CHAPTER I

INTRODUCTION

This chapter consists of the background, the formulation of the problem, the objectives of the study, the meaning of the study, and the scope of the research.

A. Background

In this the current situation, the language that is most dominating and obliged to be studied in several countries is English as an international language and in Indonesia English is included in one of the subjects that must be studied from elementary school to tertiary education. English has several skills one of which must be learned is reading is an important skill that must be mastered by students, teachers, doctors, and other professions. Reading is a window to the world By reading people can know many things and increase knowledge. Reading is not a separate process, the four language processes work together to enhance each other's development: speaking, listening, reading and writing. By reading students can improve speaking skills. By listening or listening students can speak and learn new vocabulary. Reading can help students become good writers. This process affects the way people think. There are several definitions of reading from several experts. The first isReading is one of the linguistic skills that students must learn in this new period. Reading has become a critical life activity that can update information Patel & Jain (2008).

Based on (Zwiers, 2014),the purpose of reading is to construct meaning. To the average literate person, reading seems simple enough. in reading, people need to construct the meaning of writing the text. Reading is often important and

necessary for students because they can get information from a text or media, through reading which can increase their knowledge. therefore, it is reasonable to say that everyone should be able to read. When learners are reinforced by knowing the context of the text, reading the text in English is not an easy task. Students must have reading comprehension to understand the context of the text. However, when students read a text, they will face several challenges such as vocabulary problems, and also cannot find the main idea in the text.

There are four aspects in language learning as follows, listening, reading, speaking and writing. In all academic studies, a lot of reading is mandatory.Reading offers more than just access to new information that quantitatively adds to what we already know; it can also lead to a qualitative restructuring and re-evaluation of what we know(Risdianto, 2012). Reading teaching would be better designed to enable students to understand the text. and to make it easier for students to understand the material, and not to make students feel uncomfortable in the learning process, a teacher should choose the appropriate method. A fun learning experience, this method can make students be innovative and immediately compulsory learning.Hamalik (2002) It is said that one of the requirements for a skilled teacher is a teacher who must be able to solve and apply good teaching techniques.

Based on my observations of students and interviews with English teachers, in class VIII UPT SMP Negeri 2 Pangsid in the academic year 2021/2022. There are some students who have difficulty understanding the

contents of the English text where they are lazy to read the entire content of the text in the question.

The consideration is the results of the initial survey, it was found that students is difficulty in understanding reading, then they difficult to identifying main ideas, explanatory/detail sentences, therefore, this classroom action research will conduct by applying the Herringbone technique in learning to read in order to overcome the problems experienced by students.

Some of these things have an impact on the results of the average score of students, low achievement assessment scores, some are below 70, the Minimum Achievement Criteria (KKM). According to them, sollution only scours the internet to translate text. However, doing so would cause them to accidentally think about or analyze the text. The fact is that all students have been learning English since they were in junior high school, there are even some students who have started learning English since elementary school who still have difficulty reading.

Based on the above problems, the thing that became my consideration in researching to find a solution was a way that made it easier to manage the English learning process, especially in understanding reading texts that were easily digested and understood by students at UPT SMP Negeri 2. Pangsid. Research placement in UPT SMP NEGERI 2 by researchers is due to the distance between the school location and the house where the researcher lives is very close and the researcher already knows the school environment. The process of learning new

things will be more effective if students are active, rather than receptive (Chi & Wylie, 2014).

In reading we need to understand the meaning to identify words, and generally we need to identify words to identify the reading (Kusumarasdyati, 2004). So that researchers need to apply the right strategy or technique to solve the problem. Techniques for implementing what actually happens in the classroom. These are special tricks, strategies or inventions used to achieve an immediate goal. Technique depends on the teacher, and in its own way, on the composition of a particular class. (Allen, 1965).

In this herringbone technique students are directed to find out the meaning or main idea of a reading. The herringbone reading technique can be interpreted as a structural reading technique that can make it easier for someone to understand the content of the reading. in this technique, all the important information in reading is poured into a diagram called the Herringbone diagram. This technique is expected to make students feel happy and involved in the learning process. My research aims to improve students' reading comprehension through the herringbone technique in comparison to studies. has previously inspired the writing of this research.(Yusuf, 2016) The country conducted a study on the use of the Herringbone technique to find out whether the technique could improve students' reading comprehension or not.

In another study, (Rohmah, 2018), which examines cell information and main ideas. They reported that the use of the Herringbone technique improved students' reading comprehension skills of narrative text. It can be concluded that

the use of the Herringbone technique in teaching reading comprehension of narrative text is effective.

This study will conduct a similar study, using the Herringbone technique to improve students 'reading comprehension, but previous researchers have differences with my research, the material to be taught is different, my research focuses on improving students' reading comprehension of the reading text. Based on the condition of the problem, the researcher found the title "The implementation of Herringbone Technique to Improve student's Reading Comprehension of the eight grade Student's at UPT SMP Negeri 2 Pangsid".

B. Problem Statement and Research Questions

Based on the above problems, students' reading comprehension is still low. Then the researcher formulated the following research questions:

"Does the use of the Herringbone Technique improve reading comprehension skills of grade VIII students of UPT SMP Negeri 2 Pangsid?"

C. Research purposes

Based on the problem formulation above, the purpose of this study was to determine whether the Herringbone technique was effective or not in improving students' reading comprehension.

D. Research Significance

The meaning of research is divided into two parts. That is of theoretical and practical significance.

1. Theoretical significance; The results of this study are expected to be useful information for the development of learning English, especially in learning

reading comprehension using the Herringbone technique to improve reading comprehension.

