IMPROVING THE STUDENTS’ READING COMPREHENSION THROUGH HERRINGBONE TECHNIQUE

( A CLASSROOM ACTION RESEARCH OF SECOND GRADE OF SMP N 1 BERGAS, CENTRAL JAVA)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
English Education Department of Teacher Training and Education Faculty
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SALATIGA
2015
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper entitled “IMPROVING STUDENTS’ READING COMPREHENSION THROUGH HERINGBONE TECHNIQUE”. is written by the writer herself. This paper does not contain any materials which have been published by other people; and it does not cite any other people’s idea except the information from the references. This declaration is written by the writer to be understood

Salatiga, April 15th 2015

The writer,

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ATTENTIVE COUNSELOR NOTES
Case: Choirin Tria Kartika’s Graduating Paper

Dear
Dean of Teacher Training
and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Choirin Tria Kartika graduating paper entitled “IMPROVING STUDENTS’ READING COMPREHENSION THROUGH HERINGBONE TECHNIQUE”. I have dedicated and would like to propose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.
Motto

“When you have never made a mistake, it means you have not tried anything.”

(Choirin Tria Kartika)
DEDICATION

This work is sincerely dedicated for:

❖ My beloved parents, my father (Zaenal Abidin) and my mother (Chesna Yuni Astuti) who always pray, guide, motivate me to become better person and also give me support. I love you so much.

❖ My beloved Brother (Khafid Fahrurrozi) and my big family who fill my life with love.
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Praise be to Allah, the creator of the universe. Because of his blessing, the writer could finish this graduation paper as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in State institute For Islamic Studies (IAIN) Salatiga. His incredible blessings makes that nothing is difficult in His eyes.

Shalawat is also devoted to Prophet Muhammad SAW who has guided us from the darkness into the lightness.

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The Writer

Choirin Tria Kartika

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ABSTRACT


Keywords: reading comprehension; paired story telling technique;

This research is aimed to improve the students’ reading comprehension through Herringbone technique. This research analyze how the procedure of the use of Herringbone technique to improve the students’ reading comprehension, whether the use of Herringbone technique can improve the students’ reading comprehension, and how far the implementation of the students’ reading comprehension of students of the second grade of SMPN 1 Bergas 2014 through Herringbone technique. This research was conducted in SMPN 1 Beragas, Ngobo Street Karangjati, Bergas 50552. Thirty three students of the second grade of SMPN 1 Bergas 2014 were instructed through Herringbone technique to improve their reading comprehension. The research method in this study is Classroom Action Research (CAR). There were two cycles and every cycle include of two meeting to give the students more opportunities to improve their understanding about how to find the main idea and comprehend the passage well and effectively. The results show that the students’ reading comprehension improves significantly. The T-calculation results shows that the T-calculation of cycle I is 6,73, and cycle II is 6,9. This technique uses the students’ cognitive skill to find the main idea of the text that they have read. This technique can help the students to remember the information and main idea of the text. In the implementation of Herringbone technique, the students could enrich their vocabularies. They also performed their understanding with good connecting the information to another details. Based on the results, the research recommends using Herringbone technique in reading.
A. Background of the Study

Nowadays, the process of knowledge, science and technology required us to information. Information is merely the most important aspect of our life. Book, magazine, newspaper, bulletin, internet are sources of information. We can get it only through reading. Thus, we must read a thousand book to avoid out of the date.

Learning english involves the four kinds of language skill: listening, speaking, reading, writing. Teacher should develop there four language skill in orde that their student could use the skill to communicate or express their thoughts, feeling, and opinion in English. In order to master those skill, the students have to master some elements of language, for instance, grammar, pronunciation, vocabulary, etc. However, students get difficulties in reading mastery whereas, reading is a crucial element to master foreign language especially English.

One of the skill is reading. Reading is one of the complex ways in learning english. Reading is one of the most important skill we need in increasing our personal welfare & social progress. It cannot be denied that reading is a part of human life and society. It means that the students have ability in understanding and using the word and meaning. The students not
only know the words, but also the meaning. In general, People intend to be able to read and understand English text because many scientific books are written in English. Until now, most of students still encounter difficulties in reading. The problem faced by lecturers and students who are not fluent in English. One of the difficulties encountered by students is how to remember what they have read. It is important to realize that we need to vary reading rate according to our intention in reading and students cannot find the main idea what they after read.

Students should master reading skill. A good achievement in reading is important to students. Students will get information ideas which can enrich their vocabulary and ideas. It needs to use appropriate method in teaching reading, in order to produce good reading ability. The method is very useful for increasing students' interest and motivation in learning English. So, the learning process will run better and faster.

Reading is a complex activity that involves recognition and comprehension process. Comprehension is the goal of the reading. In reading comprehension, students not only read the text but also they understand what they read.

There are many Junior High School teachers who still use traditional method in teaching reading. The teachers just give the material and explain it, give examples and exercises. This method is not effective because the students are bored and need much time to be able to master
English for reading. In that case, the teacher are supposed to be creative in teaching learning process to create a good atmosphere, to improve and to make the English lesson more exciting. Teaching reading for Junior High School needs appropriate technique in order that students are active and creative in reading lesson.

Examination is instrument to measure students’ capability. One point that must be mastered by them is reading skill. Students need to understand the text they are facing examination. It will make the reading necessary to be learned by the students because reading has some elements that will be needed by the students when they do their examination, namely understanding.

Usually the teacher just explain the material without use media of teaching or strategy that able to increase the interest and achievement of the students. So, the researcher needs to implement a strategy that can improve the students’ interest in learning English. The researcher tries to apply another method as a problem solving in learning English in SMP N 1 Bergas.

There are some ways to reach the better academic achievement of the students, especially reading ability. It is greatly influenced by the method used by the teacher. In this study, the researcher will use another method that can improve the students’ ability in English skill. It is Herringbone Technique. The Herringbone Technique is a strategy that can help students organize the information they know about the subject into
different categories. The herringbone graphic organizer technique is used for establishing supporting detail for main idea.

Beside, this method can build the students’ ability to understand the text. It focused on reading strategy by made the mapping. In this strategy, the researcher will explain to the students to the specific goals of the learning and reading students to the topic by the pattern of the herringbone technique. This method will motivate the students to study and raise teaching-learning process. By using this technique the students will be more interested and enjoy the teaching reading English. Besides, the writer hopes that this method can be relevant method to give solution for the problem of reading lesson. Based on the explanation above, the researcher is interested in improving students reading and in this research the researcher will apply Herringbone technique in teaching reading. So, that the researcher will do a research entitle “Improving Students Reading Comprehension Through Herringbone Technique (Classroom Action Research of Second Grade of SMP 1 Bergas, Central Java)

B. Statement of the Problem

In this research, the researcher formulated the reasearch problem as follows:
1. How is the procedure of implementation of Herringbone technique in improving students’ reading comprehension of the second grade students of SMP N 1 Bergas in academic year of 2013/2014?

2. Whether the implementation of Herringbone Technique improve students’ reading comprehension of the second grade students of SMP N 1 Bergas in academic year of 2013/2014 or not?

3. To what extent is the use of herringone technique improving students’ reading comprehension of the second grade students of SMP N 1 Bergas in academic year of 2013/2014?

C. Objective of the Study

Based on the problem statement, the objective of this research are as follows:

1. To describe the procedure of implementation of Herringbone technique to improve students’ reading comprehension of the second grade students of SMP N 1 Bergas in academic year of 2013/2014.

2. To find out whether the implementation of Herringbone technique improve students’ reading comprehension of the second grade students of SMP N 1 Bergas in academic year of 2013/2014.

3. To find out to what extent of the use of Herringbone technique in improving students’ reading comprehension of the second grade students of SMP N 1 Bergas in academic year of 2013/2014.
D. Review of The Related Research

In this research, the researcher takes review of related literature from the other research as a comparison. The first was conducted by Leni Nurhayati with her research paper “THE USE OF PICTURE MEDIA TO IMPROVE STUDENTS READING SKILL OF THE FIRST YEARS STUDENTS OF SLTP PONDOK SELOAMAT KENDAL IN THE ACADEMIC YEAR OF 2003/2004”. She conducted that there is a significant difference in the result of reading teaching between teachings by using picture media as teaching aids in students’ reading activity. In fact, in this research there is a different mean in both of these groups. The mean of the experiment group is 8.2 and the control group is 7.1 (Nurhayati, 2004:46)

The second research was conducted by Susiani with her research paper “THE USES OF MAID-MAPPING TO IMPROVE ENGLISH ACHIVEMENT OF READING OF THE SECOND YEARS STUDENTS OF MTs AL-ITTIHAD PABELAN IN THE ACADEMIC YEAR OF 2008-2009”. The result of the action shows that using mind mapping method can improve motivation, interest and achievement of students. The implementation of mind mapping method is reasonable because it attract students to learn. It can give motivation students to study hard. Thus, mind mapping is a good to improve students motivation, students interest and achievement (Susianti, 2008:68)
The third research is done by Ahmad Muntaha Al Hasan, a student of State Institute of Islamic Studies in the academic year 2009, entitled “THE USE OF INTERNET TO READING MASTERY of THE SECOND YEAR OF SLTP ALTERNATIVE QORYAH TOYYIBAH KAALIBENING SALATIGA IN THE ACADEMIC YEAR OF 2008/2009”. In this thesis, he analyzed the improvement of students’ reading mastery using internet. He used action research, he as the teacher and also as the observer wrote down the learning process. The research showed that there was a difference result of using internet in teaching learning process than before. The implementation of teaching learning was easy and interesting using internet especially in reading (Hasan: 2009).

