideas are going to be, and for getting a general idea of what will be discussed in each reading. When students take the time to pre-read they are better prepared to read and understand the information presented in text. Chow and Vohr (1995:135), design the herringbone pattern which can be seen on the pictures below.



Give students a short amount of time to skim a chapter, and then have them fill the Herringbone pattern with the main ideas of the chapter, including:

- What is the main idea?
- Who is speaking?
- Who is the reading talking about?
- When did this occur?
- Where did it occur?
- How was it brought into being?
- Why was it done this way? Students write phrases answering these questions on the diagonal lines designated by each question. Notice that in the center of the Herringbone pattern is

“Main Idea,” which is what each “W” question should be referring back to.

2. The use of Herringbone Strategy

The main idea of a paragraph answers the question: “what is the main point the author is expressing about the topic?” the stated main idea is found in one or two sentences within the paragraph.

The main idea answers two important questions:

- a. Who or what have I just read about?
- b. What was the main point or points the author made about this topic?

An explicit main idea may be anywhere in the paragraph, but is typically found in these locations: first sentence, last sentence, middle paragraph, or combination of two sentences.

An implied main idea is a sentence that the reader composes rather than a statement found in the selection. This the reader-developed sentence answers the same basic questions: who or what did I just read about? And what was the main point or points the author made? To determine the implied main idea, readers should follow these steps:

- a. Read the paragraph and ask, “Who or what did I just read about?”
- b. Ask, “What are important details from the reading?”
- c. Determine the main idea by asking, “What is the single most important point the author is making about the topic based on the details?”
- d. Use the information from the paragraph that answers these questions to formulate a sentence that states the main idea.

Visual organizers provide students a framework for making decisions about main ideas and important supporting details in material that they are reading. The Herringbone pattern is used to help students identify the main idea and related supporting ideas of a lesson, text, or concept. It contains six questions that help students organize the details of the text. The visual pattern of the herringbone creates a framework for students to take notes and sort information. When modeling, teachers should remind the student to look for and identify the answers to the six questions.

After all six questions have been answered; the information can be used to create a main idea sentence. Stress the main idea always includes specifically "Who....did what." Some of the other information may be included, but is not necessary to create the main idea. The Herringbone can also be used in reverse as pre-reading strategy (Hennings in Hendra, 2007 : 3).

Example of the text:

"What happens to thoroughbred race horses when they are too old to race? Essentially, there are two groups of "over-the-hill" racehorses. The first group is the unlucky ones. They are sold to slaughterhouses, where they become pet food or are killed and their meat becomes delicacies in Europe or Japan.

The second group is the lucky ones who find their way to an Equine Retirement Foundation ranch. These ranches are run by

people who love horses and who want to provide a final resting place for the horses that give their all as they raced. The people running the ranches understand the stress and effort that each horse went through in training and in running races.

They reward the horses by letting them roam pastures, feeding them well, and letting them enjoy the companionship of other horses. And the horses are cared for by people who love and understand these gentle yet competitive animals."

1) Who or what did I just read about?

Answer: I just read about thoroughbred racehorses.

2) What are the important details from the reading?

Answer: The paragraph tells you that there are two kinds of horses, the horses that are lucky and the horses that are unlucky. The lucky horses go to farms where they are able to run around and live the life of a horse. The unlucky horses are sent to slaughterhouses where they are killed.

3) What is the single most important point the author is making about the topic based on the details?

Answer: The author starts the paragraph with a question so the important point the author wants to make is to answer the question, "What happens to thoroughbred race horses when they are too old race?"

4) The implied main idea for this paragraph: Thoroughbred racehorses that are too old to race are either sold for slaughter or enjoy life at an Equine Retirement Foundation ranch.

5) Advantages and disadvantages of using Herringbone pattern

(Steel, 2004 : 07) state that herringbone pattern is very useful in teaching reading comprehension. The advantages can benefit all components of the teaching process as follows :

a. To the teacher

One of the biggest problems that most teachers face is sometimes they do not know how to deliver the subject well, especially in making the students comprehend a Reading text easily.

By using the Herringbone technique the teacher is helped a lot. Since everything is already explained in the Herringbone pattern, so the teacher only has to give a short explanation and the rest of the efforts will be done by the students.

b. To the students

To comprehend and determine main ideas in a Reading text are very difficult when students do not have enough vocabularies. Herringbone pattern provides students with a short and simple explanation on task given by the teacher and ensures them know about what to do with less help from their teacher.

c. Resume

Teaching Reading by Using Herringbone technique is very useful in helping students to comprehend and determine Main ideas in a Reading text easily. Sometimes, problem appears when the students read a text and it may happen for some reasons, such as: they do not have enough vocabulary and ability to read well. Herringbone technique

has been designed in such a way to answer of such problems, since Herringbone technique consist of explanation and guidance of what students.

Besides that, teacher can also easily deliver his or her subject by using Herringbone technique since everything is already explained by the Herringbone technique. So the teacher only has to give a short explanation and rest of the effort will be done by the students.

The disadvantages of Herringbone technique is taking and spending many times to arrange it into the class.

3. The implementation of Herringbone Technique in the Classroom

This purpose is to provide students with a framework for making decisions about main ideas and important supporting details in material that they read. The implementation in the following:

- a. Students work in pairs or triads.
- b. Students read a selection from a content textbook or another piece of reading material. Any appropriate pre-reading activity may be used.
- c. After reading, groups complete the herringbone by the discussion the text, considering possible answers to the questions on the herringbone, and deciding cooperatively upon the answer that seems best to them.
- d. When groups have completed their tasks, the teacher convenes the entire class so that groups can share their decisions and the reasons for them, with each other. The focus of this discussion should be on decisions and reasons rather than "right" answers. The researcher

wants to know the students achievement when the students do their test in group in order to make the students get comprehensible input from discussion activities.

C. Reading Comprehension

Reading comprehension is an activity of reading in order to comprehend the information of the text. To support the idea there are some comment from expert :

1. Definition of Reading Comprehension

Smith (1998 : 37) stated that reading comprehension means the understanding, evaluating and utilize of information and ideas gained through and interaction between the reader and the author. Reading comprehension is such a kind of dialogue between author and a reader in which the written language becomes the medium that cause the dialogue happen when the two person communicate through the medium of print.

Peter in Rani (2003 : 6) states that reading comprehension can be viewed from two terms. They are reading and comprehension. The term 'Reading' has two meanings. That is the first meaning deals with a product, reading means the way in which something is interpreted and understood. In relation about that, Anderson, at., al, (1999:2) says that the term 'Comprehension' refers to the skill or the ability to understand. Another definition of printed passage which may be in words, phrases, sentences, or in paragraphs.

Lamb in Munawwarah (2007 : 7) suggests that, reading comprehension are: (1) Skill development, (2) Visual act, a successive series of the eye movements, fixation, and regression, (3) perceptual act, the recognition word and assigning to its meaning, based upon past experience, (4) A reflection of cultural background, (5) Thinking process (6) Information processing, and (7) Association learning.

Reading comprehension is understanding a text that is read or the process of “constructing meaning” from a text. Comprehension is a “Construction process” because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader’s mind (Douglas in Abidin, 2006: 6). So, reading comprehension is one way to make the students more comprehend the text and material developer need to considers the students background knowledge when make a test.

2. Reading Comprehension Process

Reading comprehension involves two processes, the first is the reader established what the writer has said that second he must follow what the writer meant. In addition, Douglas in Abidin (2006: 5) says that reading comprehension can be viewed into two stages, they are; the mechanical process and comprehension process. The mechanical process includes that the language competence, interest,

motivation, and reading ability. And comprehension process is the element of reading materials.

Burmeister in Rahmadani (2007: 3) suggests that the process of reading comprehension involves three basic skills. From a series of printed symbols, the reader strives to identify the specific ideas of another person, established the organization of these ideas. Moreover, Stevens in Rahmadani (2007 : 4) explains that deciphering means recognition or patterns the message, these comprise distinguishing writing from other kinds of patterns, sensing direction of the writer, finding, beginning and ends of the text, adjusting the rate the eye can to the rate of comprehension, and referring back or forward to resolve ambiguity or doubt.