2. Practical significance; The results of this study are expected to be useful information for English teachers in various alternative ways of teaching and motivate students to improve their reading comprehension, so that students are more active and motivated in learning English, for future researchers; is expected to be a useful and meaningful reference for further research.

E. The scope of research

The scope of this research is that researchers will focus on improving students' reading comprehension skills by using the Herringbone technique in class VIII students in the 2021/2022 academic year.

CHAPTER II

RELATED LITERATURE REVIEW

This chapter consists of some previous Research Findings, Some Related Ideas, Resumes, and Conceptual Frameworks, and Hypotheses. This point of view is explained in this chapter.

A. Some Previous Research Findings

Teaching reading comprehension using the Herringbone technique would be difficult without ideas drawn from other sources. There are several studies related to the use of the Herringbone technique in addition to making students more active in learning, it can also improve students' reading comprehension skills. Some of these studies refer to the following:

Research (Amumpuni, RS (2019), found that the use of the Herringbone technique in teaching reading had a significant effect on students' reading comprehension. Students can improve their reading skills by using techniques. This herringbone can make students motivated and active in class for self development.

Research findings by (Nurlinda, S (2018), he found that there was a significant effect of the use of the herringbone technique on student learning. Comprehension of reading recount text which is done twice in eighth grade at SMPN 17 Bandar Lampung. Apart from influencing student learning scores, this technique also makes it easier for some students to understand the text.

In another study by (Husna, H. (2018), The results also showed that the application of the herringbone technique in learning reading comprehension was

divided into three steps. The first is preparation, then application and finally evaluation. The teacher prepares and explains the text then asks students to read, one student one paragraph, to the end of the text. Then the students found the word difficulties and their meanings. After that the teacher and students discuss the text to get its meaning. The teacher asks students to answer questions 5W + 1H on the herringbone diagram on the board. Students write down main ideas according to written information. And the results of using the herringbone technique on student responses were positive. With the herringbone technique students enjoy the learning process,

Based on the previous research above, the researcher concluded that the use of the Herringbone technique in this case was effective for improving reading comprehension. By using this technique students enjoy the learning process without any heavy burdens in analyzing the text and are able to build learning motivation to be more active. Most of the previous studies have similarities with my research title where the three of them used the Herringbone technique as a technique and strategy to improve students' reading comprehension. however, there are some differences in my research and the research between them. The first difference is in the research subjects. Most of the research subjects were middle school students, while my research subjects were junior high school students. In addition to subject and location,

B. Some Related Ideas

In several related ideas, this section deals with the following ideas,

1. Definition of reading comprehension

One of the goals of reading is understanding. Reading comprehension means understanding everything that will be read. Based on (Svrcková, 2011: 13) Reading and writing means developing a larger skill set, which allows the functional use of acquired abilities (for example, language) in everyday life. Reading competence does not only refer to the focus on reading skills, but also on the ability to work with texts, communicate in writing, obtain and process information contained in the text.

Reading comprehension consists of two related processes; there is word recognition and understanding (Olson (1997). stated that, reading competence, creates bias, because it benefits those who acquire the necessary skills. Because written language is used as a vehicle for other people's knowledge, literacy provides access to culture and has an impact on thought processes. Too, (Oltra-albiach, et al., 2017), finding attainment in reading competency is not only the basis for achievement in other areas of the education system, but also a condition for successful participation in most areas of adult life.

Based on (Kozak, M. (2011). defines Reading as a skill that allows us to get messages, recognize written words (write symbols), understand (understand) their meanings, are used to teach pronunciation and obtain information from the text. (Kocisky., et al., 2017), they argue that reading comprehension differs from information retrieval in that it requires the integration of information and

reasoning about events, entities, and their relationships across a complete document. to encourage progress in deeper understanding of language.

(Lai, et al., 2017). to evaluate the ability to understand and reason. In particular, the proportion of questions requiring reasoning was much greater than other benchmarks, data sets for reading comprehension, and there were significant gaps between performance files. according to (Joshi, et al., 2017)Reading comprehension requires a model for extracting information from the giving, unstructured passages. in contrast to general text summaries, a reading comprehension system can answer targeting questions about a specific document, extracting facts and insights efficiently.

Based on all the meanings of reading comprehension, it can be concluded that reading comprehension is a way of interpreting text or reading in which the reader uses code, context analysis, initial knowledge, vocabulary, grammar, and executive control strategies to construct meaning. what is read in the written text about the extraction of the necessary information based on the needs and intentions of the reader as effectively as possible. Reading Comprehension component in reading comprehension, some elements cannot separate it. Sentence structure or grammar and vocabulary are the two main components that have a significant effect on improving reading skills. Vocabulary deals with the ability to find the meaning of words. When students can recognize the meaning of the word, they can understand what they are reading. These are like two inseparable aspects for students in understanding what they want to read or know. Meanwhile, when

students do not know the meaning of the words in the text, they certainly cannot understand and interpret what they read.

Teaching vocabulary is an important part of comprehension instruction because comprehension texts are strongly influenced by vocabulary development. (Kamal, 2019). The development of state vocabulary with reading comprehension is an important issue. In the case of learning English, there is always a relationship between vocabulary and comprehension of a reading or text and that cannot be avoided. There are many ways to develop vocabulary. After assessing this method researchers have identified three effective ways of developing vocabulary. (a) reading extensively, (b) direct instruction, (c) building interest in words. Extensive and independent reading It is also important to develop a learner's vocabulary because through this they come into contact with new vocabulary.