E. Significance of the Study

The researcher hopes that this research can give contribution especially about the improvement of herringbone technique through students’ reading comprehension. The researcher also hopes that this research will be useful for the teachers, the students and for the school of SMP N 1 Bergas in the academic year of 2013/2014 as the statement below:

1. For the teacher

The positive effect of this research can support the English teachers to apply this technique in teaching reading. They can develop
and use new methods in order to make the students enjoy and relax in teaching learning process. So, they will not use the traditional technique in teaching. The technique of grapic of herringbone is given by teachers and the students feel comfort, it can give positive assumption to the teacher that the teacher have competence to teach.

2. For the students

The positive impact of this research can support students to improve reading comprehension. The students feel enjoy and actually in class in teaching learning process. Heringbone technique is a technique to make students easier to find the main idea and the supporting idea. Of course, the students will be easy to improve their knowledge.

3. For the school

The positive impact of this research can support the school to develop the medium of English teaching and learning certainly will be better when they passed their students with good score. So, when the teacher gives explanation with fun media and makes all of the students easily to catch the lesson it can take the positive thing to the school. The students receive their lesson easily, certainly they also do the best for their test and actually they have make score for the school.
F. Limitation of the Research

In order to avoid misinterpretation of the problem, the writer would like to limit the scope of the study. In this research especially focuses on Herringbone Technique to teach reading. The subject of this research is the Second years students of SMP N 1 Bergas. In this research, the researcher as a teacher. The research is limited in reading comprehension.

G. Definition of the key term

Avoiding some incorrect interpretation of this research title, the writer want to clarify and explain the term used

1. Improving

Improving is the process of becoming or making to be better (Oxford University Press, 2003:216). In other dictionary we can find the word improve which means to make better in quality or to make more productive to become better (Webster, 1994:487).

2. Student

Student is a person who is studying at collage or university or any person interested in particular subject (Oxford University Press 2003:429)
3. Reading

According to Beene (1992:12) reading is the process of finding meaning in written character or symbol and interpreting and analysis text. Reading is the complement of writing.

4. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation, facts (Cambridge advance learner’s dictionary: 2008)

5. Herringbone

Herringbone is a distinctive v-shapes. A pattern consisting of columns of short parallel lines, with all of the lines in the columns sloping one way and all the lines in the next column sloping the other way so as to resemble the bones in a fish. (The teacher’s Big book of Graphic Organizers: 2010)

6. Technique

Technique is a technical or mechanical skill in music or painting, etc. method of doing something expertly. (Oxford advanced learner’s dictionary of current English, 1897:887)

H. Outline of the Research

Chapter I contains introduction which covers background of the study, statement of the problem, objectives of the study, review of related...
literature, significant of the study, limitation of the research, definition of key term and graduating paper outline.

Chapter II describes theoretical review of teaching reading, firstly, theory about reading, it presents the theory about reading includes the definition of vocabulary mastery, kinds of vocabulary, aspect of learning reading, sources of vocabulary, vocabulary in the classroom, and testing of vocabulary. Secondly, the writer presents the theories about Herringbone technique which consist of definition of Herringbone technique, instruction of using Herringbone technique, advantage and disadvantage of using herringbone technique.

Chapter III presents about methodology of research, it discusses about research report and research methodology. The research report explains about the general situation of SMP Negeri 1 Bergas. Then, the research methodology consists of setting of the research, subject of the study, method of the research, procedure of the research, technique of collecting data and technique of analysis data.

Chapter IV is the data analysis and discussion. Chapter V is the last part of this graduating paper by giving conclusion and suggestion. For the attachment, there are appendix and bibliography.
CHAPTER II
THEORETICAL FRAMEWORK

A. Reading Comprehension

1. The Nature of reading

There are many definitions of “reading” presented by the experts. However, there must not be the worthiest sense. One of the definitions is implied by Daniel Hittlemen, (qtd. in Dallmann, Rouch, Char, & DeBoer, 1982: 23), Reading is verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing, specifically, reading is a process of reconstructing from the printed patterns on the page ideas and information intended by the author.” While, according to Douglass Brown (2003:183) states that reading is one of the language exiting skill beside speaking, writing and listening. Achievement in learning can be influenced significantly by the meaningful of the students in reading. In foreign language learning reading is likewise a skill that teachers simply expected learners to acquire. While according to Lynee Beene (2004, 11), reading is the process of finding meaning in written and of interpreting and analyzing text.

2. The Term of Reading Comprehension

While, The major goal of reading instruction is to progress in each youngster the ability to understand the printed language.
Commonly, the quality and quantity of such understanding are affected by the aspects of reading instruction and individual characteristics (Heilman, Blair, & Rupley, 1981: 2).

Reading Comprehension itself is a process of making sense of writing ideas through meaningful interpretation and interaction with language (Dallmann, Rouch, Char, & DeBoer, 1982: 25).

According to David Prearson and Dale (1978:227) Reading comprehension is at once a unitary process and a set discrete process.

3. Components of Comprehension

A study by Davis (qtd. in Heilman, Blair, & Rupley, 1981: 241) is generally regarded as the significant attempt to delineate separate comprehension skills. His analysis showed the following five comprehension skills:

a. Recalling word meaning (vocabulary knowledge).

b. Drawing inferences from the content.

c. Following the structure of a passage.

d. Recognizing a writer’s purpose, attitude, tone and mood.

e. Finding the answers to questions answered explicitly or in paraphrase.

4. Level of comprehension

There are some levels of comprehension (Dallmann, Rouch, Char, & DeBoer, 1982: 25), here are:
a. Literal comprehension

Literal comprehension is an understanding the ideas and information explicitly stated in the passage. Reading for literal comprehension, which involves acquiring information that directly states in a selection. Is important in and of itself and is also a prerequisite for higher-level understanding. The abilities are:

1) Knowledge of word meanings.
2) Recall of details directly stated and paraphrased in own words.
3) Understanding of grammar clues—subject, verb, pronouns, conjunctions, and so forth.
4) Recall of main idea explicitly stated.
5) Knowledge of sequence of information presented in passage.

b. Interpretative comprehension

Interpretative comprehension is an understanding of ideas and information not explicitly stated in the passage.

The abilities are:

1) Reason with information presented to understand the author’s tone, purpose, and attitude.
2) Infer factual information, main ideas, comparisons, cause-effect relationship not explicitly stated in the passage.
3) Summarization of story content.
c. Critical comprehension

Critical comprehension includes analyzing, evaluating, and personally reacting to information presented in the passage. The critical reader should be an active reader, questioning, searching, for facts, and suspending judgment until he or she has considered all of the material. The abilities are:

1) Personal reacting to information in a passage indicating its meaning to the reader.

2) Analyzing and evaluating the quality of written information in terms of some standards.

5. Factor affecting comprehension

To help students handle their shortcomings in comprehending what they read, the teachers must understand the factors that affect comprehension (Dallmann, Rouch, Char, & DeBoer, 1982: 165). Here are:

a. Difficulty of material

One of the major factor causes of lack of comprehension is that the teachers expect them to read materials beyond their level.

b. Intelligence

A child’s ability to comprehend in reading as sometimes limited by the conceptual “load” that his mental ability enables
him to carry. All the mechanical reading skills in the world, will not enable him to read materials involve abstractions beyond the level of his mental development. While we should never underestimate a child’s power, we should adjust the task to their capabilities.

c. Environment

Noisy surroundings, inadequate lighting, high or low temperatures, stimulating or distracting surroundings may interfere with maximum comprehension. The extent to which the environment affects comprehension varies with individuals. The same person may at one time not be bothered by factors that other times decidedly decrease his comprehension.

d. Emphasize on word recognition

Methods of teaching that concentrate on the recognition of individual words but neglect attention to meanings that can be derived from connected discourse may account for deficiencies in comprehension.

e. Emphasize on oral reading

Oral reading can have either a desirable or a detrimental effect on comprehension. At times oral reading of a selection that is particular difficult for the reader may increase his understanding of it, since them then not only sees but also hears what he reads.
6. **Background for Reading a Selection**

Reading comprehension fails for number of reason. Students with the help of a facilitator if necessary, should attempt to identify the causes of lack comprehension. There are five reasons for lack of reading comprehension are listed below (Twining.1991)

a. Failure to understand the word

b. Failure to understand a sentence

c. Failure to understand a sentence relate to one another

d. Failure to understand how the information fits together in a meaningfull way (organization)

e. Lack of interest or concentration

7. **Principles of Teaching Reading**

There are twelve principles of reading (Burms, Roe, & Ross, 1976:20) here are:

a. Reading is a complex act with many factors that must be considered.

b. Reading is the interpretation of the meaning of printed symbols.

c. There is no correct way to teach reading.

d. Learning to read us a continuing process.

e. Students should be taught word recognition skills that will allow them to unlock the pronounciations and meanings if unfamiliar words independently.

f. The teacher should diagnose each student’s readinf ability and use the diagnosis as a basis planning instruction.

Reading and the other language arts are closely interrelated.
g. Reading is an integral part of all content area instruction within the educational program.

h. The students need to see why reading is important.

i. Enjoyment of reading is important.

j. Enjoyment of reading should be considered of prime importance.

k. Readiness for reading should be considered at all levels of instructional.

l. Reading should be taught in a way that allows each child to experience success.

B. Herringbone Technique

1. The definition of Herringbone Technique

   According to Thaler (2008:88), a useful technique for analyzing a single idea of the text is the Herringbone Technique, so-named because resembles a fish skeleton. Herringbone Technique consists of a short graphic organizer and it is a concrete way of helping English Learners to find the comprehensive idea in a paragraph or passage. The students answer the question listed in the fish bone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement. The herringbone diagram is designed to help students locate the main idea of the selection. Balajth and Wade (2003:131-132) state that as a story selection is read, they look for answers to the WH-Question: who, what, where, when, why and how. The teacher helps the students put the information which they
locate on a visual diagram shaped like a fish skeleton. A summary is written along the central spine of the diagram. This visual diagram is useful for reviewing information and provides a visual structure for the selection that can be seen at a glance.

Graphic organizer is important and effective pedagogical tools for organizing content and ideas and facilitating learner’s comprehension of newly acquired information. It is an effective teaching and learning tool for all types of learners.