The process of reading comprehension can be viewed into two stages, the mechanical process and comprehension process. The mechanical process which deals with the reader activity is followed by the eye movement of the text, and comprehension process is a competent of the reader to interpret of the reading materials.

For the mechanical and comprehension process, Lamb in Hendra (2007: 5) suggests that, the mechanical process includes:

- a. Developing vocabulary
- b. Developing skill in identifying unfamiliar words through structural analysis, context clues, dictionary words, and phonics

c. Developing speed in silent reading, adjusting to the types of the material to read

d. Developing oral reading skill such as phrasing, expression, pitch, and pronunciation

e. Developing efficient eye movement.

And comprehension process includes that the developing of the ability:

a. to remember, evaluate and generalize from what the reader read,

b. to note and recall the details, and the last,

c. To understand the author's ideas and the point of view.

The process of reading comprehension as has been quoted from Lamb in Hendra (2007: 7) ideas is reading comprehension in perspective with the simple statement, 'reading' is the inferred mental activity that take places when a person sense and makes discrimination among people, objects, places, and ideas, in his environment

In conclusion, the process of reading comprehension is the readers read the materials to interact and evaluate between the mind of the read and the language of the text, decoding and meaning is important to the reader, that he uses to relate the printed words, to discover the meaning, to interpret and to put into action, and to assimilate into his total experience.

3. The ability of Reading comprehension

The ability to read is one important function reading material, Lamb in Hendra (2007:19) has noted that, reading comprehension includes that the ability, 1) to locate the need of the reading materials by means of the index table of context, encyclopedia, library card, 3) file information the material which require the application of comprehension skills for developmental reading, 4) development of the specific skills required by special subject areas such as the reading for social studies content, and 4) to select the organizing of what is read.

Herber, (1998 : 19) also says that, the mechanical of reading comprehension is the ability 1) to appraise quickly and to attack effectively any task which involves reading to solve a problem work out a lesson assignment, find the answer to a question 2) Skill in summarizing large unit 3) to use books, libraries, reference guides and source materials (such a newspaper, files efficiently, 4) to organize the main and subordinate ideas of printed page into some orderly from mentality while reading, and in written outline, letter, 5) to acquired new vocabulary by using word.

In conclusion, to have the skill of comprehension the student's must practice to interpret and to understand the material as well as do exercises in reading as much as possible the writer believes that, reading comprehension is the most important ability to the student's to understand what has been read.

4. Kinds of the Reading

Nasr in Lutfiah (2008: 8-9) divides reading into two kinds.

Namely: silent reading and oral reading.

a. Silent Reading

The main aim in silent reading understands. We can do silent reading faster than oral reading because in silent reading there is no oral expression.

b. Oral Reading

Someone has firstly good pronunciation to do oral reading well. In oral reading the students not only read the passage to be understood but also read orally. The passage are given in oral reading, the students will get experience in producing and could be practiced as many time as possible.

c. Comprehension

Comprehension is always directed and controlled by the needs and purpose of the reader, therefore the reader cannot read with good comprehension. If the subject of the text is one who does not know and has no real interest in it. Hornby, (2000: 12) said that reading comprehension is a term to identify those skills needed to understand and apply that information contained within written material.

Brown in Mardiana (2005: 15) classified reading into two kinds as follows:

a. Developmental reading activities are those in which the teacher main purpose to bring an improvement in reading skill activities in which learning to read is the main goal.

b. Functional reading is includes reading which the primary aim is to obtain information. In other words, reading has enjoyment, entertainment and appreciation as major purpose. So, the researcher sum up that by apply some method in reading activities, it can makes the students get more input of knowledge in order to achieve their comprehend about reading text.

5. Developing Reading Comprehension

There are many ways to develop reading comprehension. Anderson (1999 : 17) pointed out that some specific ways and methods for improving comprehension in reading, they are :

a. Determine that process in reading

Ask yourself what you want to gain from reading the passage by selection.

b. Pay attention to words

Each subject in the curriculum has its own special vocabulary and the student's success will depend on some extend on their mastery of this student should look at the words carefully.

c. Utilize context clues

The use of surrounding context can help the students should look at all word carefully.

d. Use the five W's and H question in all reading.

Comprehension is based on the question such as who, where, what, why, how, how much, and how many.

e. Learn to phrase read.

Phrase reading not only reduces stage. Usual number of fixation per-line but it also makes the meaning clearly.

6. The Reading Techniques

Reading techniques play an important role in understanding reading material. Otherwise, if students read without any technique, they may not find what they want from their reading. Therefore, students who have determined what they expected to from their reading should select a reading technique which best suits their particular purpose.

These reading necessities are taught to help to improve the students reading ability. Hendra (2007: 42) says that students should know some reading techniques are they need for their college work, they should be sure that suitable techniques are used to facilitate their techniques presented:

a. Survey reading

Brown (2004: 12) says surveying is a specialized technique forgetting a mountain top new of as article chapter or entire book. By surveying, a reader will be familiar with the chapter content and it helps him to give a general point of view.

b. Skimming

Skimming is a kind of reading that makes our eyes move quickly. The eye runs quickly over the text to discover what is about the main idea, the gist. Thus skimming occurs in the following.

- 1) When the reader look quickly on the contents page of a book or at chapter reading, etc. This is sometimes called previewing, another examples is when the reader glance quickly through a newspaper to see what are the main items day, thus will often mean just glances at the headlines.
- 2) When the just reader through a particular passage such as a newspaper article merely to get the gist. Anderson (1999:62) states is skimming is not a haphazard shipshape method of glassing over reading material. It is an efficient. Speedy technique for finding of attacking a reading problem and a would be efficient reader needs to master the technique.

c. Scanning

Many students try to read word when they read. So they read very slowly. Scanning is a technique you often use when looking up a word in the telephone book or dictionary. We search for key word or ideas. In most cases, you know what you are looking for, so we are concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your question. Once we have scanned the document you might go back and skim it.

Scanning is also a technique for finding specific information without reading entire selection. When reader needs to locate specific information, he might not read carefully to find the information that she needs. Scanning is not a reading in the true sense of the word. It is a searching requires a reader to plot the material until he finds what he needs then he stops and reads as much as necessary in other to answer this question.

1. Levels of Reading Comprehension

The levels of Reading Comprehension according to Smith (1998: 107) are Literal reading, Interpretative reading, Critical reading and Creative reading. But writer not explain all of them in details, but only specific information, sequencing event (literal), and creative reading which is correlated with the variables, it showed as below :

a. Literal Reading

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific reading skill at the literal level of comprehension are: identifying specific information (mian ideas) which is consist of , time, date, place , and sequencing event which consist of conflict and plot.

1) Identifying Specific Information (Main Ideas)

This reading requires one to focus his attention only on one or some particular information or detail which he need form a text; the rest of the text may not be read anymore. That information may be main ideas,a name, a date, a scientific term, or a place or just anything, the search for which motivates the person to read. In

looking for a detail, the reader must look for signals in the environment of the needed information or in the information itself.

2) Sequencing Events

Meaningful reading results from the reader's ability to follow the flow of thought of the writer. This is so because any discourse is made up of words and sentences which are not only grammatically linked to one another, but also related with conflict and plot, the basic conflict is dramatic conflict. For convenience, we can place the dramatic conflict that found in short stories in three categories.