Claims by (Harmer (2007), that the strategy is the action taken by the teacher to achieve one or more teaching and learning objectives. A set of general guidelines can be defined as a reading strategy. Teaching strategies in reading comprehension are important in the learning process and can affect students' reading comprehension. grammar is also one of the basics of understanding text. if students only know the meaning of the term, it means that they only master half of the comprehension of the reading text. knowing grammar is an absolute necessity. To get valid information in the text, the grammatical structure of a paragraph sentence is very important to understand. Strategies for Reading Comprehension.

There are several methods of grouping reading comprehension according to the following perspective measures, according to (Douglas, 2004) by reading

the text, make your point clear. apply bottom-up parsing principles and conventions to orthography To see the context; using lexical analysis (prefixes, roots, suffixes, etc.). Try to guess what it means (words, idioms, etc.) once you are unsure.

a) For the crux of the main principles, take a quick look at the
b) searches text (name, date, keywords) for relevant data
c) For fast operation, you can take advantage of the silent reading strategy.
d) For a detailed understanding of retention, use marginal notes, descriptions, linguistic maps, or charts.
e) Distinguish literal and implied or related significance
f) Make use of indicators that are in the discourse for links to processes

From the strategy above, readers need to maximize their eyes and brains to capture the author's message while reading. The most important thing about reading activities is so that readers can understand ideas in the form of implied or explicit meanings. In order to understand the text, readers can use certain strategies they know about. So reading comprehension strategies are important for understanding the text. Reading comprehension strategies are expected to be useful so that the purpose of reading a text can be achieved.

2. Factors Affecting Reading Comprehension

(Hart, (2007), describe some of the factors that affect reading comprehension,:

a) Material Difficulty
b) Intelligence
c) Environment

d) Emphasis on Word Recognition

e) Emphasis on Oral Reading

f) Background for Reading Options

g) Adjustment of Reading Techniques with Purpose and Types of Materials

h) Reading Value

3. Herringbone Engineering Concept

a. Definition of the Herringbone Technique

Even though students have learned reading skills from elementary school to college, in reality some students still experience problems in learning them. They have difficulty understanding the meaning of what they read and sometimes they cannot find the main idea of the text. This can happen if students cannot understand the reading text well because in reading a person cannot grasp the essence or conclude the main ideas and ideas directly without understanding the meaning of the text. Therefore, they become boring, lazy, unmotivated and actively learn

(Deegan, (2006), stated Herringbone Technique is a technique that develops an understanding of the main ideas in the text with a focus on the search, who, what, when, where, why, and how questions on visual diagrams such as fish skeletons. Using the WH answer to a question,(McKnight (2010), states that the Herringbone Technique is used to create supporting details to help with the main idea. In addition, the Herringbone Technique helps students understand the relationship between details and support to identify the main idea. (Yusuf et al.,

2016) The Herringbone Stating Technique is a concrete way to help English Learners find comprehensive ideas in each paragraph or section. Students answer a list of questions on the fishbone graph. This will lead to the synthesis of the information read in one sentence, which will become the main idea statement

4. Advantages and Disadvantages of the Herringbone Technique

To help make learning more active, efficient and effective in the herringbone technique There are several advantages and disadvantages of using this technique. Researchers use this technique so that students are more active in expressing opinions and making it easier for students to understand the reading so that it has an impact on student learning outcomes that will be better and are expected to increase than before. claims by (Choe (2004), that the herringbone pattern is used to help students identify main ideas and connect supporting ideas from lessons, texts, or concepts. another study according to (Arriyani & Aryanti, 2014). In his research, it was explained that the Herringbone Technique was better than traditional techniques. This technique naturally improves students' reading comprehension ability because it can force students to look for main ideas from a reading.

The disadvantage of the herringbone for comprehension process is;

a) Some instructors found creating an answer key for the graphic organizer to be time-consuming.
b) Students might have different ideas about what the main idea is and make confused their peers with different answers.

The solution of the disadvantage process is;

a) by choosing the number of questions and the level of student ability is the main thing
b) determine the main idea based on the questions provided and discuss

The advantages of the herringbone technique in teaching reading are; The Herringbone technique helps students to encode information in such a way as to improve their ability to answer essay questions. (Tierney di Rafain, (2013) The Herringbone technique also helps students spend time reading text. Therefore, students will not be bored when reading narrative text. The completeness to which students can refer to when revising material can affect their performance.(Suriani at al., (2013), mention some of the advantages of the Herringbone Technique:

a) Students will be more active in class, especially in reading. when they perform the Herringbone Technique Stages, it becomes an activity that keeps them active in the class.
b) Herringbone technique also makes students enthusiastic about reading the text, because they focus on simple questions.
c) In the process of brainstorming, they can share information from the texts they have read with each other.
d) Reading activities make students fresh and excited because it is confusing to read.
e) Herringbone Engineering activities make it easier for students to find the main idea of the text.

Whereas the weakness of Herringbone is that when students study material with the help of image or graphic representations such as abstract images, note-taking will be reduced and can affect student understanding. and second. Impact on feedback, some pointers on how to generate answer keys for graphs are time consuming. They use competition to encourage discussion but while doing so do not correct every student during the competition; As a result, students may fall behind to receive valuable feedback.

5. Application of the Herringbone technique

(Thaler (2008), stated that the proper technique for analyzing the essence of the text is the herringbone technique. This technique consists of a short graphic editor which is a tangible way to help students find in-depth ideas in a text. basically by planning the question of who, what, when, where, how and why in the fish skeleton visual diagram. Using the answers to the WH questions, students write their main ideas along the backbone of the fish diagram. The patterns in herringbone are used to find information after pre-reading or skimming, text. In this case the meaning of the pre-reading method is important to understand what is the content in each reading, what are the main ideas, and to get an overview of what will be discussed in the reading itself. when students take the time to read,

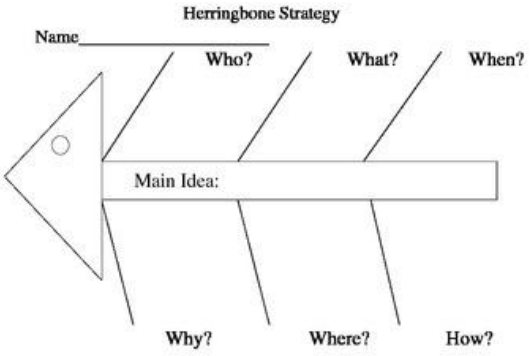


Figure. 1: Herringbone diagram

1) Students work in pairs. The students form groups with their friends beside them.