In this research, Herringbone technique helps the students understand the connection between supporting details to identify a main idea. The herringbone technique is useful graphic organizer for students to organize information.

Picture of diagram Herringbone Technique

[Diagram of Herringbone Technique]

2. **Instruction of Using Herringbone Technique**

The Herringbone technique develops comprehension of the main idea by plotting: who, what, when, where, why, and how question on a visual graphic of a fish skeleton. Using the WH-question, students write the main idea cross the backbone of the fish diagram.

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

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

3. The teacher tells the student to record the answers to the questions on the diagram. He will look for answers to:
   a. Who is the author talking about?
   b. What did they do?
   c. When did they do it?
   d. How did they do it?
   e. How did they do it?
   f. Why did they do it?

4. The students read to find the answers and record the answers on the diagram.

5. After the information is recorded, the teacher shows the students how each answer fits into a slot in a main idea sentence.
6. The students write a main idea, using the information from the herringbone diagram.

7. The teacher duplicates sheets with the diagram, and the students complete diagram on their own.

8. The diagram become a tool for story discussion. During the discussion, the teacher and the students compare their answer and their classmates.

After getting the main idea by using the information from Herringbone diagram, the students write the main idea on the Herringbone diagram. (http://www.teacherweb.com/PA/NazarethAreaMiddleSchool/TheSpecialistTeam/HerringboneTechnique.doc), accessed on March 23, 2013

3. The Advantages and the Disadvantages of Herringbone Technique

There are some advantages of using Herringbone technique, they are: the students will be more active in the class especially in reading. When they do the steps of Herringbone technique in reading they will have activities that make them active in the class. Herringbone technique also make them enthusiastic in reading a text, because they will focus on the simple question. In discussion process students can share the information about the
text that have already read. Herringbone technique makes the students easier to find the mine idea of the text.

While the disadvantage of Herringbone technique is when students learn material with the help of graphic representations. Note-taking will be decreased. As a result, the lack of comprehensive guide those students can refer to when revising material may affect their performance.
CHAPTER III
METHODOLOGY OF RESEARCH

A. Research Report

The classroom action research was conducted in SMP N 1 Bergas. In these sections the researcher tries to describe about the situation of this school.

1. Identity of SMP N 1 Bergas

   Name of school : SMP Negeri 1 Bergas
   Address : karangjati Ngobo Street Karangjati, Bergas 50552
   Website : www.smpn1karangjati.sch.id
   E-mail : smpn1_bergas@yahoo.co.id
   Accreditation : A
   Phone : (0298) 522378
   Fax : -
   Build : August 1st, 1954
   Headmaster : Dra. Murtingsih, M.Pd

2. Vision and Mission of SMP N 1 Bergas

   a. Vision of SMP N 1 Bergas

      The visions of SMP Negeri 1 Bergas are as follows:
b. Mission of SMP N 1 Bergas

The missions of SMP Negeri 1 Bergas are as follows:

1. Effectively conducting activities in order to achieve the curriculum.

2. Conduct training and activities that aim to support the improvement of the performance of teachers and employees.

3. Provide training and guidance for the learning process to become a qualified.

4. Promote the procurement, utilization, and maintenance of educational facilities in an optimal.

5. Pursue activities related to student graduation competency.

6. Implement effective school-based management.

7. Pursue the development of education funding to support school activities.

8. Carry out a full assessment and continuous

3. Organization Structure

The structure of organization is a composition or people’s position in a cluster job, so that there is an arranged in pack for regularly job
patterns, which has a goal for retrieving target from its cluster. The following chart is the structure of organization in SMP N 01 Bergas

**Figure 3.1**
The Organization Structure of

- **Headmaster**
  - Dra. Murtiningsih, M.Pd

- **Commitee**
  - Haryadi B.A

- **Dept of Curriculum**
  - 1. Suswatingsih S.Pd
  - 2. Dra. Wini A
  - 3. Kadarto

- **Dept of Administration**
  - Ekowati S.Pd

- **Dept of students**
  - 1. Liliek Budi P S.E
  - 2. F Legiman S.Pd

- **Dept of Curriculum**
  - 1. Dra. Weci Nuraini
  - 2. Tri Pujistuti S.Pd

- **Dept of Laboratory**
  - Bambang W S.Pd

- **Dept of Cooperation**
  - Ekowati S.Pd

- **Dept of Health**
  - Mukimin

- **Dept of Public Relation**
  - Dy

- **Room Teacher of VII**
- **Room Teacher of VIII**
- **Room Teacher of IX**
1. Situation of the Teacher

The important role in teaching learning process is a teacher. Teacher is someone who transfers knowledge for the students. They help the students to understand materials in the class and give knowledge to them to be better. In SMP Negeri 01 Bergas, there are 18 teachers’ male and 32 teachers’ female.

Table 3.2

Teachers of SMP Negeri 1 Bergas

in the Academic Year of 2013/2014

<table>
<thead>
<tr>
<th>No</th>
<th>Code</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Dra Mutiningsih, M.Pd</td>
<td>Headmaster</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Dra rini Listyawati</td>
<td>Teacher of Tabus</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Suroyo, S.Pd</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>Joko Supriyono, S.Pd</td>
<td>teacher of Matemathic</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>Muhlazin,S.Pd</td>
<td>teacher of PKN</td>
</tr>
<tr>
<td>6</td>
<td>N</td>
<td>Dra.Weci Nurani</td>
<td>teacher of conseling</td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>Hasni Fazati,S.Pd</td>
<td>teacher of natural science</td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>Turyono,S.Pd</td>
<td>teacher of penjas</td>
</tr>
<tr>
<td>9</td>
<td>I</td>
<td>Bambang W, S.Pd</td>
<td>teacher of natural science</td>
</tr>
<tr>
<td>10</td>
<td>J</td>
<td>Ekowati, S.Pd</td>
<td>Teacher of Tabus</td>
</tr>
<tr>
<td>11</td>
<td>K</td>
<td>Sri Darmi R, S.Pd</td>
<td>teacher of social science</td>
</tr>
<tr>
<td>12</td>
<td>L</td>
<td>Kadarto</td>
<td>teacher of computer</td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>Sri Nurhidayati</td>
<td>teacher of art</td>
</tr>
<tr>
<td>14</td>
<td>F</td>
<td>Tri Puji Hartati, S.Pd</td>
<td>teacher of conseling</td>
</tr>
<tr>
<td>15</td>
<td>O</td>
<td>Ag.Siwi Hartati, S.Pd</td>
<td>teacher of english language</td>
</tr>
<tr>
<td>16</td>
<td>P</td>
<td>Samsul Hadi, Amd</td>
<td>teacher of natural science</td>
</tr>
<tr>
<td>17</td>
<td>Q</td>
<td>Harsono, S.Pd</td>
<td>teacher of natural science</td>
</tr>
<tr>
<td>18</td>
<td>R</td>
<td>Retno K R, S.Pd</td>
<td>teacher of javanese</td>
</tr>
<tr>
<td>19</td>
<td>S</td>
<td>F.Legiman, S.Pd</td>
<td>teacher of christian</td>
</tr>
<tr>
<td>20</td>
<td>T</td>
<td>Dy.Sukirman, S.Pd</td>
<td>teacher of social science</td>
</tr>
<tr>
<td>21</td>
<td>W</td>
<td>Faisal Najib, S.Pd</td>
<td>teacher of javanese</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---</td>
<td>-------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>22</td>
<td>X</td>
<td>Paino, S.Pd</td>
<td>teacher of indonesian</td>
</tr>
<tr>
<td>23</td>
<td>U</td>
<td>Ch.nanik Supriyati, S.Pd.</td>
<td>teacher of art</td>
</tr>
<tr>
<td>24</td>
<td>Y</td>
<td>Widhiyani Rusyanti</td>
<td>teacher of Matemathic</td>
</tr>
<tr>
<td>25</td>
<td>V</td>
<td>Chesna Yuni Astuti, Adm</td>
<td>teacher of computer</td>
</tr>
<tr>
<td>26</td>
<td>AA</td>
<td>Mukimin</td>
<td>teacher of Matemathic</td>
</tr>
<tr>
<td>27</td>
<td>BB</td>
<td>Eni Nadiroh, S.Pd</td>
<td>teacher of english language</td>
</tr>
<tr>
<td>28</td>
<td>Z</td>
<td>Titik Haryani, S.Pd</td>
<td>teacher of indonesian</td>
</tr>
<tr>
<td>29</td>
<td>DD</td>
<td>Dra Henni Astuti</td>
<td>teacher of PKn</td>
</tr>
<tr>
<td>30</td>
<td>CC</td>
<td>Drs. Muchlis</td>
<td>teacher of islamic religion</td>
</tr>
<tr>
<td>31</td>
<td>EE</td>
<td>Nur Amin, S.Ag</td>
<td>teacher of islamic religion</td>
</tr>
<tr>
<td>32</td>
<td>FF</td>
<td>Dra. Dyan Nur S</td>
<td>teacher of english language</td>
</tr>
<tr>
<td>33</td>
<td>GG</td>
<td>Suswatiningsih, S.Pd</td>
<td>teacher of Matemathic</td>
</tr>
<tr>
<td>34</td>
<td>NN</td>
<td>Supatmiyatningsih, S.Pd</td>
<td>teacher of english language</td>
</tr>
<tr>
<td>35</td>
<td>HH</td>
<td>Nurhadi Purwanto, S.Pd</td>
<td>teacher of indonesian</td>
</tr>
<tr>
<td>36</td>
<td>II</td>
<td>Liliek Budi Prasetyo, S.Pd</td>
<td>teacher of social science</td>
</tr>
<tr>
<td>37</td>
<td>KK</td>
<td>Anisah Nafiati, S.Pd</td>
<td>teacher of indonesian</td>
</tr>
<tr>
<td>38</td>
<td>JJ</td>
<td>Dra. Wini Apriliyani</td>
<td>teacher of social science</td>
</tr>
<tr>
<td>39</td>
<td>LL</td>
<td>Mulyadi, S.Pd</td>
<td>teacher of penjas</td>
</tr>
<tr>
<td>40</td>
<td>MM</td>
<td>Yuli Susanti, S.Pd</td>
<td>teacher of conseling</td>
</tr>
</tbody>
</table>