Those are:

- a) First is the physical or Elemental Conflict. Here we usually find a person or thing in conflict with nature. In such a story we may go through the struggles of a man climbing a mountain, a woman fighting to survive in a cyclone, etc. The principal appeal of kind of story is almost wholly to the emotions of the reader.
- b) The second type of dramatic conflict is Social conflict. In this type is of one person against another: two women seeking to marry the same man, two men competing for a job, a detective pitted against a criminal, a child in conflict with his parents, etc. The principal conflict happens between the actor and another actor.
- c) The third type of conflict is Internal or Psychological conflict. Here we find a person struggling against with him or her self, his conscience, his guilt, or simply trying to decide what he's going to do. In such a story we may see an honest man but

poor, a women struggling with the consequence of a lie she's told, or unwanted pregnant girl trying to decide whether to have an abortion, place her child up for adoption, or raise him alone, etc. The principal this conflict telling about anxious,doubt, uncertainly it self.

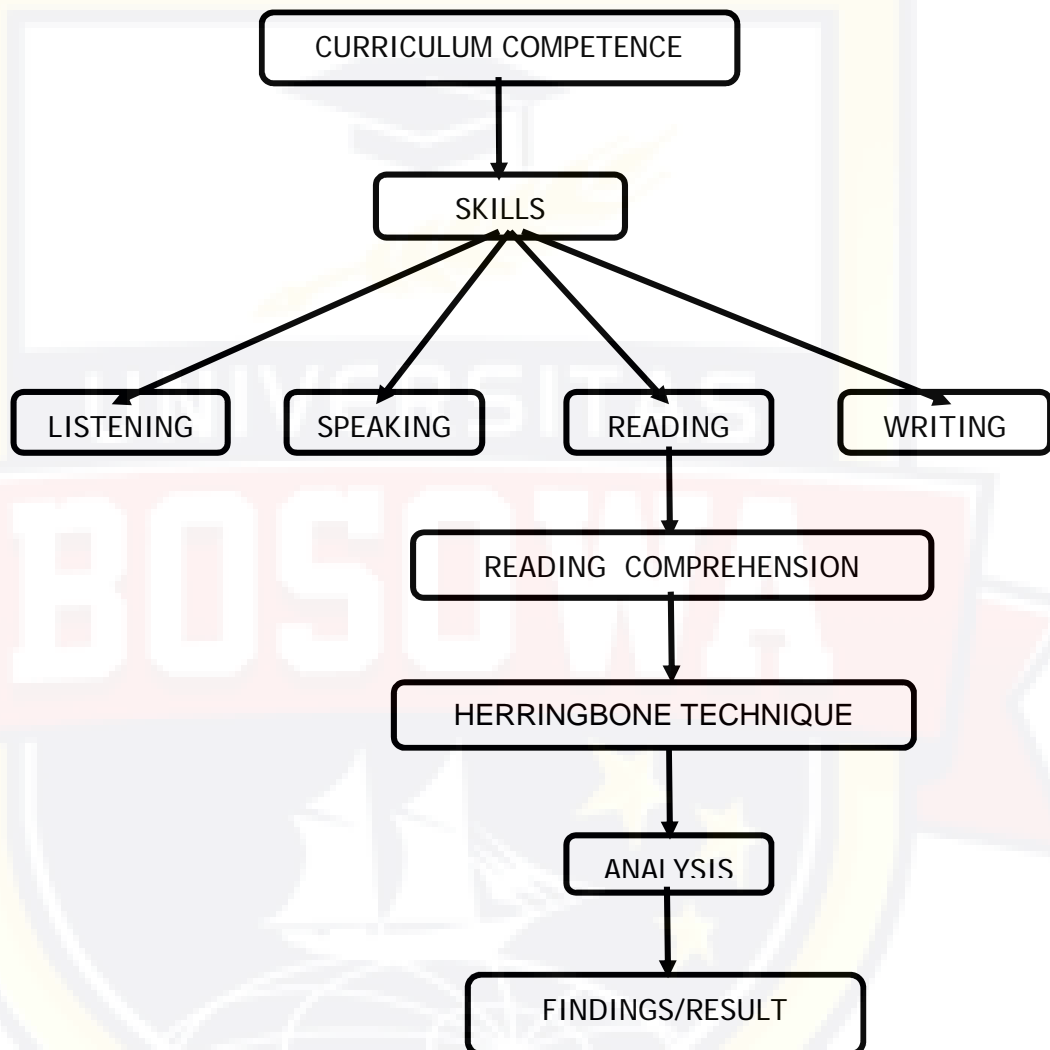
Sequence also related with plot, probably the most populer kind of story is the action of the story. Plot is planned by the author. The story moves from a beginning through a series of events to a climax or turning point, and to logical end. In a closed plot the author resolves or concludes the story for reader. In an open plot the story frequently ends at the climax, and the reader is left to decice what he thinks the resolution or outcome of the story might be.(Edward , 1997 : 30)

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D. Theoretical Framework

The theoretical framework of this research is illustrates as follows:



The theoretical framework above show about several steps in research activities starting from make some lesson plan related to curriculum competence until finding after conducted the research in order to know whether reading comprehension by using some method can improve students reading comprehension.

E. Hypothesis

In this research, the writer applied the hypothesis as teaching reading through Herringbone Technique can improve the students' reading comprehension of the first year student at SMP Negeri 23 Makassar.



CHAPTER III

METHOD OF THE RESEARCH

In this chapter the writer described about research design, variable of the research, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

This research used pre-experimental method with one group pre-test and post-test design. Before giving treatment, the students are given a pre-test. At the end of treatment, the groups of experiment are given the post-test. The design illustrated as follows:

Pre-test	Treatment	Post-test
X1	0	X2

Where : Pre-test = X1

: Treatment = 0

: Post-test = X2

(Gay, 2006: 225)

B. Variable of the Research

1. Independent Variable

Independent variable of the research is the used of herringbone technique in teaching reading comprehension. Sustained herringbone technique is method to be used by students to comprehend the information contained in reading materials

2. Dependent variabe

Dependent variable is increasing the students' reading comprehension. The Indicators are:

- a. The indicator of literal reading comprehension are identifying specific information, sequencing events or ideas and following instructions.
- b. The indicators of interpretative comprehension are implication, conclusion, generalization and prediction.

C. Population and Sample

1. Population

The population of this research is the students of SMP Negeri 23 Makassar 2013/2014 academic year. The totals of populations class VII are 480 students which consist of twelve classes. Total of students is variety for each class.

2. Sample

This research applied total sampling technique. The writers choose one class as a sample. Total samples are 32 students of class VII-12.

D. Research Instruments

The instrument of this research is reading comprehension test. In this test, the writer request students to answer some question. Here, the writer used multiple choice tests which consist of 20 questions.

E. Procedure of Collecting Data

In collecting data, the writer used some steps are as follows:

1. Administering Pre-Test

The writer observed the students' attitude and behaviors toward the test given during the pre-test. This pre observation is conducted in order to found out whether they found any difficulties or not.

2. Giving Treatment

- a. After giving pre-test, the writer explained about Herringbone Technique then asked for the students to read material.
- b. The writer gave reading test to the students in order to know their improvement. The type of multiple choice test used in this reseach and discussion. The writer devided the students' into small group and gave them diffrent topic for every group.

3. Administering Post-Test

After giving treatment the writer administer the post-test. There are 32 students in the classroom joining the test. The post – test is given to measure the students' score in reading comprehension and vocabulary as the result of the treatment. It is administer to find out how far the students can comprehend and understanding the reading comprehension test through Herringbone technique.

F. Techniques of Data Analysis

The collecting data through the test used inferential statistic. In [statistics](#), statistical inference is the process of drawing conclusions from data that are subject to random variation, for example, observational errors or sampling variation. More substantially, the terms statistical inference, statistical induction and inferential statistics are used to describe systems of procedures that can be used to draw conclusions from datasets arising from systems affected by random variation, such as observational errors, [random sampling](#), or [random experimentation](#).

Initial requirements of such a system of procedures for [inference](#) and [induction](#) are that the system should produce reasonable answers when applied to well-defined situations and that it should be general enough to be applied across a range of situations. Inferential statistics are used to test hypotheses and make estimations using sample data. Percentage score is also used to know the students' ability.