2) The teacher chooses a narrative text. The teacher selects a narrative text that corresponds to the reading level in the eighth grade.

3) The teacher makes a visual diagram of Herringbone. The teacher shows the students a visual diagram of the Herringbone Technique.

4) The teacher asks students to record answers to questions on the diagram. They will be looking for answers to:

a) Who is the author talking about?

b) What are they doing?

c) When did they do it?

d) Where do they do it?

e) How do they do it?

f) Why do they do it?

5) Students read the text to find answers and record the answers on the diagram. Students record answers to Herringbone diagram questions as they read the text.

6) The teacher shows students how each answer fits into the main slot of the thought sentence. After the information is recorded, students can make main text ideas using the answers to WH questions.

7) Students write the main idea using the information from the Herringbone diagram. After obtaining the main idea using the information from the herringbone diagram, file students write down the main idea on the herringbone diagram.

C. Conceptual framework

The research conceptual framework consists of three parts, input, process, and output. The focus of this research shows the following diagram:

1. Input

This refers to the application of the Herringbone technique in learning to read narrative text comprehension which is applied by researchers in the classroom.

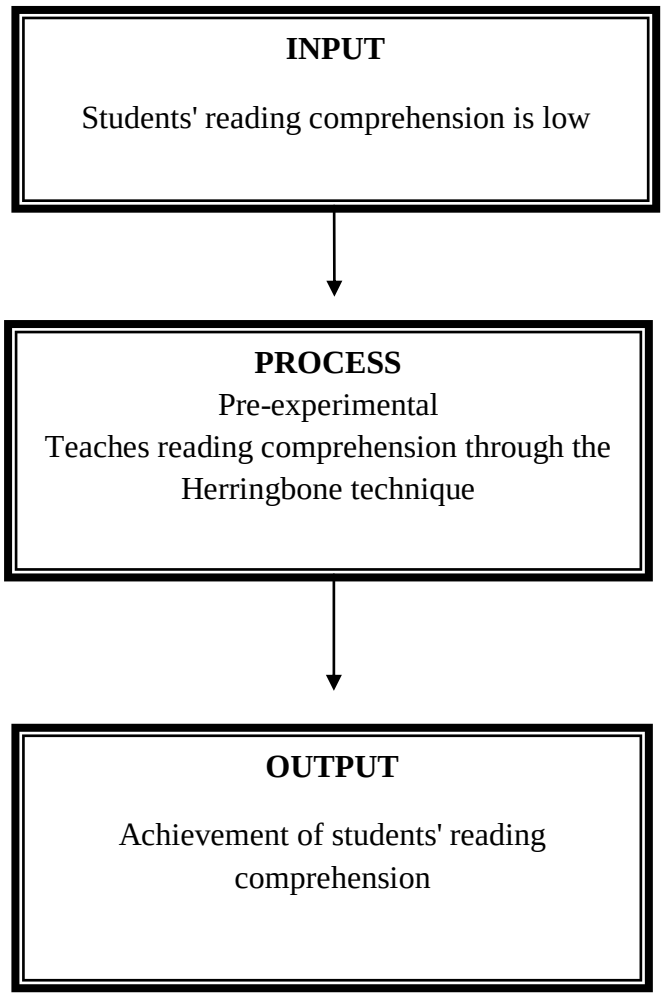
2. Process

Researchers used the Herringbone technique in narrative text which was carried out on class VIII students of UPT SMP Negeri 2 Pangsid to improve reading comprehension. The material is given to students during three meetings, each of which includes activities; The first treatment is about the story of the origin of Lake Toba, the second treatment is the story of Keong Mas, and the last treatment is about the story of Si Pitung.

3. Output

This refers to the results of students' reading comprehension after being processed through the Herringbone technique. Researchers hope that both in terms of motivation and reading achievement, students' understanding will increase.

Figure 2: Conceptual Framework



D. Research Hypothesis

The formulation of this study has two hypotheses as follows:

1. Ho (Null Hypothesis): There is no significant increase in students' reading comprehension before and after they received the Herringbone technique.
2. H1 (Alternative Hypothesis): there is a significant increase in students' reading comprehension before and after they received the Herringbone technique.

CHAPTER III

RESEARCH METHODS

This chapter consists of research design, research variables and their operational definitions, population and samples, research instruments, data collection procedures, treatment, and data analysis techniques.

A. Research design

In this research design, the researcher applied a pre-experimental design. This study uses only one class group. This study also uses the WhatsApp or telegram application as a tool to meet students and the Google form application to collect student scores due to this pandemic era. This design is illustrated as follows:

E: O_1 X_1 O_2

Where:

E: Pre-Experiment Class

01: Pre-test

02: Post-test

X1: Pre-Experimental Class Medicine

(Gay, LR., (2006)

B. Research variable

There are two variables in this study, namely the dependent variable and the independent variable:

a) The independent variable is the use of the Herringbone technique

b) The dependent variable is the reading comprehension of grade VIII students of UPT SMP Negeri 2 Pangsid.