*Sources of SMP N 01 Bergas*

2. The List of Educational Facilities and Tools

   School facilities may consist of buildings and other school facilities needed by teachers, students and other stakeholders provided by school to support the successful teaching-learning process in school environment. Ideal educational facilities can be the factors of supporting successful teaching-learning process because all of academicians’ need can be provided. The educational facilities could be seen in the table below:
TABLE 3. 3
Educational Facilities and Tools in SMPN 01 Bergas in the
Academic Year of 2013/ 2014

<table>
<thead>
<tr>
<th>No</th>
<th>Facilities</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td>24 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>2.</td>
<td>Library</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>3.</td>
<td>Science laboratory</td>
<td>2 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>4.</td>
<td>Language laboratory</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>5.</td>
<td>Computer room</td>
<td>2 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>6.</td>
<td>Multimedia room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>7.</td>
<td>Teachers’ room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>8.</td>
<td>Headmaster room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>9.</td>
<td>Health room</td>
<td>1 unit</td>
<td>Not Fine</td>
</tr>
<tr>
<td>10.</td>
<td>Volley/Basket field</td>
<td>1 unit</td>
<td>Not Fine</td>
</tr>
<tr>
<td>11.</td>
<td>Cafeteria</td>
<td>4 unit</td>
<td>Not Fine</td>
</tr>
<tr>
<td>12.</td>
<td>Teachers’ toilet</td>
<td>3 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>13.</td>
<td>Students’ toilet</td>
<td>10 unit</td>
<td>Not Fine</td>
</tr>
<tr>
<td>14.</td>
<td>Mosque</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>15.</td>
<td>Comittee room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>16.</td>
<td>OSIS room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>17.</td>
<td>Conseling Room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>18.</td>
<td>Art room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
<tr>
<td>19.</td>
<td>Catholic room</td>
<td>1 unit</td>
<td>Fine</td>
</tr>
</tbody>
</table>

3. The Distribution of the class

Students are people who like to get something new, not only to get new knowledge, but also other aspects in their life such as; social relation, morality and culture. They learn in school at certain time. The total numbers of students of SMP N 1 Bergas are 836 students. The distribution of the class of SMPN 1 Bergas could be seen in the table below:
TABLE 3.4
The Distribution of the Class of SMP N 1 Bergas in The
Academic Year Of 2013/2014

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First</td>
<td>126</td>
<td>148</td>
<td>274</td>
</tr>
<tr>
<td>2</td>
<td>Second</td>
<td>101</td>
<td>161</td>
<td>262</td>
</tr>
<tr>
<td>3</td>
<td>Third</td>
<td>133</td>
<td>167</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td>836</td>
</tr>
</tbody>
</table>

B. Research Methodology

1. The setting of the Research

   The research conducted at SMP N 1 Bergas on karangjati Ngobo Street Karangjati, Bergas 50552. The object of this research is the students of second grade in 2013-2014 academic years. The students are from various areas with various level economic families. Most of the students have the difficulties in reading mastery and that have underaverage ability.

2. Subject of the Study

   a. Population

   According to Arikunto (2010: 173), the population is all members of the research subject. So, the population is all individuals that involve in that research. The researcher takes
population in the second grade students of SMP N 1 Bergas in the academic year of 2013/2014. The total numbers of second grade students of SMP N 1 Bergas are 266.

b. Sample

Sample is a part of population representative which is researched Arikunto (2010: 174). The researcher takes one class of the sample on the second grade students of SMP N 1 Bergas. This class consists of 33 students. According to Mursid Shaleh(2012:45) sample is actually part of population deliberately selected to represent the population.

### TABLE 3. 5

**The List of VIII A Class Group of SMPN 01 Bergas in the Academic Year Of 2013/ 2014**

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adry Agus Dwinata</td>
</tr>
<tr>
<td>2</td>
<td>Aldila Krisna Mega S</td>
</tr>
<tr>
<td>3</td>
<td>Anandita Kusumaningrum</td>
</tr>
<tr>
<td>4</td>
<td>Aprilia Indah Dwi Saputri</td>
</tr>
<tr>
<td>5</td>
<td>Ardian Eka Dwilaksa</td>
</tr>
<tr>
<td>6</td>
<td>Boby Ramadhani</td>
</tr>
<tr>
<td>7</td>
<td>Candra Sulistiyaningrum</td>
</tr>
<tr>
<td>8</td>
<td>Dwina Kamayanti</td>
</tr>
<tr>
<td>9</td>
<td>Elsa Kumala Dewi</td>
</tr>
<tr>
<td>10</td>
<td>Elyana Savitri</td>
</tr>
<tr>
<td>11</td>
<td>Ervina Sulistyowati</td>
</tr>
</tbody>
</table>
3. Sampling technique

Sampling technique is a technique to takes sample Sugiyono (2008: 81). In this research, the researcher uses purposive sampling. Purposive sampling is a technique to takes sample based on consideration Sugiyono (2008: 85).

3. Research Method

The researcher uses classroom research. According to Aqib (2009:3) the definition of action Research is the research which is done
by the teacher in their class through self reflective inquiry with aim to make the better work to improve the result if students’s learning. 

The second devinition is given by Hopkins that action research is a form of self reflective inquiry undertaken by participant in a social (including educational) situation in order to improve the rationaly and justise of :A

1. Their own social or educational practices.

2. heir understanding of these practices.

3. The situation in which practices are carried out. ( Basrowi and Suwandi, 2008:27)

From the definition above, the researcher concludes that classroom action research mean a way for teacher to discover what works best in their own classroom situation. Thus allowing informed decision about teaching, it involves four step they are plaining, acting, observing

4. The procedure of research :

This study uses classroom action research, so in those case the researcher uses some steps as Kemmis and Mc Taggart, 1988: in (Hopkins, 2011: 92). There are two cycle in this action research and in each cycle there two meeting. The procedures are as follows:
a. Planning

The activities the planning are:

1. Preparing materials, making lesson plan and designing the steps in doing the action.

2. Preparing list of students’ name

3. Preparing teaching aids.

4. Preparing sheets for classroom research

5. Preparing a test (to know whether students’ reading mastery improve or not).

b. Action

The activities in action are:

1. Giving pre test

2. Teaching reading using Herringbone Technique.

3. Giving occasion to the students to ask difficulties or problem.

4. Asking the students some questions orally and the students have to answer orally in the empty space of Herringbone Technique task.

5. Giving post test
c. Observation

Observation is one of the instruments used in collecting the data. Observation can be systematically to observe and note the phenomena investigated like the students’ feeling, thinking, and something done in teaching and learning process. In research, the researcher as a teacher and the peer teaching (observer) is English Teacher (Mrs. Eny Nadhiroh).

d. Reflection

Based on the result of observation, the researcher makes an evaluation to the students during teaching and learning process. Beside, the observer makes evaluation the researcher of teaching reading using Herringbone Technique. Then, after finding the result of teaching reading using Herringbone technique in a cycle, it makes the improvement and decide whether the researcher will conduct the next cycle.

5. Technique of collecting Data

In this research, the researcher uses some technique to collect data, as follows:

a. Observation

Observation plays an important role not only classroom research, but also more generally for supporting the professional growth of teacher, in addition in the process of school
development. The researcher has a role as a teacher. In this observation, the researcher uses a technique which is field note. The field note collected from observer during teaching learning process.

b. Test instrument

Test is a set of question or exercise or other instrument used to measure knowledge, intelligence, ability or attitude of groups or individual (Arikunto, 1998: 139). Reading test items were given in each meeting after the action to know whether the students’ reading improved or not.

1. Pre test

Pre test is used to know how far is the students’s ability to reading skill before utilize Herringbone Technique.

2. Post test

Post test is used to know how far the students’ ability to reading skill after using Herringbone technique.

c. Documentation The researcher would record visual data about learning process or result of learning in the class. So, the researcher knows about the learning activity of the students in the class.
d. Field Note

The researcher would use field note that it uses to show how the description about the students in the real condition in learning process.

6. Technique of Data analysis

The researcher uses statistical technique to know the influence of the students’ reading comprehension from the pre test and post test. The researcher uses the quantitative research. According to Nanang Martono (2010: 20). Quantitative research is a process of finding knowledge which uses numeral data as analysis tools. Statistical technique The steps of this technique are:

- Mean Calculation

Mean is formula to know the average of the students’ score. The formula is:

\[ M = \frac{\sum X}{N} \]

Explanation:
- \( M \) = Mean of the student’s score
- \( \sum X \) = the sum of student’s score
- \( N \) = the total number of students
• Standard Deviation Calculation

The first step, the writer calculates SD, the formula is:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Explanation:
SD = Standard Deviation
D = difference between pre test and post test
N = the number of observation

• T-test Calculation

T-test is formula to know the significant differences between pre test and post test. The formula is:

$$to = \frac{\sum D}{\sqrt{SD \cdot N - 1}}$$

Explanation:
To = T-test for different of pre-test and post-test
SD = Standard deviation for one sample t-test
D = difference between pre test and post test
N = the number of observation in one sample
CHAPTER IV
DATA ANALYSIS

In this chapter, the data consists of pre-test, post-test and field note. The data of pre-test and post-test presented the improvement of students’ achievement in acquiring reading through “heringbone” technique. In addition, field note showed the students interest along the teaching learning process. The researcher

gave

us the details of the findings. This chapter is likely the main discussion of the research conducted. It displays the finding of the collected data since in the beginning until the end of the research. The findings consist of the results of the cycle I, and cycle II. The two cycles are treatment of the implementation of the Heringbone Technique in the reading comprehension.