The steps undertaken in quantitative analysis employing the following formulas:

1. Scoring the students' correct answer of pre-test and post-test :

$$\text{Score} = \frac{\text{students correct answer}}{\text{total number of items}} \times 100$$

(Sudjana: 2008 : 144)

2. In giving score of the students' improving reading comprehension used are as follows:

The assessment of students' competence

Classification	Score	Criteria
Excellent	9 -10	No or two error of exercise
Very good	7 - 8	Four- six errors of exercise
Good	5 - 6	Eight-ten errors of exercise
Poor	3 - 4	Twelve- fourteen errors of exercise
Very poor	1 - 2	Almost all errors of exercise

Layman in Lutfiah (2008 :36)

3. Findings the improvement of the students, the writer compare pre-test and post-test by using the following way :

The formula of mean score :

$$\bar{X} = \frac{\sum X}{N}$$

Where :

\bar{X} = Mean score

$\sum X$ = The sum of all the score

N = The number of sample

(Gay, 2006: 226)

4. Finding out the significant between the pre – test and post -test by calculating the value of the t- test. The following formula is employed :

The formula of t- test

$$t = \frac{\bar{D}}{\frac{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N^2}}{N(N-1)}}$$

Where:

t = Test of significance

\bar{D} = The difference of mean score

$\sum D$ = The sum of difference

N = Total number of samples

1 = Constant number

(Gay, 2006 : 226)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts. They are the presentations of the result that was found in field and discussion that explained and interprets the finding in the second section. Include the explanation of problems faced by students to change the students' reading comprehension as a result observation.

A. Findings

In collecting data the writer employed a test, which used in pre-test and a post-test. The pre-test was applied before giving treatment whereas the post-test was administrated after giving treatment. In analyzing data, the writer presented the result of multiple choice tests in pre-test and post-test. The writer described into several tables to show the data after made research in the classroom.

.Table 1. Students' Score and Classification in Pre-Test

No	Initial of Students	Score	Classification
(1)	(2)	(3)	(4)
1	AR	3.5	Poor
2	IS	3.5	Poor
3	SN	2	Very Poor
4	SH	2	Very Poor
5	A	3	Poor
6	MN	2	Very Poor
7	NA	2	Very Poor
8	SA	2	Very Poor
9	MA	2	Very Poor
10	DN	3	Poor

To be continued

Continuation

(1)	(2)	(3)	(4)
11	TF	2	Very Poor
12	AN	4	Poor
13	AZN	2.5	Very Poor
14	MD	2.5	Very Poor
15	ND	4.5	Poor
16	PN	2	Very Poor
17	AQ	2.5	Very Poor
18	A	3	Poor
19	TP	3	Poor
20	NF	3	Poor
21	MR	2	Very Poor
22	W	5.5	Good
23	AA	2	Very Poor
24	MS	2.5	Very Poor
25	A	4	Poor
26	DT	5.5	Good
27	RA	2	Very Poor
28	MP	4	Poor
29	D	4	Poor
30	K	2	Very Poor
31	N	4	Poor
32	R	4	Poor
Total		95.5	
Mean Score		3	Poor

Source : SMP Negeri 23 Makassar

Based on the table 1 above in pre-test there are only 2 students classified as good, 14 students were classified as poor and 16 students were classified as very poor. Table 1 above shows that total score of students based on the pre-test of experiment class is 95.5 and their mean score is 3 and classified as poor.

Moreover, in the pre-test were conducted by the writer in class VII.12 and based on the result above show that most of students are

low ability in comprehend reading text. It seems that most of them are lack in vocabulary and comprehend the text.

Besides that, it is the first time they learn English subject. So they need more time or some techniques in order to make them more understand reading comprehension and get more comprehensible input. It shows that students' reading comprehension is poor before applying herringbone technique. To know the mean score analysis for reading comprehension test, the writer was calculated all scores by using formula as follows :

1. Pre – Test

$$X_1 = 95.5$$

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{9}{3}$$

$$\bar{X} = 3$$

Table 2. Students' Score and Classification in Post – Test

No	Initial of Students	Score	Classification
(1)	(2)	(3)	(4)
1	AR	7	Very Good
2	IS	7	Very Good
3	SN	5.5	Good
4	SH	5	Good
5	A	6.5	Good
6	MN	4.5	Poor
7	NA	5	Good
8	SA	4.5	Poor
9	MA	4.5	Poor
10	DN	6	Good

to be continued

continuation

(1)	(2)	(3)	(4)
11	TF	5	Good
12	AN	7.5	Very Good
13	AN	5	Good
14	MD	5	Good
15	ND	8	Very Good
16	PN	4	Poor
17	AQ	5.5	Good
18	A	5.5	Good
19	TP	6	Good
20	NF	5.5	Good
21	MR	4.5	Poor
22	W	8	Very Good
23	AA	4	Poor
24	MS	5	Good
25	A	7	Very Good
26	DT	8.5	Very Good
27	RA	4	Poor
28	MP	7	Very Good
29	D	7.5	Very Good
30	K	5	Good
31	N	7	Very Good
32	R	6.5	Good
	Total	186.5	
	Mean Score	5.8	Good

Source : SMP Negeri 23 Makassar

Based on the table 2 above in post - test, there are 10 students classified as very good, 15 students classified as good, 7 students classified as poor, and none of students classified as excellent and very poor. Table above show that the classification of the students based on the post-test of experiment class was 186.5 and their mean score is 5.8. It shows that students' reading comprehension after applying herringbone technique is improved.

Otherwise, after the writer gave them treatment using herringbone technique by introduce the several steps of “wh” question to find the best answer, most of students more active and can comprehend the text very well.

To know the mean score for reading comprehension in post - test, the writer was calculated all scores by using formula as follows :