C. Operational Definition of Variables

The variables in this study are described in the following operational definitions

a) The use of the Herringbone technique in learning reading comprehension with narrative text is applied. So that class VIII students of UPT SMP Negeri 2 Pangsid can improve their reading comprehension.

b) Reading comprehension is the student's ability to understand a text, it can also be interpreted as the ability to process information from the text.

D. Population and Sample

a) Population

The population of this study were students of class VIII UPT SMPN 2 Pangsid, only one class was sampled in class VIII. The number of eighth grade students is 98 students.

b) Sample

The samples of this research were students of class VIII UPT SMPN 2 Pangsid academic year 2021/2022 who were taken from the population. Sampling was carried out by cluster random sampling with one class as the sample. The number of samples was 21 students of class VIII-A.

E. Research Instruments

The instrument used to measure reading comprehension skills at UPT SMP Negeri 2 Pangsid was an English test. In this study, there are two tests, namely Pre-test and Post-test. Pre-test to determine students 'abilities before being given treatment and Post-test to find out how the progress of students' reading comprehension after being given treatment. The number of pre-test and post-test questions is the same. There were twenty items in each test which consisted of six matching word items and fourteen items of multiple choice questions. The instruments were given to students through online learning which was monitored by researchers via WhatsApp. Then the researcher gave a pre and post test through the Google form application.

F. Data Collection Procedure

Researchers used two types of measurement in data collection in this study as a method for obtaining data, namely pre-test and post-test. Before it's finished, first provide the content to find out its initial capacity. And to find out their reading comprehension is stored Post-test.

The data collection procedure is presented chronologically as follows:

a) Pre-test

Researchers have given pre-test to students before giving treatment to determine the ability of students' reading comprehension. The researcher gave an English test to the students with twenty items. In each test there are twenty items consisting of 6 word matching items and fourteen multiple choice questions.

Questions are present in Google form so that student answers are automatically sent to the researcher. And the pre-test time allocation is 2 X 40 minutes.

b) Post-test

The post test was given after treatment at the last appointment. This is used to determine the student's improvement in reading comprehension. The procedure system used in the post-test is equivalent to the pre-test.

G. Treatment

In treatment, researchers treated students by registering through the WhatsApp group application. Five meetings were held to determine the students' reading comprehension ability. At the first meeting the researcher introduced social media (Whatsapp Group) then gave a pretest to students via a Google form to find out the student's score in reading comprehension before being given treatment. In the field of medicine, researchers teach three meetings. At each meeting the researchers applied the Herringbone technique with the following procedure:

a) Researchers greet students
b) The researcher asked students to answer attendance which would be distributed to the Whatsaap group
c) Researchers motivate all students before teaching.
d) Researchers convey learning objectives.
e) The researcher explains the material about the narrative text

f) Researchers share narrative texts about the story of the origin of Lake Toba, the story of Keong Mas, and finally the story of Si Pitung.
g) The learning process was carried out for three meetings, where the first meeting each pair discussed the narrative text about the story of the origin of Lake Toba, the second meeting about the story of Keong Mas, and the last meeting about the story of Si Pitung. .
h) The researcher asked the students to read the narrative text individually.
i) The researcher instructed the students to write down important things in the reading that they found in the narrative text.
j) Researchers randomly select one student
k) Through on the WhatsApp application, the researcher asks student A to read the questions, and answer the questions by writte on the paper.
l) Researchers only provide by input
m) When finished, students send their notes by sending the image or screenshot to the researcher via the WhatsApp group
n) The researcher closes the class

In the five meetings which were the last meetings, the researcher gave a post-test via a Google form to students to find out the value of students' reading comprehension after being given treatment.

H. Data analysis technique

In the analysis, data collection was carried out through pre-test and post-test with the following procedures:

a) Calculating student grades:

To assess reading, researchers used the following formula:

Student grade = $\frac{students \quad gained\ score}{maximum\ score}\ x\ 100$

(Direktur Jenderal Pendidikan Dasar dan Menengah (2014)

b) Classify student grades:

The data is classified into five classifications with reference to the rating system as follows:

Score 90-100	A = Very good
Score 80-89	B = Fine
Score 75-79	C = Fair
Score 74 <	D = Less

(Direktorat Pembinaan Sekolah Menengah Pertama, 2017:21)

c) Calculate the class average value using the following formula:

$$\bar{\mathbf{x}}=\frac{\sum \mathbf{x}}{\mathbf{N}}$$

Where:

$\bar{x}$: Average score

$\sum x$: Total line score

N: Number of students

Gay, at.al. (2006)

d) The percentage score formula is presented as follows:

$$P = \frac{F}{N} x100\%$$

Where

P: Percentage

F: Frequency

N: Number of samples

Nasir (2014)

e) The standard deviation formula is presented as follows:

$SD = \sqrt{\frac{SS}{N-1}}$ Where $SS = \sum X12 - \frac{\sum(X_1)^2}{N}$

SD = Standard Deviation

SS = The Sum Square

N = Total Number of Students

∑X2 = Sum of all squares

(∑X) 2 = Total summation score

Gay at.al., (2006)

f) Looking for the difference in mean value between Pre-test and Post-test by calculating the t-test value, the formula is as follows:

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

Where:

t : Significance test

$\bar{D}$: The mean value of the difference (X_1-X2)

∑D : The difference between the total score

∑D2 : Square of the difference in total score

N : Number of samples

(Gay, 2006)

g) Hypothesis Testing Criteria

The statistical hypothesis of this study is as follows:

Ho : μ1> μ2

H1 : μ1≯ μ2

(Sugiyono, 2002)

To test the hypothesis, the researcher uses a unilateral significance level of 0.05 for the independent sample, the formula for degrees of freedom (df) is N-1. So, 21-1 = 20.