A. Data Analysis

This research consists of two cycles; they are cycle I and cycle II. For the whole steps of this research will be explained in the description below:

1. Cycle I
   a. Planning

   In this research, the researcher in the first meeting taught about narrative based on syllabus in the second semester. Before
conducting the research, the researcher prepared the instruments of research, such as:

1) Lesson plan

   In order to control the teaching learning process, the researcher used the lesson plan as guidance when she taught in the class.

2) Materials

   In the first meeting the researcher used theme of narrative. She used several reference books of the second grade include of book “Lets talk” that used by the teacher to teach.

3) Teaching aid

   The writer prepared some instrument, such as: blank paper and board marker Board markers, question papers, text paper of narrative and blank paper to draw the pattern of herringbone, LCD projector.

4) Sheets of Classroom Observation

   The researcher prepared the sheets from classroom observation in order to know the condition of teaching learning process when “herringbone” technique was implemented in the class.
5) Camera

The researcher used a camera in order to take photos the situation of the students in teaching learning process. In this section, she was helped by her partner.

6) Test Instrument

The test instrument consists of pre-test and post-test. The pre test is the test that is given to the students before the teaching learning process through “herringbone” technique. Post test is test that is given to the students after teaching learning process through “herringbone” technique.

b. Implementatin of the action

This study has been done on April 2014 in SMP Negeri 1 bergas. On Friday, April 11th 2013, the researcher met the headmaster, Mrs. Murtiningsih M, Pd. She permitted the researcher to do the research in his school. Then, Mrs Murtiningsih suggested the researcher to make a plan for her research with English teacher in this school. On Sunday, July 14th 2014 the researcher met the English teacher, Mrs. Eny Nadhiroh, S.Pd. She and the researcher discussed about the material and the research would be applied in the second grade students of SMP Negeri 1 Bergas. She suggested that the research would be started on Thursday, april 24th 2014. The researcher as a teacher and researcher, she collaborates with
her friends, her name is Dyah Saraswati. The researcher needs collaborator in order to help her in learning process in the classroom.

On Thursday 24 April 2014, the teacher and her partner entered to the English class, the teacher opened the lesson by introducing herself and checked the students’ presents. In the first meeting, it was followed by 33 students in the class.

Before the lesson, she introduced herself to the students in front of the class. The conversation between the researcher and the students are the following:

Teacher : “Good morning students?”

Students : “Good morning mom.”

Teacher : how are you today?”

Students : “I’m fine, and you?”

Teacher : “I’m very well, thank you.

“ok, may i introduce my self?

Students : “yess,,sure “

Teacher :“Ok, my name is Choirin Tria Kartika.

You can call me Ms Orin. And my partner
name is Dyah Saraswati. You can call Ms Diah.

Before the lesson, she gave the pre test for students in 10 minutes about narrative text without Herringbone Technique. She gave the narrative text and the students should read it in 10 minutes after that she submited the text and gave the students question of pre test. She divided the sheets and walked around the class in order to check the students along doing the test. Actually, she found that most of students were confused in doing the test. Some of them asked their friends, and others asked to the teacher. In the pre test they looked so confuse and sometime they asked the meaning of some words to the teacher.

When pre-test going on, the students still often asked vocabulary to the teacher and they also discussed with other friends doing the pre test. Then, she said to the students to do by themselves as they can. After the students had finished the pre-test, she collected and began the teaching learning process. In the teaching and learing process she used power point presentation. So, she and the learder of the class prepared together.

The teacher told the students about the topic that day, and then the teacher asked the students about it. The situation in the class as follows:
Teacher: "Today, we will discuss about narrative text, (Pernahkah kalian mendengar tentang narrative text?) have you ever hear about narrative text?“.

Student: "Yes Miss”.

Teacher: "Ok, what is narrative text itself?“

The class became noisy, some of them tried to answer as they know, but the others just silent. Then, the teacher gave explanation about the text.

Teacher: (text narrative adalah text yang menceritakan suatu cerita fiksi yang terjadi di masa lampau) A narrative text is a text that tells imaginary story. It usually happen in the past

Teacher: “Do you know the kinds of generic structure of this text?”

Almost students confused and there are some students tried to open their book and then the teacher showed in LCD and explained the generic structure of the text. She also explained about tense used in narrative text.

Teacher: “What kind of tense used in narrative text? Past tense, present tense, future tense or what?”

Student: “past tense, Miss.”
Teacher : “Yes, right”.

After that, teacher reviewed the pattern of simple past tense. She required to the students to make a sentences used simple past tense include of positif, negative and introgative sentences. The teacher took a volunteer to write down in the white board. Elektra, Salma and Rama wrote it in the white board. They got an award from the teacher.

After giving explanation, she asked them to open the book and saw an example of narrative text about purcupine in the book “lets talk” page 40 and identify generic structure (orientation, complication, resolution, and re-orientation) of the text together. The last, she closed the meeting.

On Saturday 26 april 2014, the writer and her partner (collaborator) entered the class. She opened the lesson and asked about the last materials that was narrative text. The situations follow:

Teacher :” Good morning students, how are you?”

Students :” Good morning Miss, Iam fine thank you”.

Teacher :” Okay class, we will continue our study yesterday, do you remember what has we learned yesterday?

Student :” Narrative text Miss”.
Teacher :” What kind of sentence used in narrative text?”

Student :” Simple past tense”.

Teacher :” Great, then, what is the generic structure of the text?”

There are some students who did not remember about the generic structure. But the others knew and then tried to answer. The teacher explained again about narrative text.

After it, the teacher gave explanation about reading comprehension through “herringbone” technique. The researcher asked the students whether the students knew about “herringbone” game. “Do you know about “heringbone” class?” Then, they answered together, “No, mom.” She showed to the LCD the pattern of herringbone technique. “do you know what pattern is it?”. The students answered, “ikan miss” some of student answer “ ikan teri miss”. She answered “ok. You are right”, “herringbone teknik adalah suatu teknik yang bisa kita gunakan untuk menganalisis ide pokok dalam suatu bacaan, dinamakan heriingbone karena pola yang ada seperti pola tulang ikan“( herringbone technique is a useful technique for analyzing a single idea of the text. Herringbone Technique, so-named because resembles a fish skeleton). The situations follow:

Teacher : “do you know question words?”
Students: “yes miss” (some of them answer what is question words)

Teacher: “right! There are 6 question words. There are what, who, when, where, why, and how. Lets see herringbone technique on that LCD. So far do you understand?

Students: “yes, Miss”

Teacher: “ok, now before i will give you post test, i will give you time to draw the herringbone patter on your book, and then i will give you a narrative text. You can use your herringbone technique to note the main idea. Understand?

Students: “ya miss, jadi nanti kita baca text lagi dan menulis 5W+1H di herringbone note nya nanti di kumpulin lagi dan di kasih pertanyaaan kayak kemarin tanpa baca text miss” (yes, miss. So, we will read a text and than we take a note 5W+1H on the herringbone technique and after that the text will be collected and we will answer the question like yesterday?).

Teacher: Yes, you right.
After they students draw the herringbone technique. Then, the teacher gave post-test to students to know their comprehension, the teacher gave 10 minutes to finish it. The students submitted the answer then teacher closed the meeting.

c. Observation

In the first cycle, the teacher and her partner observed teaching learning process by monitoring the students’ activity and attention during the action. Observation made at the time of learning narrative text before and after using herringbone technique, observation focused on students’ reading comprehension.

For the results of this action, the writer can see that the students were not ready yet in learning narrative text although that material is already learned. Almost of them looked confused in doing the pretest. Some of them, asked the answer to their friends.

The teacher also observed the students’ activeness in asking, answering questions, and giving feedback. In this action, almost of them was silence in the class, only several students who has answered the teachers’ question.
Table 4.1
The Result of Observation in Cycle I

<table>
<thead>
<tr>
<th>Source of the Data</th>
<th>Before Implementing the Action</th>
<th>After Implementing the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>The students still confuse about “herringbone” technique. They are still ashamed and afraid to answer the question from the researcher. There some of them did know what is WH question. They also easy to forget words and the meaning. They are still difficult to make sentences in English.</td>
<td>The students understand about Herringbone Technique. They have bravery to answer the question. They knew about WH question. They make a sentence in English easily than before.</td>
</tr>
<tr>
<td></td>
<td>The students cannot pronounce the words correctly.</td>
<td>The students can pronounce most of word correctly.</td>
</tr>
</tbody>
</table>
d. Reflecting

Based on the observation of the cycle I, the researcher had to reflect the weakness that happened in the learning process to maximize the students’ comprehension of reading.

a. The researcher needs to ask the students to bring dictionary to help their vocabulary difficulties.

b. The researcher should write the difficult vocabularies in the bottom of the text to help the students.

c. The researcher should take or make for students a paper of herringbone technique pattern so they did not spend a long time to draw that pattern.

d. The researcher has to motivate the students to present in front of the class.