2. Post – Test

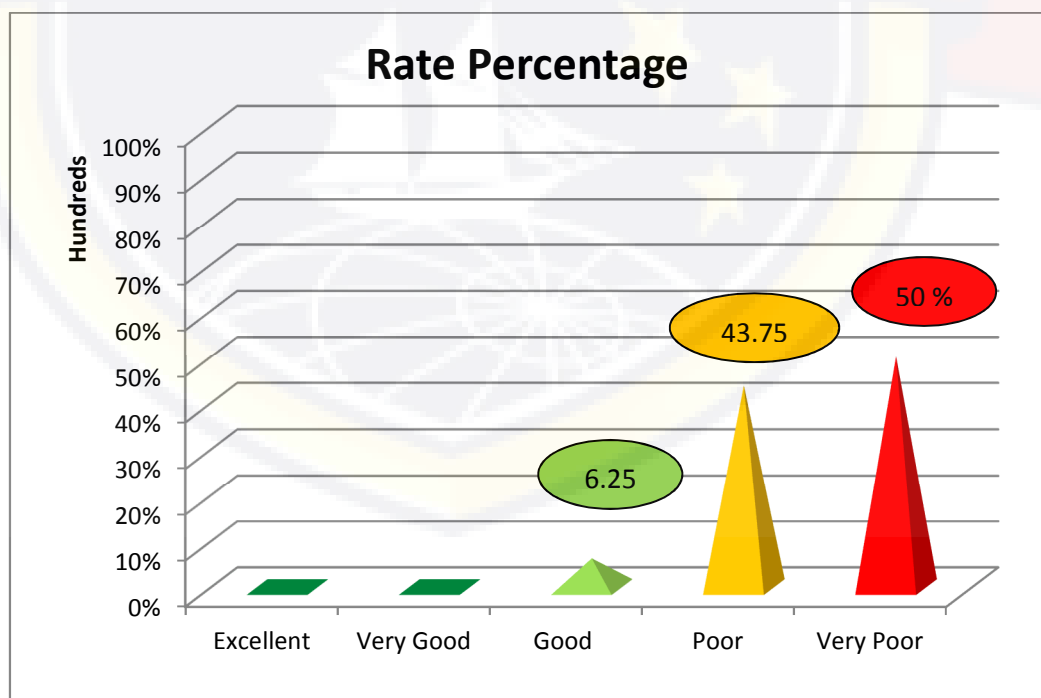
$$X_2 = 186.5$$

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{6}{3}$$

$$\bar{X} = 5.8$$

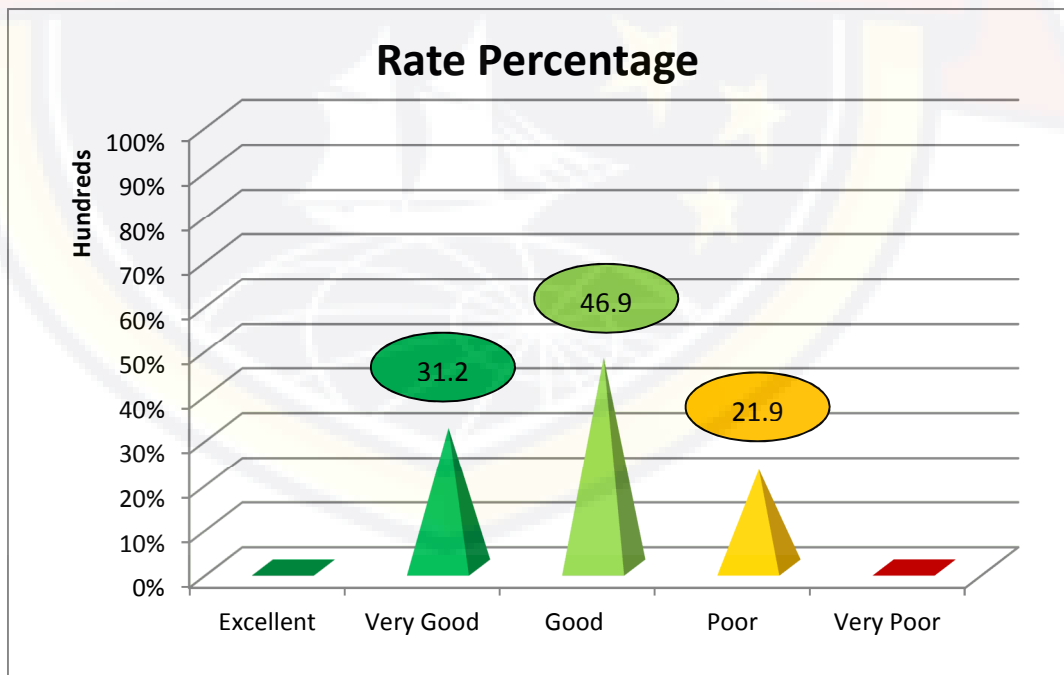
Graphic 1 : The Rate Percentage in Pre - Test



Source : SMP Negeri 23 Makassar

Based on graphic 1 behind, before the students were treated by herringbone technique, there are only 2 students classified as good (6.25%), 14 students classified as poor (43.75%) and 16 students classified as very poor (50%). After the writer gave the pre-test in the first meeting, the writer found that most of students' got some difficulties in answering several questions. Several of them are lack in understanding the test and they have low in vocabulary achievement. Besides that, most of students need more attention to increase their ability in comprehend the reading text, not only they got a good score. The writer made conclusion based on graphic 1 above that most of students at SMP Negeri 23 Makassar are classified as poor in comprehending the reading comprehension text.

Graphic 2. The Rate Percentage in Post – Test



Source : SMP Negeri 23 Makassar

Based on the graphic 2 behind after applied herringbone technique there are 10 students (31.2%) classified as very good, 15 students (46.9%) classified as good, 7 students (21.9%) classified as poor, and none of students classified as excellent and very poor. Furthermore, after gave the students treatment most of students can answer the questions very well. Besides that, by gave them a trick to answer the question using step of “wh” question students more comprehend the text by gave them practice and answered different text of reading in the treatment activity.

Otherwise, graphic 2 show that students' rate percentage in post-test is higher than pre-test. It proved that after applying herringbone technique in treatment, it is show that students' percentage is increase rather than before (pre-test). It means that by applied the herringbone technique in teaching and learning reading comprehension was effective and the writer can sum up that this strategy is effective to improve students' readings comprehension at SMP Negeri 23 Makassar. In the end of the post-test, there are several students can answer the question very well because they are taught by using herringbone technique and they know how to find a good answer by this technique.

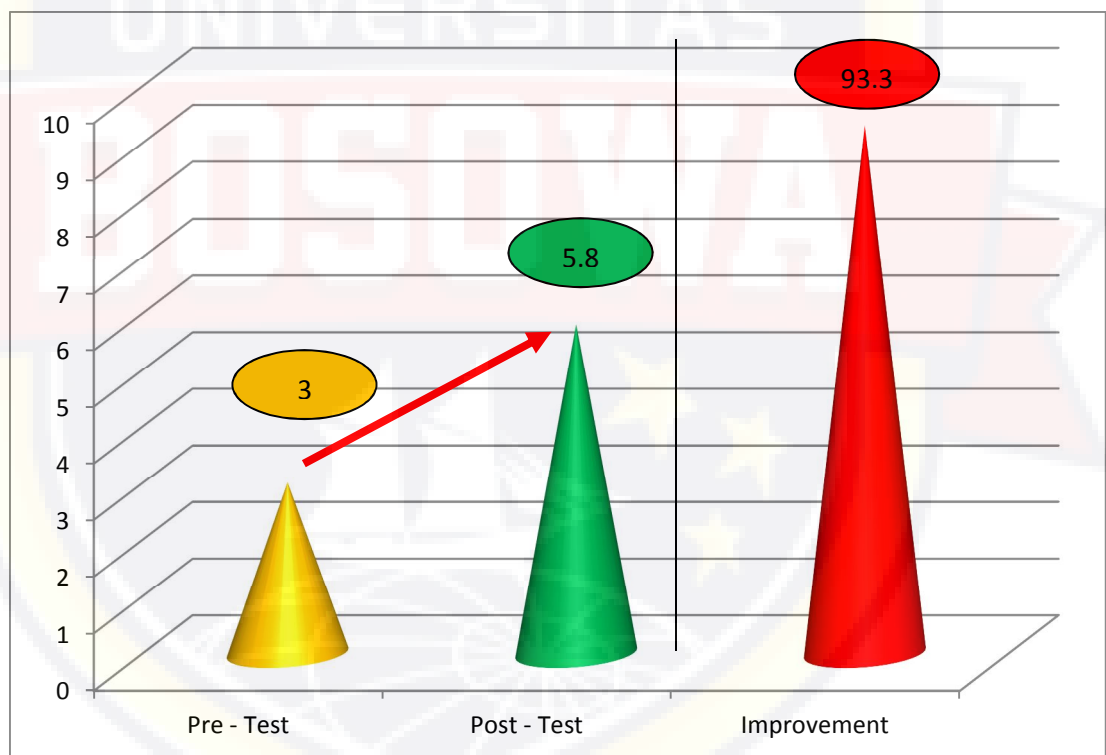
3. To know the students improvement score analysis for reading test, the writer using formula are as follows :

$$\% = \frac{x - x}{x} \times 100$$

$$\% = \frac{58 - 3}{3} \times 100$$

$$\% = 93.3\%$$

Graphic 3. The Students' Means Score in Pre-Test, Post-Test and Improvement



Based on the graphic 3 above, it indicates that the students' improvement of the first year students who taught through herringbone technique was success because the result of the mean score of students' pre-test (3) and post-test (5.8) is increasing. The students'

improvement of reading comprehension by using herringbone technique was **93.3%**. The gap between pre-test and post-test show that this method can increase the students' proficiency in comprehending the test which are given to them.

Otherwise, in post-test most students can't passed the curriculum standard but, by applied this method it can make them more active and interest in reading activity. Besides that, several questions may be difficult for students to answer it. But, in the end of the test most of students can reach the good result better than pre-test.