The following criteria are used to test the hypothesis:

a. If t-table is higher than t-count, then H0 (Null Hypothesis) is accepted and H1 (Alternative Hypothesis) is rejected. Students' reading comprehension did not experience a significant increase after being given treatment through the

Herringbone technique. That is, the Herringbone technique is less effective for improving students' reading comprehension

b. If the t-table is not higher than the t-test, then H0 (Null Hypothesis) is rejected and H1 (Alternative Hypothesis) is accepted. Students' reading comprehension has increased significantly after being given treatment through the Herringbone technique technique. That is, Herringbone technique techniques is effective for improving students' reading comprehension.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is specifically related to the presentation of the results of the analysis and discussion of the data. It fully includes a description of the results of the data collected through the test. In the discussion stage, the research describes the interpretation of the given findings.

A. Findings

This finding was obtained after going through a reading comprehension test for class VIII UPT SMPN 2 Pangsid students for the 2021/2022 academic year. The researcher applied all the procedures that were used as references and which have been shown in the previous chapter. In addition, the researcher gave the students a pre-test and post-test. Then proceed to analyze their scores between the pre-test and post-test in the pre-experimental class. This was done with the aim of knowing the significant improvement of students from the two tests that had been given to be used in learning English reading comprehension skills against the Herringbone technique. After analyzing the data, the researcher found the students' scores and tabulated them in the following section.

1. Pre-Test and Post-Test Result Values for Pre-Experiment Class

a. Pre-test

The following figure illustrates the classification of pre-experimental grade students:

Table 4.1: Percentage of students' reading comprehension scores on the pre-test

NO	Classification	Score	Predicate	Experimental	
				F	%
1.	Very Good	90-100	A	0	0%
2.	Good	80-89	B	0	0%
3.	Fair	75-79	C	0	0%
4.	Poor	74<	D	21	100%
	Total			21	100%

Table 4.1 shows the classification of students' pre-test scores before being given treatment. They amounted to, 21 (100%) of the 21 students who were classified as poor grades, none were classified as sufficient grades, none were classified as good grades, and none were classified as very good. It also shows that before being given treatment all students got unexpected grades where there were more than half of the students who scored with good classifications. It can be concluded that students are still low in reading comprehension.

b. Post-test

The following figure illustrates the classification of the experimental class students' scores.

Table 4.2. Frequency and percentage level scores in the post-test.

NO	Classification	Score	Predicate	Experimental	
				F	%
1.	Very Good	90-100	A	2	10%
2.	Good	80-89	B	10	48%
3.	Fair	75-79	C	5	24%
4.	Poor	74<	D	4	19%
	Total			21	100%

Table 4.2 shows the classification of students' post-test scores after being given treatment. A total of 2 students (10%) got a very good classification, 10 (48%) students got a good classification, 5 (24%) students got a moderate classification and 4 (19%) students got a bad classification. This shows that the post-test students' reading comprehension ability in the pre-experimental class increased after being taught the Herringbone technique.

2. Standard Deviation, and Difference of Standard Deviation of Student Achievement in Pre-Test and Post-Test

Table 4.3. Average Score, Standard Deviation, and Difference in Student Means.

Sample	Mean Score	Standard Deviation	$\bar{D}$
Pre-test	55.23	13.73	6.07
Post-test	78.09	7.66	

Table 4.3 shows that the mean scores, standard deviations, and standard deviations of students are different in the pre-test and post-test. The average score of the students on the pre-test was (55.23), the average score on the post-test was (78.09). On the other hand, there was a decrease with the first standard deviation (13.73) to (7.66) and the different standard deviation of the two tests (6.07). This means that the variance of students' reading comprehension levels grew much better from pre-test to post-test.

3. Student Profit Score

The student's gain score is described in the following table:

Table 4.4. Score of students' reading comprehension acquisition

Sample	Pre-test	Post-test	Gain Score
Pre-experimental	55.23	78.09	22.85

Table 4.4 shows that the pre-test and post-test gain scores are (22.85). The table also shows that the post-test score is better than the pre-test. This means that students' reading comprehension can increase after being given treatment through the Herringbone technique.

4. Hypothesis test

In testing the hypothesis, the researcher applied the t-test formula at the significance level with = 0.05. The results of manual calculations are shown as follows:

Table 4.5. T-Test Results

Variable	t-test Value	t-table Value
X1-X2	11,442	1,725

The table 4.5 showed the data in the table, the t-test value (11.442) is higher than the t-table value (1.725) with a pre-experimental class sample (N = 21) and degrees of freedom (df) N-1 = 21-1 = 20 at the significance level (α) 0.05. the t-test value and t-table value. The previous chapter, the researcher put the hypothesis testing to know whether or not the used of Heringbone technique was effective to improve the students reading comprehension. Based on the table above, the t-test value was higher than the t-table value. In this case, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. Therefore, the researcher concluded that the used of Herrinbone technique was effective to improve the students reading comprehension.

B. Discussion

In this part of the research, the researcher applies the Herringbone technique as one of the techniques in teaching English subjects, especially reading for UPT SMPN 2 Pangsid students. The researcher managed to collect data using two tests to answer the questions. The purpose of this study was to determine the significance and effectiveness of using Heringbone technique in teaching English text reading to improve students' reading comprehension.