Furthermore, to know there is a significant improvement in reading comprehension, the writer analyzes by using *t-test* calculation from the result of pre test and post test. Before analyzing *t-test*, the researcher will show the data presentation of pre test and post test.
Table 4.2
The result of pre test and post test cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>pre-test cycle 1 (X)</th>
<th>post-test cycle 1 (Y)</th>
<th>D</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adry Agus Dwinata</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>Aldila Krisna Mega S</td>
<td>50</td>
<td>70</td>
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<td>400</td>
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<tr>
<td>3</td>
<td>Anandita Kusumaningrum</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Aprilia Indah Dwi Saputri</td>
<td>40</td>
<td>70</td>
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<td>900</td>
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</tr>
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<td>6</td>
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<tr>
<td>12</td>
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</tr>
<tr>
<td>17</td>
<td>Muhamad Afid Fahrudin</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
| No | Nama                     | Score 1 | Score 2 | Rata-rata | Total  
|----|--------------------------|---------|---------|-----------|-------
| 18 | Muhammad Taufik Hidayat  | 60      | 80      | 20        | 400   
| 19 | Nadya Dewi Fortuna       | 50      | 80      | 30        | 900   
| 20 | Nayla Binta Hana         | 80      | 90      | 10        | 100   
| 21 | Oktavia Herawati         | 60      | 70      | 10        | 100   
| 22 | Ovi Dewi Utami           | 70      | 70      | 0         | 0     
| 23 | Ramadani Arditya         | 70      | 70      | 0         | 0     
| 24 | Renny Trie Ambarwaty     | 70      | 100     | 30        | 900   
| 25 | Rezza Arda Kriswanda     | 20      | 60      | 40        | 1600  
| 26 | Rosa Andriyana Dewi      | 70      | 70      | 0         | 0     
|     | Damayanti                |         |         |           |       
| 27 | Salma Sekar Madani       | 70      | 80      | 10        | 100   
| 28 | Sherli Nursita           | 50      | 80      | 30        | 900   
| 29 | Satomi Sekar Melati      | 50      | 90      | 40        | 1600  
| 30 | Ulfa Eka Nurmala         | 90      | 90      | 0         | 0     
| 31 | Wahyu Novica Wardana     | 60      | 70      | 10        | 100   
| 32 | Zulfan Alfani            | 60      | 50      | 10        | 100   
| 33 | Elektra N.P              | 90      | 90      | 0         | 0     
|    | **jumalah**              | 2060    | 2560,00 | 520,00    | 14000 |
|    | **Rata-rata**            | 62,42424| 77,57576| 15,75758  | 424,2424 |
a. Mean of pre test I

\[ M_x = \frac{\sum X}{N} \]

\[ M_x = \frac{2060}{33} \]

\[ M_x = 62.45 \]

b. Mean of post test I

\[ M_y = \frac{\sum Y}{N} \]

\[ M_y = \frac{2560}{33} \]

\[ M_y = 77.57 \]

- Mean of pre test = 62.42
- Mean of post test = 77.57
- Mean of pre test ≤ than post test
- There is an improvement of reading comprehension throughout Herringbone Technique Technique between pre test I (before the action) and the post test I (after the action)

c. SD of post test and pre test

From the data above, the teacher calculates SD pretest and posttest

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{14000}{33} - \left(\frac{520}{33}\right)^2} \]

\[ SD = \sqrt{424.24 - (15.75)^2} \]

\[ SD = \sqrt{424.24 - 248.3} \]
SD = \sqrt{175.94} \\
SD = 13.26 \\

d. T-test calculation \\
\[ t_o = \frac{(\bar{D})}{\frac{SD}{\sqrt{N-1}}} \] \\
\[ t_o = \frac{15.75}{\frac{3.4}{\sqrt{28}}} \] \\
\[ t_o = \frac{15.75}{2.84} \] \\
\[ t_o = \frac{15.75}{2.84} = 6.73 \] \\
- T calculation is 6.73 \\
- T-table < t-calculation = 2.04 < 6.73

The score of the result above shows that the students’ score increases from the pre test to the post test. The mean of pre test is 62.42 while the mean of the post test result is 77.57. Based on the comparison, the students’ reading comprehension enhances since they got the treatment. It means that the Herringbone technique is successful in improving the students’ reading comprehension.

The T-calculation also shows that there is significant influence of Herringbone technique in improving the students’ reading comprehension. It can be seen in the T-calculation of this cycle. The T-calculation is bigger than T-table which means that
there is considerable influence in cycle I. The T-calculation shows that The T-table is 2.04 while the T-calculation is 6.73.

2. Cycle II

Based on the result of cycle I, it is necessary for the researcher to continue the next level:

a. Planning

Before the research, the instruments of the research are prepared:

1) The lesson plan as a guide for teacher and the material.
2) Cards, the cards are used by researcher to apply “herringbone” game.
3) Board marker
4) Sheets of Classroom Observation.
5) Camera
6) Test Instrument (pre-test and post-test)

b. Implementation of the action

On wednesday April 30th 2014 the researcher began her English class. In this action, the researcher explained more about learning reading with “herringbone” technique, the steps were as they did before.

Teacher : “Good morning students?”

Students : “Good morning mom.”

Teacher : “How is life today?”
Students: “I’m fine, and you?”

Teacher: “I’m very well, thank you”. “Ok, before the lesson, as usual I will give you pre-test.” Ready?”

Students: “yesss, miss.”

The researcher gave the pre-test for the students and she walked around the class to check the students if there were difficulties in doing pre-test. Then, the researcher told the students about the topic on that day. The topic was about recount text. The researcher asked the students to mention the places that they have been visited in their vacation in the past. Elektra, Rany, Rama and Rezza were more enthusiastic to answer it. The teacher asked “have you go to study tour?” students answered “yes miss, in Jakarta”. Then, the researcher asked “Do you know about the recount text?” some of them answered “Yes, mom”.

Teacher: “do you know the generic structure of recount text?

Students: yes miss, (sudah di pelajari sama bu Eny)

have already learned with mrs. Eny.

Teacher: ok, now who want to be volunteer? what are the generic structure of the recount text?

Some students were silent but Salma raise her hand and told the generic structure of Recount text, “There are orientation, event
and re orientation, Miss”. The teacher answered “yes, you are right. To review again about the recount text we will discuss it again. Let’s see to our LCD”. Then, the researcher prepared the LCD projector and asked to the leader class to help her. They discuss about recount text with the topic holiday experience. The teacher asked the students to open “let’s talk” book pages 168 and they discussed the generic structure of recount text using Herringbone technique. Teacher asked students to draw the pattern of herringbone and then they should find the main idea using 5W+1H, after they finished the teacher and the students discussed together until the time was over and they met again in the next meeting.

On Saturday, 3 May 2014 the teacher and her partner entered the class. She gave brainstorming about text recount that had been explained yesterday. She gave a text of recount and a sheet of pattern of herringbone technique to students jotting down the main idea. After they finished reading and took a note, the teacher collected again the text and gave the students a worksheet. Teacher gave post test to know whether their reading comprehension was increase or not.

She gave 10 them minutes to finish it, after time was up, The students collected their answer. Then the teacher closed the meeting.
c. Observation

In the cycle II, the researcher and her partner observed teaching learning process by monitoring the students’ activity and their attention during teaching learning process. The researcher and her partner watched the students were enjoyed with this method. They was not afraid to speak up. There were a students, named Elektra and Salma who was always enthusiastic in learning reading through Herringbone Technique. This was the result of observation phase.

<table>
<thead>
<tr>
<th>Source of the Data</th>
<th>Before Implementing the Action</th>
<th>After Implementing the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>The students do not have confidence to speak up in the class. They have not a brave to raise their hand.</td>
<td>Most of students have braveness to speak up their opinion in the class.</td>
</tr>
<tr>
<td></td>
<td>The students cannot pronounce the words correctly.</td>
<td>The students can pronounce most of word correctly.</td>
</tr>
</tbody>
</table>
d. Reflecting

In this cycle, the researcher and teacher as the collaborator conclude that Herringbone technique was successful in improving the reading comprehension. The result of students’ reading comprehension could be seen by the students’ score. They were great in answering the questions. It means that they really comprehended the passage so they could answer the questions easily. They completed their work before the time was over. In addition, the all students seriously paid attention to the teacher’s explanation and active in engaging in the learning process; such as asking question, responding question, and enthusiastic in doing their work.

Then, the following is score from the students’ worksheet which was given for in the pre test and the post test of cycle II.

**Table 4.4**

The result of pre test and post test cycle II

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<tr>
<th>No</th>
<th>Name</th>
<th>pre-test cycle 2</th>
<th>post-test cycle 2</th>
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<td>Aldila Krisna Mega S</td>
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<td>Boby Ramadhani</td>
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<td>Candra Sulistiyaningrum</td>
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<td>90</td>
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<td>Kharisma Putri Ramadhani</td>
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<td>31</td>
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<td>40</td>
<td>100</td>
<td>60</td>
<td>3600</td>
</tr>
<tr>
<td>32</td>
<td>Zulfan Alfani</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>33</td>
<td>Elektra N.P</td>
<td>90</td>
<td>90</td>
<td>0</td>
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<tr>
<td></td>
<td><strong>Jumlah</strong></td>
<td><strong>2420</strong></td>
<td><strong>3090</strong></td>
<td><strong>670</strong></td>
<td><strong>22700</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Rata-rata</strong></td>
<td><strong>75,625</strong></td>
<td><strong>96,5625</strong></td>
<td><strong>20,9375</strong></td>
<td><strong>709,375</strong></td>
</tr>
</tbody>
</table>

a. Mean of pre test II

\[ M_x = \frac{\sum X}{N} \]

\[ M_x = \frac{2420}{32} \]

\[ M_x = 75,62 \]

b. Mean of post test II

\[ M_y = \frac{\sum Y}{N} \]

\[ M_y = \frac{3090}{32} \]

\[ M_y = 96,56 \]

- Mean of pre test = 75,62
- Mean of post test = 96,56
• Mean of pre test ≤ than post test

• There is an improvement of reading comprehension by using Herringbone technique between pre test II (before the action) and the post test II (after the action)

c. SD of post test and pre test

From the data above, the teacher calculated SD pretest and posttest

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{2270}{32} - \left(\frac{670}{32}\right)^2} \]

\[ = \sqrt{709.3 - 436.8} \]

\[ = \sqrt{272.5} \]

\[ = 16.5 \]

d. T-test calculation

\[ T = \frac{\left(\frac{\sum D}{N}\right)}{\frac{SD_p}{\sqrt{N-1}}} \]

\[ T = \frac{\left(\frac{670}{32}\right)}{\frac{16.5}{\sqrt{32-1}}} \]
\[ T = \frac{20.9}{\sqrt{\frac{16.5}{31}}} \]

\[ T = \frac{20.9}{\sqrt{\frac{16.5}{5.5}}} \]

\[ T = \frac{20.9}{3} \]

\[ T = 6.9 \]

- T calculation is 3.28
- T-table < t-calculation = 2.75 < 3.28

In the cycle II, the result shows that the students’ reading comprehension increases significantly. It is described in the result above. It displays that the mean of pre test is 75.62 and the mean of the post test is 96.56.