4. To know the significant between t-test and t-table for analysis of reading comprehension test, the writer was calculated by using formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$X1 = 95.5$$

$$X2 = 186.5$$

$$\sum D = 93$$

$$\sum D^2 = 277.5$$

$$\bar{D} = \frac{\sum}{3} = \frac{93}{3} = 2.9$$

$$t = \frac{2.9}{\sqrt{\frac{277.5 - \frac{(93)^2}{32}}{32(32-1)}}$$

$$t = \frac{2.9}{\sqrt{\frac{277.5 - \frac{8649}{32}}{32(31)}}$$

$$t = \frac{2.9}{\sqrt{\frac{277.5 - 270.3}{992}}$$

$$t = \frac{2.9}{\sqrt{\frac{7.2}{992}}$$

$$t = \frac{2.9}{\sqrt{0.0075}}$$

$$t = \frac{2.9}{.}$$

$$t = 36.25$$

Table 3. The t-test Value in Students' Reading Comprehension Before and After Treatment

t – test	t-table	Comprehension	Different
36.25	2.036	t-test>t-table	Significant

Based on the table 3 after the writer calculated all scores used t-test formula the result of t-test value students' reading comprehension before and after giving treatment in reading test indicated that the t-test value of reading were greater than t-table value (tt 36.25 > th 2.036). This finding used to determine the hypothesis that occurred in this research as it stated that null hypothesis (Ho) is rejected when the value of t-test was greater than the value of t-test, and alternative hypothesis (H1) was accepted. It means that, in this research, automatically the alternative hypothesis (H1) was accepted and the null hypothesis (Ho) was rejected. Based on the table 3 above there was a significant result between t – table and t-test after applied herringbone technique at SMP Negeri 23 Makassar.

B. Discussions

The writer described that data collected through herringbone technique which described in the previous section show that the students' reading comprehension is improved. It was supported by the frequency, the post-test and student's score after attending in teaching reading through herringbone technique was better than before giving to

the students' treatment. The writer made some observations in order to know the students ability in pre – test and post – test during teaching and learning activities.

Moreover, as the previous explanation it seems that only a few of students' can comprehend or can understand what they have read especially in reading comprehension text and question. Besides that, several factors that might be as serious problems such as student consider that English is a subject that very difficult, bored and scare because meaning and of are different. In the beginning level of learning English especially class VII-12, it will be better if the teacher keep practice the students to answer reading comprehension text rather than only gave them theory much more than practice.

Otherwise, by applied some techniques for instance herringbone technique will be better to change the atmosphere in learning English especially in reading comprehension test or in reading class. Meanwhile, the students will get more comprehensible input by taught them using herringbone technique and explained to them how to identify the possible answer in reading text. Furthermore, teaching students using “wh” question can make them more actively in answering the question which is given the writer in treatment. By grouping the students, they can share their ideas not only to find the best answer from the reading test but also, it can make them get more knowledge and can built their vocabulary achievement.

The description of the data collected in class VII-12 through herringbone technique which described in the previous section showed that the students' reading comprehension has increased significantly. It was supported by the frequency and rate percentage on the result of the students' score in pre-test and post-test. The students' score after presenting in teaching reading through herringbone technique was better than before. The students were also very interested in learning reading through herringbone technique as shown of table. This was because learned by using an interesting strategy could enlarge their new background knowledge.

Besides that, through herringbone technique would be familiar to make students more interest to learn by comprehending the reading test. Relating to the data collected through the pre-test and post-test, it show that the students' reading comprehension of the seven grade students at SMP Negeri 23 Makassar was good. The mean score of the result of students' pre-test was 3 and the mean score of the students' post-test was 5.8. It means that the mean score of the post-test was higher than the mean score of pre-test. The students improved of reading comprehension by using herringbone technique were 93.3%. It means that the students improved the reading comprehension well.

The writer assumes that teaching reading through herringbone technique is really helpful to improve students' reading comprehension

because it was supported by the frequency and the rate percentage of the result of the students' score in pre-test and post-test. The students score after presenting teaching reading through herringbone technique was better than before the treatment was given to them. Although the writer found several problems in this research but at the end the writer have done the research. The result of the test show that there was a significance different between t- table (2. 036) and t-test (36.25). Its means that t-table was lower than t-test and the writer concluded that the application of herringbone technique in teaching reading could improve and show a good achievement at the end of the test.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on the data presentation and discussion of the previous chapter.

A. Conclusions

Based on the findings, the writer also concluded that the using of herringbone technique in teaching and learning process at SMP Negeri 23 Makassar could achieved the students competence in learning English especially in reading subject. Besides that, after they joined the class where the herringbone technique was applied the students also more active to follow the class because this method made the students more interest to learn by adding their vocabulary, share their opinion in group and thought the students using “wh” question in order to comprehend the reading test as well as they can get more comprehensible input after the meeting. At the end of the meeting (post-test), most of the students can increase their achievement not only about their vocabulary but also how to answer question better than before.

In addition, the writer found that there was a significant difference result of students was 2.036 (t- test) and the level of significance was 36.25. It means that (H₀) was rejected and alternative hypothesis (H₁) was accepted.

In other word, herringbone technique could improve the students' reading comprehension at SMPN 23 Makassar.

B. Suggestions

Based on the conclusion above, the writer proposes the following suggestions:

1. It is suggested to school to carry out professional development such as to increase the teachers' knowledge of the teaching methods because it is very important in teaching learning process.
2. English teacher needs to apply this strategy as the way to teach in the classroom by gave the students more practice in answering the question using "wh" question.
3. Using herringbone technique in learning reading material can develop the students' reading comprehension.

Based on this research the writer hopes can improve students' reading comprehension of the first year students.

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The background features a large, semi-transparent watermark of the University of Indonesia logo. The logo is a shield-shaped emblem with a yellow border. Inside the shield, the top section contains a graduation cap and a golden wheat stalk. Below this, a dark grey banner displays the word "UNIVERSITAS" in white capital letters. The bottom section of the shield depicts a white sailboat on a globe, with three yellow stars to its right. A red ribbon banner is superimposed across the middle of the shield.

APPENDICES

Appendix 1 : Research Instrument

INSTRUMEN PENELITIAN

JUDUL: The Effect of Herringbone Technique on Students' Reading Comprehension of the First Year Students at SMP Negeri 23 Makassar

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :

Nis :

Kelas :

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar!

Directions: Read the story. Then answer the questions below

Do you know that a giraffe may grow more than six meters tall? Yes, the giraffe is a very tall animal. In fact, it is the tallest animal in the world. A giraffe has a very long neck. Unfortunately, the giraffe cannot bend its neck easily. Thus, when it wants to drink water at a pool, the giraffe has to spread its front legs apart, so it can reach the water.

A giraffe feeds on plant only. Hence, it can reach the leaves on trees easily because of its height. Also, a giraffe has a very long tongue — about 0.5 meters long. The giraffe uses this long tongue skillfully to pick leaves off plants and trees.

This tall animal can protect itself very well. It has a very good sense of smell and sight. It can hear very well, too. It can also gallop very fast — at a speed of 50 km.p.h.

The giraffe's hind legs and long neck are also very useful. For example, a giraffe can kick its enemy with its hind legs or even hit out with its long neck.

1. What is the text about?
 - a. a lion
 - b. a snake
 - c. a giraffe
 - d. a tiger

2. When does a giraffe use hind legs to kick its enemy?
- in eat
 - while threatening from other animal
 - while drinking
 - when its full
3. What does the paragraph two tell us about?
- The beauty of the giraffe
 - The weather around the water
 - How the giraffe uses its long tongue
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4. Why can the giraffe run very fast?
- its hobby
 - because it has long legs
 - because the giraffe needs attention
 - to warm its body
5. "... tongue skillfully to pick leaves" (paragraph 3)
What does the underlined word mean?
- Having serious attention.
 - Keeping safe from danger.
 - Very ingeniously
 - Increasing in height.

6. What did the giraffe do when it wants to drink?

- a. It have to came down to the water pool
- b. it has to spread its front legs apart safe
- c. it need to sit
- d. it will be standing behind the water pool

7. Which is INCORRECT about the giraffe?

- a. has a very long tongue
- b. the tallest animal in the world
- c. it cannot hear very well
- d. It has a very good sense of smell and sight

8. "It can also gallop very fast (paragraph 4)

What does the underlined word mean?