Researchers have held five meetings for approximately a month in this part of the study. The first meeting of students working on pre-test exam questions. The researcher then conducted treatment for three meetings in the class in accordance with the method determined in the previous chapter where in the first treatment the researcher conducted teaching and learning by providing a brief explanation of the narrative text and continuing with a brief discussion of the material to be discussed in the first treatment. students who are still confused about what narrative text

Then in the second treatment the researcher begins learning by adding some text elements from the narrative text itself and to make it easier for students to understand the explanations obtained the researcher gives examples in each discussion and in the third or final treatment the researcher conducts the teaching and learning process with students using the WhatsApp application media in the previous treatment as well as researchers distributing narrative text videos as an innovation in the teaching and learning process. After doing the treatment, at the last meeting the researchers then distributed post-test questions to find out

whether there was an increase in students' abilities. treatment is done through the Whatsapp application. Then the Pre-test and Post-test were distributed to students via Google Form.

Before discussing reading comprehension in depth and specifically, we need to know what reading comprehension is. Reading is an activity to get meaning from symbols or printed words and how this ability is used to recognize, understand, and interpret in words. Reading comprehension is associated with the assumption that it is the highest level in the reading process itself which is commonly referred to as a hierarchy. Because understanding skills are not easily mastered by certain levels, especially for students who are in elementary school.

According (Svrcková, 2011: 13) Reading and writing means developing a larger skill set, which allows the functional use of acquired abilities (for example, language) in everyday life. reading is the process of understanding written symbols into spoken and written words, in other words reading can provide a burden of dependence on students for their future learning process and reading can be said to be one of the foundations in learning science.

The researcher found some evidence why the researcher was interested in conducting this research with the aim of improving students' reading comprehension. Based on direct observations that researchers did while at UPT SMP Negeri 2 Pangsid. The researcher found that most of the students still had difficulty in reading comprehension. Only a few students can understand what they read. This happens because teaching is centered on one focus only, namely

the teacher who is still used in the learning process, then the students just sit and listen to their teacher.

Seen in broad outline, this certainly shows that the learning process of a student in learning reading comprehension has not been maximized. Another evidence that the researcher found was that the students' reading comprehension ability was still low. In this section, it is proven by the results of reading comprehension observations carried out in the teaching and learning process. They find it difficult to understand the content of the text

Using different and interesting innovations, English teachers should try so that students become more enthusiastic in the learning process, especially in learning reading comprehension. it also supported by (Olson (1997). stated that, reading competence, creates bias, because it benefits those who acquire the necessary skills, Because literacy provides access to culture and has an impact on thought processes. These three components are the main goals of researchers that must be improved by providing a varied learning process in teaching. it also supported by (Oltra-albiach, et al., 2017), finding attainment in reading competency is not only the basis for achievement in other areas of the education system, but also a condition for successful participation in most areas of adult life.

States by (Kozak, M. (2011). defines Reading as a skill that allows us to get messages, recognize written words (write symbols), understand (understand) their meanings, are used to teach pronunciation and obtain information from the text. (Kocisky., et al., 2017), they argue that reading comprehension differs from information retrieval in that it requires the integration of information and

reasoning about events, entities, and their relationships across a complete document. to encourage progress in deeper understanding of language. Another one is to learn to think critically.

The researcher found some facts why the researcher conducted this research with the aim to improving students' reading comprehension. Based on direct interviews that researchers conducted, the researchers survived observations at the UPT SMP Negeri 2 Pangsid. The researcher found that most of the students still had difficulty in reading comprehension special for a text. Only a few students can understand what they read. This happens because students experience laziness to read texts that are too long and the teacher does not provide solutions related to the problem process, this problem is still used in the learning process.

The interaction between students and teachers, as well as the subject matter has not been activated. Meanwhile, students just sit and listen to their teacher, this shows that the reading learning process has not been maximized in teaching reading comprehension. If students have the right thinking skills, they can respond to the text very well. And because of that, the researcher uses the Herrinbone technique as a technique to help and train students to improve reading comprehension because this technique includes and supports these three factors.

Based on (Deegan, (2006), stated Herringbone Technique is a technique that develops an understanding of the main ideas in the text with a focus on the search, who, what, when, where, why, and how questions on visual diagrams such as fish skeletons. Using the WH answer to a question, (McKnight (2010), states that the Herringbone Technique is used to create supporting details to help with

the main idea. In addition, the Herringbone Technique helps students understand the relationship between details and support to identify the main idea. Students only fill out or submit answers to some of the questions in the fishbone graphic organizer. This leads to the text of all the information in a newly created sentence that becomes and becomes the essence of the statement. This is evidenced by the researcher's findings that the problem gives a positive response in the learning process when this technique is applied, most students are more active.

Based on the explanation above, that the Herringbone technique is useful for making students play an active role by using the Herringbone technique as a technique during the learning process, the use of the Herringbone technique in the experimental class makes the learning atmosphere more interesting. When the treatment was applied in the experimental class, students were more enthusiastic and active in participating in English lessons than before using this technique.

The interest of students in following the lesson is a positive result that needs to be improved. The use of appropriate learning techniques is one of the important things and has an influence in achieving learning objectives. The Herringbone technique is proven to improve English reading skills because in learning students are invited to think actively. The use of the Herringbone technique by experimental class students at SMPN 2 Pangsid made students not feel bored and made the learning atmosphere better. This can be seen from the enthusiasm of students during the lesson. Boredom when taking text reading lessons is also reduced by using the Herringbone technique.

This support by the explanation above for consideration in this study, there are several tables that show the results of the data. Before researcher being given treatment, students' reading comprehension ability was categorized as poor, as evidenced in the results of the study in table 4.1. Of the 21 (100%) of the 21 students classified as poor grades. All students got unexpected grades where more than half of students got scores with poor classification. It can be concluded that students are still low in reading comprehension. Then after being given treatment three times to the students, the students' reading comprehension ability was categorized as good.