The T-calculation also shows that there is significant improvement of Herringbone technique in improving the students’ reading comprehension. It can be seen in the T-calculation of this cycle. The T-calculation is bigger than T-table which means that there is improvement in cycle I. The T-calculation shows that the T-table is 2.04 while the T-calculation is 6.9.

**B. Analysis and discussions**

From the result of analyses in cycle I and II, the writer analyses the students improvement from cycle I to cycle II. The improvement is as follows:
### Table 4.5
The Mean of Students’ Scores

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Pretest</td>
<td>62.42</td>
<td>75.62</td>
</tr>
<tr>
<td></td>
<td>✔ Posttest</td>
<td>77.57</td>
<td>96.56</td>
</tr>
<tr>
<td>2.</td>
<td>t-table</td>
<td>2.04</td>
<td>2.04</td>
</tr>
<tr>
<td>3.</td>
<td>t-calculation</td>
<td>6.73</td>
<td>6.9</td>
</tr>
</tbody>
</table>
The table and the chart display that the improvement of the students’ comprehension is significant from the cycle I to the cycle III. The difference among whole results is obviously great. This means that the treatment, reading comprehension by Herringbone technique, can improve the students’ reading comprehension.

The table above also shows that t-calculation in cycle I to II are greater than t-table, it means that there is significant differences between mean of pretest and posttest.
Based on the comparison among T-calculation of cycle I and cycle II, the implementation of Herringbone technique on reading comprehension is successful to improve the students’ reading comprehension. It can be seen on the table. The table shows that T-calculation of cycle I is 6.7, and cycle II is 6.9.

In addition, the mean of pretest and post test of each cycle increases significantly. The table above displays that the mean of cycle I improves; the mean of pre test is 62.42 and the mean of post test is 77.57. In cycle II the mean of pre test and post test also increases. The mean of pre test is 75.62 and post test in cycle 96.56.

The mean score of pre test is 69.02 and pre test is 87.06. The findings in cycle I and II are higher than the standardized score (kriteria ketuntasan minimal). It means that in cycle I and cycle II is meaningful to achieve the standardized score. However, in the cycle I, the mean of pre test is lower than the standardized score (kriteria ketuntasan minimal). The standardized score (kriteria ketuntasan minimal) in score 75.

The result of cycle II is meaningful to achieve the standardized score. In this case, the difference result happens because there are some problems occurred. As we look at the students, they are difficult to translate the text and lack of vocabulary so they feel confuse to reconstruct the text. Also, this problem occurs because of the students are not familiar with the vocabularies and they do not bring dictionary.
From the explanation above, it can be seen that using Herringbone technique can improve students’ reading comprehension. Moreover, the result of test in cycle I and cycle II is increased.

The implementation of Herringbone technique can improve students’ reading comprehension. The improvement can be examined from the results of the students’ comprehension by find the main idea of reading assignment in the classroom. The students could enrich their vocabularies and be confident to take the main idea and when the researcher try to retell briefly the can retell what they have read. Before the strategy was implemented, the students encountered many difficulties in understanding a text. Trained with Herringbone technique helped the students to comprehend some descriptive texts that was read.

The proof that students’ reading comprehension had an improvement can also examined from the score in each cycle has increased. The students’ score was also considered as one indicators of the improvement. The result of the students’ work in cycle I and II had improved. The students were able to find the main idea of the text and comprehend it. In addition, the score of post test which is greater than pre test means that reading comprehension of students had been increased after the using Herringbone technique in English teaching learning process. Therefore, using Herringbone technique in English teaching learning process is appropriate with the situation and condition of SMPN 1 Bergas.
From the finding research above, it can be shown that the using of herringbone technique can improve the students’ reading comprehension because of this technique encourages bilingual/ ESL students to be actively engage in the reading process. Through the activities, students use their prior knowledge and develop their imagination (Lie, 1994: 4). Thus, they can find the main idea of the text well after it. At last, the students can achieve the major goal of reading is to understand the printed language (Heilman, Blair, & Rupley, 1981: 2). So, this research proves that the students’ reading comprehension can be improved through Herringbone technique in learning. In the other hand, Carrell and Eisterhold (1987 ) has stated that comprehending a text is an interactive process between the reader’s background knowledge and the text. Efficient comprehension, thus, requires the ability to relate the textual material to one’s own language (schema). It means that the Herringbone technique becomes one of the technique to enrich reading comprehension of the students. Herringbone makes the students fun to make a note by main mapping of Herringbone. The researcher concludes that using Herringbone technique in teaching reading can improve students’ reading comprehension mastery.
A. Conclusion

After conducting the research of reading comprehension to improve the students’ reading comprehension through Herringbone technique, the researcher can conclude based on the findings discussed in the previous chapter that:

1. The procedure of Herringbone technique in reading comprehension of students of the second grade of SMPN 01 Bergas can be done effectively. The students can comprehend the text and fined the main idea of the text after draw their Herringbone technique. As a result, they can remember the contents of the text they have been read, so, they do not lose what they read. It also help them to enrich their reading comprehension’.

2. The students’ achievement of reading comprehension can be improved by “herringbone” technique in teaching learning process. It can be proved by the score of pre-test and post-test. The score of post-test are greater than pre-test. The cycle I shows that the score of pre-test is 62,42 and the score of post-test is 77,57. Meanwhile, the cycle II shows that the score of pre-test is 75,62 and the score of post-test is 96,56. It means that there is significant difference mean between pre-test and post-test. This indicates that “herringbone” technique can improve the students’ reading
comprehension of the second grade students’ of SMP N 1 bergas in the academic year 2013/2014.

3. The extent of using “herringbone” technique can be proved by t-test calculation. T-test is formula to know the significant differences between pre test and post test. The t-test from this research is from 6.73 in the first cycle until 6.9 in the second cycle. From the t-test, it can be seen that there is improvement from the first cycle to the second cycle. Furthermore, the herringbone technique also make the students more creative, because they can make their students understood about the text. The students can explain what they have drawn by using “herringbone” technique.

B. Suggestion

Having known the findings of the research, the researcher gives suggestions as follows:

1. To the teacher

   a) The teacher should use Herringbone technique to teach reading. This technique can make the students keep in mind what they read and they can understand the text. It also can grow the students’ cognitive skill to rethink what they have got by draw the herringbone pattern and wrote the mind idea. Regarding with the Herringbone technique, the teacher also trains the students in writing and speaking more.

   b) The teacher should motivate the students to read more in order the students can comprehend the text they have been read. In addition,
the teacher should know the need of the students related with the competencies they need.

2. To the students
   
   a) The students should be obligated to bring dictionary in every English class.
   
   b) The students need to have a big spirit and study harder.
   
   c) The students should read more.

3. To the institution
   
   a) The institution should facilitate the learning process to make the learning effective. The students also need much motivation to study English so the students can have English skill. The motivation can also be their basic to study more about English.
   
   b) The institution also should have many connections nationally or internationally in order the students have more opportunities.
APPENDICIES
REFERENCES


LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA: Chairin Tria Kartika
NIM: 1310021
PEMBIMING: Maizilahatul Umami CP 7 NA
JUDUL: Improving The Students' Reading Comprehension Through Herringbone Technique (Classroom Action Research of Second Grade at SMP N. 1 Bogor) in The Academic Year of 2013/2014

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</table>

CATATAN:

SETIAP KONSULTASI LEMBAR INI HARUS DI BAWA

PEMBIMING:

Maizilahatul Umami CP 7 NA
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 1 Bergas
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX / 1
Alokasi Waktu : 4 x 40 menit (2x pertemuan)
Topik Pembelajaran : Narrative text
Keterampilan : Membaca
Pertemuan Ke : 1-2
A. Standar Kompetensi

Membaca

11 Memahami makna dalam esai pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

11.2 Merespon makna dan langkah retorika dalam teks monolog yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative dan review.

C. Indikator

• Membaca dan memahami teks narrative dalam kalimat sederhana.
• Merespon makna dalam teks sederhana
• Dapat mengetahui cirri-ciri teks narrative

D. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat :

• Siswa dapat mengetahui teks berbentuk narrative.
• Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
• Siswa dapat mengidentifikasi makna yang ada dalam teks narrative yang dibaca.
• Siswa dapat mengidentifikasi langkah-langkah retorika dari teks narrative.
  ▪ Siswa dapat menjawab pertanyaan tentang isi teks narrative dengan tepat.

E. Materi Pembelajaran
• Let’s Talk (halaman 23)
• Vocabulary berkaitan
• Spelling & Pronunciation
• Tujuan Komunikasi dari teks dan bagian-bagian dari teks deskriptif (structure of the text)
• Contoh bacaan narrative text

**Narrative Texts**

<table>
<thead>
<tr>
<th>Definition</th>
<th>A narrative text is a text that tells imaginary story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To entertain or amuse the readers with the story.</td>
</tr>
<tr>
<td>Text Organization</td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>Sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.</td>
</tr>
<tr>
<td>Complication</td>
<td>Tells the beginning of the problem by the main characters</td>
</tr>
<tr>
<td>Resolution</td>
<td>The problem (the crisis) is resolved, either in a happy ending or in a sad ending.</td>
</tr>
<tr>
<td>Re-orientation</td>
<td></td>
</tr>
</tbody>
</table>
This is a closing remark to the story and it is optional. It consists of moral value lesson, advice or teaching from the writer.

<table>
<thead>
<tr>
<th>Language Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The use of temporal conjunction: one day, long time ago, then, when, etc.</td>
</tr>
<tr>
<td>• The use of past tense</td>
</tr>
</tbody>
</table>

Example of narrative texts

**Why Do Hawks Hunt Chicks?**

Once upon a time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, “Will you marry me?”