- a. has a very long ride
- b. it can run very fast
- c. it cannot run very well
- d. It has a very long legs

9. This tall animal can **protect** itself very well

What was the bold word mean?

- a. run
- b. hurt
- c. safe
- d. guard

10. " The giraffe's hind legs and long neck are also very useful..."

What does the underlined word mean?

- a. create
- b. duty
- c. beneficial
- d. make

Directions: Read the story. Then answer the questions below

An animal nursery is a kind of job. People who work as animal nursery workers work in zoos, kennels, animal shelters, and circuses. They are responsible for feeding, watering, cleaning, bathing and exercising animals. They care for animals' health by disinfecting them and keeping their cage clean. They keep records of treatments that the animals have received from the veterinarian, an animal doctor.

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They observe newborn animals and check for signs of disease or abnormality. They may perform physical exam on the young animals occasionally, taking their temperatures, pulse rate and blood pressure. They are also in charge of cleaning and preparing comfortable sleeping

areas for animals, removing waste, cleaning and disinfecting them. They also make sure all cages and enclosures are safe.

11. What is the text about ?

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- b. The job description of animal nursery workers.
- c. A dangerous job of animal nursery workers.
- d. The work place of animal nursery workers.

12. The food that the animal nursery workers prepared depends on ...

- a. the physical condition of the animals
- b. the emotional condition of the animals
- c. the species of the animals
- d. the age of the animals

13. "They keep records of treatments that the animals..

(paragraph 1, line 4)

The underlined phrase is closest in meaning to

- a. make
- b. write
- c. listen
- d. watch

14. The following are what the animal nursery workers, except

- a. Newborns and young animals
- b. Prepare their food
- c. Transport them and sell it
- d. Deliver food and water to them

15. What is the purpose of the writer to write the text above?

- a. To entertain the readers with the animal nursery workers' story.
- b. To explain the hobbies of the animal nursery workers.
- c. To explain how to be an animal nursery workers.
- d. To describe the job of animal nursery workers

16. How to keeping their cage clean.

The synonym of the underlined word is

- a. Guard
- b. Lost
- c. Leave it
- d. Hide

17. *They* provide care for..

The Italic word in paragraph 2 refer to ?

- a. Doctor
- b. Dentist
- c. Animal Guard
- d. Animal nursery

18. Which following are not true according to the text ?

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- b. They are not responsible for feeding, watering, cleaning, bathing and exercising animals.
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- d. Animal nursery workers prepare some food for animal.

19. preparing comfortable sleeping areas....

The synonym of the underlined word is

- a. Pleasant
- b. Not sure
- c. Be sure
- d. Pleased

20. which have been sterilized....

The underlined word refer to ?

- a. Animal Nursery workers
- b. Animal
- c. Nursing bottles
- d. keeping their cage clean

B. Answer Key

TASK 1

1. C
2. B
3. C
4. B
5. C
6. B
7. C
8. B
9. D
10. C

TASK 2

1. B
2. C
3. B
4. C
5. D
6. A
7. D
8. B
9. A
10. C



Appendix 2 : Students' Result In Pre – Test (Student 1)

INSTRUMEN PENELITIAN

JUDUL: The Effect of Herringbone Technique on Students' Reading Comprehension of the First Year Students at SMP Negeri 23 Makassar

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Directions: Read the story. Then answer the questions below

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A giraffe feeds on plant only. Hence, it can reach the leaves on trees easily because of its height. Also, a giraffe has a very long tongue — about 0.5 meters long. The giraffe uses this long tongue skillfully to pick leaves off plants and trees.

This tall animal can protect itself very well. It has a very good sense of smell and sight. It can hear very well, too. It can also gallop very fast — at a speed of 50 km.p.h.

The giraffe's hind legs and long neck are also very useful. For example, a giraffe can kick its enemy with its hind legs or even hit out with its long neck.

1. What is the text about?
 - a. a lion
 - b. a snake
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 - d. a tiger

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 - its useless tongue
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- its hobby
 - because it has long legs
 - because the giraffe needs attention
 - to warm its body
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What does the underlined word mean?
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 - Keeping safe from danger.
 - Very ingeniously
 - Increasing in height.

6. What did the giraffe do when it wants to drink?

- a. It have to came down to the water pool
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- c. it need to sit
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7. Which is INCORRECT about the giraffe?

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- b. the tallest animal in the world
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8. "It can also gallop very fast (paragraph 4)

What does the underlined word mean?

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- b. it can run very fast
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What was the bold word mean?

- a. run
- b. hurt
- c. safe
- d. guard

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What does the underlined word mean?

- a. create
- b. duty
- c. beneficial
- d. make

Directions: Read the story. Then answer the questions below

An animal nursery is a kind of job. People who work as animal nursery workers work in zoos, kennels, animal shelters, and circuses. They are responsible for feeding, watering, cleaning, bathing and exercising animals. They care for animals' health by disinfecting them and keeping their cage clean. They keep records of treatments that the animals have received from the veterinarian, an animal doctor.

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They observe newborn animals and check for signs of disease or abnormality. They may perform physical exam on the young animals occasionally, taking their temperatures, pulse rate and blood pressure. They are also in charge of cleaning and preparing comfortable sleeping

areas for animals, removing waste, cleaning and disinfecting them. They also make sure all cages and enclosures are safe.

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- a. the physical condition of the animals
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- c. the species of the animals
- d. the age of the animals

13. "They keep records of treatments that the animals..

(paragraph 1, line 4)

The underlined phrase is closest in meaning to

- a. make
- b. write
- c. listen
- d. watch

14. The following are what the animal nursery workers, except

- a. Newborns and young animals
- b. Prepare their food
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15. What is the purpose of the writer to write the text above?

- a. To entertain the readers with the animal nursery workers' story.
- b. To explain the hobbies of the animal nursery workers.
- c. To explain how to be an animal nursery workers.
- d. To describe the job of animal nursery workers

16. How to keeping their cage clean.

The synonym of the underlined word is

- a. Guard
- b. Lost
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The Italic word in paragraph 2 refer to ?

- a. Doctor
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19. preparing comfortable sleeping areas....

The synonym of the underlined word is

- a. Pleasant
- b. Not sure
- c. Be sure
- d. Pleased

20. which have been sterilized....

The underlined word refer to ?

- a. Animal Nursery workers
- b. Animal
- c. Nursing bottles
- d. keeping their cage clean

Appendix 3 : Students' Result in Post – Test (Student 1)

INSTRUMEN PENELITIAN

JUDUL: The Effect of Herringbone Technique on Students' Reading Comprehension of the First Year Students at SMP Negeri 23 Makassar

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Directions: Read the story. Then answer the questions below

Do you know that a giraffe may grow more than six meters tall? Yes, the giraffe is a very tall animal. In fact, it is the tallest animal in the world. A giraffe has a very long neck. Unfortunately, the giraffe cannot bend its neck easily. Thus, when it wants to drink water at a pool, the giraffe has to spread its front legs apart, so it can reach the water.

A giraffe feeds on plant only. Hence, it can reach the leaves on trees easily because of its height. Also, a giraffe has a very long tongue — about 0.5 meters long. The giraffe uses this long tongue skillfully to pick leaves off plants and trees.

This tall animal can protect itself very well. It has a very good sense of smell and sight. It can hear very well, too. It can also gallop very fast — at a speed of 50 km.p.h.

The giraffe's hind legs and long neck are also very useful. For example, a giraffe can kick its enemy with its hind legs or even hit out with its long neck.

1. What is the text about?

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 - because it has long legs
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What does the underlined word mean?

- Having serious attention.
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What does the underlined word mean?

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What was the bold word mean?

- a. Run
- b. Hurt
- c. Safe
- d. guard

10. " The giraffe's hind legs and long neck are also very useful..."