Table 4.2, where 48% of students get a good classification and 24% of students get a moderate classification. The categories included in the diagram are the main ideas in the ribs with examples of "who, where, what, why, when, and how" are in the ribs, and can be changed to fit the specific text the student is reading. this supports the researchers' findings in the learning process where students are easy to communicate, do assignments, share ideas and this has an impact on the acquisition of students' reading comprehension scores.

Table 4.3 shows the standard deviation and standard deviation of student achievement in the pre-test and post-test. The table shows that the mean score of the students 'pre-test was 55.23 and the mean score of the students' final test was 78.09. While the standard deviation in the pre-test was 13.73 and in the post-test was 7.66 with the gain 22.85. This shows that the standard deviation variant has decreased before and after treatment. This happens because the researcher

provides the maximum process for students in the learning process using Herringbone technique.

Table 4.5 shows the results of the t-test. The t-test value 11,442 was higher than the t-table value 1,725. That is, the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. This shows that there is a significant.
This support by (Yusuf et al., 2016) The Herringbone Technique is a concrete way to help English Learners find comprehensive ideas in each paragraph or section. Students answer a list of questions on the fishbone graph. This will lead to the synthesis of the information read in one sentence, which will become the main idea statement

Based on the explanation of the findings above, the researcher believes that the use of the Herringbone technique in the teaching and learning process can improve the reading comprehension ability of grade VIII students of UPT SMPN 2 Pangsid. This technique is proven to make students respond positively during the learning process because most students are more active and enthusiastic.

There are some researchers who have conducted previous research to improve students' reading comprehension by using the Herringbone technique. In using the Herringbone technique, besides making students more critical, it is also effective in improving students' reading comprehension. Study by (Amumpuni, RS (2019). that research talk about The Effect of the Herringbone Technique on Reading Comprehension, and his found that this teaching reading using herringbone gives a better influence on students' reading skills. It indicates that the students who asked to do the task can improved reading skill. Through the

students' interaction when doing the tasks provide opportunities for them to get new vocabulary and to monitor the language they used. During the tasks, the students can exchange ideas with other students. This theory is supported by the findings of researchers in the field when conducting research, researchers found that students proved to be very active and think critically during learning.

This theory is supported by researchers findings in the field when conducting research, and this study has similarities with what the researchers found although each learning has differences in technique and material but, students also enjoy, researchers found that students proved to be very active and able to identify reading texts during the teaching process. The use of Herringbone strategy with student achievement in understanding narrative texts in second grade students has a positive and significant effect on increasing students' reading comprehension.

State by (Nurlinda, S (2018), The purpose of this research to find out the problems of students having difficulty in reading comprehension and low about reading motivation, and concluded that by using herringbone technique, it helps students identify the main idea and finding the important information of the text by plotting who, what, where, how, and why questions on a visual diagram of a fish skeleton, so that the students easily to absorb the material that is why this technique can improve the comprehension effectively, then the strategy can run well effectively if they are interested in finding information from the text. By providing texts that students like, such as narrative texts, motivation or rewards for students will be formed through reading.

This research has similarities with the research of researchers, the same thing is have the same technique and data collection process as well as the selection of an experimental class in this study which is one of the researchers' references for applying herringbone techniques and reading comprehension in junior high school

In another study by (Husna, H. (2018), found in her research The Implementation of Herringbone Technique in Teaching Reading Comprehension at the Eleventh Grade Students of Madrasah Aliyah Negeri 3 Madiun. That students enjoy the learning by using herringbone technique. The result of students' responses toward herringbone technique based on interview with some students are, they are easy to understand, comprehend and get the information from the reading text. When learning process the students are enthusiastic and try their best to answer some questions from the teacher.

The Researchers conducted research by taking all students in the class as research subjects, then researchers used some data instruments to collect data, namely: observation, reading test, Pre test and post test. The researcher concludes that using different techniques or strategies can make students more active in the learning process. Researchers believe that the Herringbone technique can help improve the reading comprehension ability of grade VIII UPT SMPN 2 Pangsid students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sub-chapters, conclusions and suggestions.

A. Conclusion

Based on the discussion and findings presented in the previous chapter, the researcher found that teaching reading comprehension through the Herringbone technique was able to improve the reading comprehension of eighth grade students of UPT SMP Negeri 2 Pangsid. This is supported by data in the pre-experimental class where the average score of students on the pre-test is 55.23 and the post-test is 78.09. From the data obtained, it shows that there are some differences in the students' average scores between before and after being given treatment.

The value of students after being given treatment was higher than before being given treatment. In addition, in the application of the students' post-test t-test, it was found that the t-count value was greater than the t-table value. This shows that H0 (Null Hypothesis) is rejected and H1 (Alternative Hypothesis) is accepted. There was a significant improvement in students' reading comprehension after their treatment through the Herringbone technique. In conclusion, the effective use of the Herringbone technique can improve the reading comprehension of grade VIII UPT SMP Negeri 2 Pangsid students for the 2021/2022 academic year.

B. Suggestion

Based on the conclusions that have been explained in the previous sub-chapter, the researchers would like to provide some suggestions for further research as follows:

1. It is suggested that the teaching of reading comprehension using concepts through the Herringbone technique should be continued either in other schools or at UPT SMP Negeri 2 Pangsid.
2. English teachers must be more creative and innovative in the way students learn to manage reading comprehension learning materials.
3. Students who are more active in learning are expected to be able to build positive activities and collaborate with classmates to practice, provide ideas, and opinions that can improve their reading comprehension.
4. For next researchers, it is recommended to make this a place of meaningful information for the future, in order to maximize your limitations in terms of time, cost and energy, discoveries in reading comprehension learning and also for research development.

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