What does the underlined word mean?

- a. Create
- b. Duty
- c. Beneficial
- d. make

Directions: Read the story. Then answer the questions below

An animal nursery is a kind of job. People who work as animal nursery workers work in zoos, kennels, animal shelters, and circuses. They are responsible for feeding, watering, cleaning, bathing and exercising animals. They care for animals' health by disinfecting them and keeping their cage clean. They keep records of treatments that the animals have received from the veterinarian, an animal doctor.

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They observe newborn animals and check for signs of disease or abnormality. They may perform physical exam on the young animals occasionally, taking their temperatures, pulse rate and blood pressure. They are also in charge of cleaning and preparing comfortable sleeping

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(paragraph 1, line 4)

The underlined phrase is closest in meaning to

- a. Make
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16. How to keeping their cage clean.

The synonym of the underlined word is

- a. Guard
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The Italic word in paragraph 2 refer to ?

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The synonym of the underlined word is

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The underlined word refer to ?

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- b. Animal
- c. Nursing bottles
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Students Result in Pre – Test (Student 2)

INSTRUMEN PENELITIAN

JUDUL: The Effect of Herringbone Technique on Students' Reading Comprehension of the First Year Students at SMP Negeri 23 Makassar

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This tall animal can protect itself very well. It has a very good sense of smell and sight. It can hear very well, too. It can also gallop very fast — at a speed of 50 km.p.h.

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Students' Result in Post – Test (Student 2)

INSTRUMEN PENELITIAN

JUDUL: The Effect of Herringbone Technique on Students' Reading Comprehension of the First Year Students at SMP Negeri 23 Makassar

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- d. make

Directions: Read the story. Then answer the questions below

An animal nursery is a kind of job. People who work as animal nursery workers work in zoos, kennels, animal shelters, and circuses. They are responsible for feeding, watering, cleaning, bathing and exercising animals. They care for animals' health by disinfecting them and keeping their cage clean. They keep records of treatments that the animals have received from the veterinarian, an animal doctor.

Animal nursery workers have serious responsibilities and functions. They provide care for newborns and young animals, prepare their food, transport them to feeding areas, and deliver food and water to them. The food they prepare is different for each species of animals they care for. They fill nursing bottles which have been sterilized with the appropriate feeding formula. They also take care of orphaned animals.

They observe newborn animals and check for signs of disease or abnormality. They may perform physical exam on the young animals occasionally, taking their temperatures, pulse rate and blood pressure. They are also in charge of cleaning and preparing comfortable sleeping

areas for animals, removing waste, cleaning and disinfecting them. They also make sure all cages and enclosures are safe.

11. What is the text about ?

- a. The animals being cared by animal nursery workers.
- b. The job description of animal nursery workers.
- c. A dangerous job of animal nursery workers.
- d. The work place of animal nursery workers.

12. The food that the animal nursery workers prepared depends on ...

- a. the physical condition of the animals
- b. the emotional condition of the animals
- c. the species of the animals
- d. the age of the animals

13. "They keep records of treatments that the animals..

(paragraph 1, line 4)

The underlined phrase is closest in meaning to

- a. make
- b. write
- c. listen
- d. watch

14. The following are what the animal nursery workers, except

- a. Newborns and young animals
- b. Prepare their food
- c. Transport them and sell it
- d. Deliver food and water to them

15. What is the purpose of the writer to write the text above?

- a. To entertain the readers with the animal nursery workers' story.
- b. To explain the hobbies of the animal nursery workers.
- c. To explain how to be an animal nursery workers.
- d. To describe the job of animal nursery workers

16. How to keeping their cage clean.

The synonym of the underlined word is

- a. Guard
- b. Lost
- c. Leave it
- d. Hide

17. *They* provide care for..

The Italic word in paragraph 2 refer to ?

- a. Doctor
- b. Dentist
- c. Animal Guard
- d. Animal nursery

18. Which following are not true according to the text ?

- a. The food they prepare is different for each species of animals they care for.
- b. They are not responsible for feeding, watering, cleaning, bathing and exercising animals.
- c. They observe newborn animals and check for signs of disease or abnormality.
- d. Animal nursery workers prepare some food for animal.

19. preparing comfortable sleeping areas....

The synonym of the underlined word is

- a. Pleasant
- b. Not sure
- c. Be sure
- d. Pleased

20. which have been sterilized....

The underlined word refer to ?

- a. Animal Nursery workers
- b. Animal
- c. Nursing bottles
- d. keeping their cage clean

Appendix 4. Students' Pre-test and Post-test, the gain and the Square of the Gain

No	Name of Students'	Pre – test	Post – test	Gain D	D ²
1	Adelia Rahmadani	3.5	7	3.5	12.25
2	Inel Safitri	3.5	7	3.5	12.25
3	St. Nurhaliza	2	5.5	3.5	12.25
4	St. Halisah A.	2	5	3	9
5	Andika	3	6.5	3.5	12.25
6	M. Nur A. A.	2	4.5	2.5	6.25
7	Nur Afia J.	2	5	3	9
8	St. Andira	2	4.5	2.5	6.25
9	Muh. Akbar	2	4.5	2.5	6.25
10	Deadsya N. F.	3	6	3	9
11	Tasya Febriaty C.	2	5	3	9
12	Alifya Nuraini M.	4	7.5	3.5	12.25
13	Azivah Nasatra	2.5	5	2.5	6.25
14	Mtri Dewangga	2.5	5	2.5	6.25
15	Nadhiva Dewitri T.	4.5	8	3.5	12.25
16	Putri Naswa	2	4	2	4
17	Alif Qayyum	2.5	5.5	3	9
18	Andre	3	5.5	2.5	6.25
19	Tarisyia Putri Y.	3	6	3	9
20	Nur Fadilah	3	5.5	2.5	6.25
21	Muh. Ridho Putra	2	4.5	2.5	6.25
22	Wanda	5.5	8	2.5	6.25
23	Ahmad Alfiyan Arif	2	4	4	16
24	Mulyadi Sahar	2.5	5	2.5	6.25
25	Asraf	4	7	3	9
26	Deriansyah T. S.	5.5	8.5	3	9
27	Reza Alisa	2	4	2	4
28	M. Putra Arban	4	7	3	9
29	Dinar	4	7.5	3.5	12.25
30	Kurniati	2	5	3	9
31	Nadya	4	7	3	9
32	Ramadani	4	6.5	2.5	6.25
Total		95.5	186.5	93	277.5
Mean Score		3	5.8	2.9	8.7

Appendix 5. The Distribution of Critical Values-t

df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725

To be continued

continuation

26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31.	1.309	1.695	2.039	2.455	2.746	3.640
32.	1.308	1.693	2.036	2.450	2.740	3.638
33.	1.307	1.691	2.033	2.449	2.736	3.635
34.	1.306	1.659	2.030	2.447	2.730	3.630
35.	1.305	1.658	2.029	2.445	2.726	3.625
36.	1.304	1.657	2.028	2.440	2.720	3.599
37.	1.303	1.656	2.027	2.439	2.718	3.588
38.	1.302	1.655	2.025	2.435	2.714	3.576
39.	1.301	1.654	2.024	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

Appendix 7: Pictures



Pictures 1 : Students are answering the question in pre-test



Pictures 2: The writer is writing the treatment in the whiteboard.



Pictures 3: Students are answering the questions in treatment



Pictures 4: The students are answering the questions in post - test

BIOGRAPHY



Besse Muliana A. She was born on January 1st 1994 in Palu from the marriage of her parents A. Aco Intang and Besse Marauleng. She started her elementary school at SDN 1 Poso in 1999 and finished at 2005.

She continued her study to SMP Negeri 1 Parigi in 2005 and graduated in 2008. After that she continued her study to Senior High School SMA Negeri 1 Pitumpanua in 2008 and graduated in 2011. After graduated from the Senior High School, she decided to enter to University Bosowa 45 Makassar and took English Education Department and graduated at 2015.