The hen loved the brave, strong hawk and wished to marry him. But she said, “I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together.”

The hawk agreed. Before he went away, he gave the hen a ring. “This is to show that you have promised to marry me,” said the hawk.

It so happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. ‘Throw that ring away at once!’ shouted the rooster. The hen was so frightened at the rooste’s anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen, “why didn’t you tell me earlier? Now, you’ll always be scratching the earth, and I’ll always be flying above to catch your children,” said the hawk.
F. Metode Pembelajaran

1. Ceramah
2. Tanya jawab
3. Herringbone Technique

The Herringbone technique develops comprehension of the main idea by plotting: who, what, when, where, why, and how question on a visual graphic of a fish skeleton. Using the WH-question, student write the main idea cross the backbone of the fish diagram.

9. The teacher select a text at the appropriate reading level.
10. The teacher constructs a visual diagram of the herringbone.
11. The teacher tells the student to record the answers to the questions on the diagram. He will look for answer to:

   g. Who is the author talking about?
   h. What did they do?
   i. When did they do it?
   j. How did they do it?
   k. How did they do it?
   l. Why did they do it?

12. The students read to find the answers and record the answers on the diagram.
13. After the information is recorded, the teacher shows the students how each answer fit into a slot in a main idea sentence.
14. The students writes a main idea, using the information from the herringbone diagram.

15. The teacher duplicates sheets with the diagram, and the students complete diagram on their own.

The diagram become a tool for story discussion. During the discussion, the teacher and the students compare their answer and their classmates.

---

G. Langkah-langkah Kegiatan pembelajaran

1. Kegiatan Pendahuluan
   - Guru memberikan salam
   - Guru mengajak berdoa terlebih dahulu sebelum belajar.
   - Guru mengecek kehadiran siswa.
   - Guru memberi apersepsi/ motivasi/ menyampaikan tujuan pembelajaran berdasarkan situasi di kelas

2. Kegiatan inti
   a. Eksplorasi
      - Guru membagikan soal pre test
- Guru memberikan pre test dengan memberikan text narrative. Setelah siswa membaca text guru mengambil kembali text yang telah di berikan.
- Siswa mengerjalan soal pre test
- Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
- Guru menjelaskan langkah pembuatan teks narrative
- Guru memberikan contoh teks narrative kepada siswa serta bagian-bagiannya.

b. Elaborasi
- Guru membagikan lembar latihan berbentuk Multiple-choice kepada siswa.
- Guru memberikan post-test.
- Siswa mengerjakan soal.
- Guru dan siswa bersama-sama membahas soal yang sudah dikerjakan siswa.

c. Konfirmasi
- Guru menanyakan kesulitan siswa atas materi yang telah dibahas.
- Guru dan siswa membuat refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Guru menutup pelajaran dengan berdoa

H. Alat dan Media Pembelajaran
- Fotocopy teks narrative
- Board
- Soal soal pre dan post tes
- Power point presentation (PPT)

I. Instrumen Penilaian

1. Indikator, Teknik dan Bentuk
2. **Instrumen Penilaian**

**Pre_test question:**

*Read this texts to answer questions 1-10*

Once time, there was a poor farmer. He lived with his wife in peaceful village. One day, he dug up his field and found a big box. He then kept it in their house although they didn’t understand what its useful.

One sunny morning, his wife dropped an Apple in the box. Suddenly, the box begun filled with apples. No matter how many apples were taken out, more apples took place in the box. One day the farmers dropped a gold coin into that box. At once, apples disappeared and the box begun filled up with gold coin. Son the farmers became rich.

Having heard that his son got rich, the farmer’s father visited the couple. His father was not very strong. He could not go out to work anymore. So the farmer asked his old father to help him to take the gold coins out of the box. His father worked hard, took the gold coins out of the box. When he told that he was very tired and wanted to have a rest, the farmer shouted at him; “Why are you so lazy? Why can’t you work harder? The old man said nothing and continued to work. Suddenly the old man fell into the box, he died. At once the gold coins disappeared and the box begun filled up with dead men.

The farmer had to pullout and burred. To do this, the farmer had to spend all the Money which he had collected before. When he had used up all his Money, the box broke. The farmer was just as poor as before.

1. What kind of text it is?
   a. Recount text
2. The text is written to . . .
   a. tell the destiny of the farmer   c. tell how was fortune the farmer
   b. share the farmer’s experience   d. entertain the reader

3. How did the farmer realize that the box was useful?
   a. discussed it with his wife   c. his father told him about it
   b. his wife realized it first   d. when an Apple dropped on it

4. Who is the main character of the story??
   a. the father
   b. The farmer
   c. The mother
   d. The farmer’s father

5. “. . . although they didn’t understand what its useful”. (first paragraph) the bold type word refers to . . .
   a. the box   b. the field   c. the house   d. his wife

6. why the father’s farmer visited his son? Because , . . .
   a. the father want to take the apple
   b. the father want to take the box
   c. the father heard his son has a gold coin
   d. the father want to make a money

7. when his wife dropped an Apple in the box?
   a. once upon a time
   b. one time
   c. one sunny morning
   d. in the morning
8. What can we learn from the story?
   a. Be patient to our parents
   b. Greed would bring our life to happiness
   c. Good man will find happiness in the end
   d. Be happy for what you have got and don’t be greed

9. Where did the farmer live?
   a. In a peaceful city
   b. In a peaceful forest
   c. In a peaceful village
   d. In the box

10. What the farmer find?
    a. The apple in the box
    b. The gold coin in the box
    c. A box
    d. A box of apple and gold coin

Post-test question:

The Monkey and The Crocodile

One day there was a monkey. He live in the forest. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agreed and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring
“my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.

Question:

1. Who was the main character of the text?
   a. The monkey
   b. The crocodile
   c. The crocodile’s friend
   d. The monkey and the crocodile

2. Where did the monkey live?
   a. In the forest
   b. In the side of river
   c. In the side of the forest
   d. In the village

3. When did the monkey see the crocodile?
   a. In the forest
   b. In the side of river
   c. In the side of the forest
   d. In the village

4. How did the monkey cross the river?
   a. By jump on crocodile’s back
   b. By swim
   c. By jump on the river
   d. By jump and swim

5. What did the thing that the crocodile want from the monkey?
   a. The monkey
   b. The monkey heart
   c. The monkey leg
   d. The coconut tree

6. Why once of the crocodile want the monkey heart? because...
   a. The crocodile was hungry
   b. The crocodile’s father was hungry
   c. The crocodile’s father was sick
d. The crocodile’s father was hungry

7. Where did the monkey leave his heart?
   a. Under the river
   b. In the river side
   c. Under the palm tree
   d. Under the coconut tree

8. What was the character of the monkey?
   a. Smart
   b. Stupid
   c. Honest
   d. Tricky

9. Why did the monkey jump off the crocodile’s back? Because
   a. The monkey want to cross the river
   b. The monkey want to swim
   c. The monkey want to eat
   d. The monkey want to see the crocodile
   e.

10. What kind of text it is?
    a. Recount text
    b. Descriptive text
    c. Narrative text
    d. Procedure text

3. Pedoman Penilaian

Dalam tes tulis berbentuk teks narrative ada 10 multiple-choice. Penilaianya sebagai berikut:

<table>
<thead>
<tr>
<th>Jawaban Benar</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jawaban Salah</td>
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</tr>
</tbody>
</table>

Skor maksimal = 10

Nilai siswa = Jawaban benar x 2
Mengetahui;
Guru bahasa inggris

Kamis, 24 April 2014
Researcer,

Eny Nadhiroh S.Pd

Choirin Tria Kartika
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 1 Bergas
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / II
Alokasi Waktu : 42 x 40 menit (2x pertemuan)
Topik Pembelajaran : Recount text
Keterampilan : Membaca
Pertemuan Ke : 3-4

B. Standar Kompetensi

Membaca

11 Memahami makna dalam esai pendek sederhana berbentuk recount, dan narrative untuk berinterasi dengan lingkungan sekitar

B. Kompetensi Dasar

11.2 Merespon makna dan langkah retorika dalam teks monolog yang menggunakan ragam bahasa tulis secara akurat, lancar dan berinterasi dalam konteks kehidupan sehari-hari dan dan untuk mengakses ilmu pengetahuan dalam teks berbentuk recount dan review.

J. Indikator

• Membaca dan memahami teks recount dalam kalimat sederhana.
• Merespon makna dalam teks sederhana
• Dapat mengetahui cirri-ciri teks recount

K. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat :

• Siswa dapat mengetahui teks berbentuk recount.
• Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
• Siswa dapat mengidentifikasi makna yang ada dalam teks recount yang dibaca.
• Siswa dapat mengidentifikasi langkah-langkah retorika dari teks recount.
• Siswa dapat menjawab pertanyaan tentang isi teks recount dengan tepat.
## Recount text

<table>
<thead>
<tr>
<th>Definition</th>
<th>a text that telling the reader about one story, action or activity. (sebuah teks yang menceritakan sebuah cerita, aksi atau aktifitas.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Its goal is to entertaining or informing the reader</td>
</tr>
</tbody>
</table>
| Text & Organization | - Orientation  
  tells who was involved, what happened, where the events took place, and when it happened.  
  ("Orientation" menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, di mana tempat peristiwa terjadi, dan kapan terjadi peristiwanya)  
  - Event  
  tell what happened and in what sequence. ("Event" menceritakan apa yang terjadi (lagi) dan menceritakan urutan ceritanya).  
  - Re-orientation  
  consists of optional-closure of events/ending.  
  ("Reorientation" berisi penutup cerita / akhir cerita) |
| Language Feature | - The use of temporal conjunction: one day, long time ago, then, when, etc.  
  - The use of past tense |
Example of Recount text

Diving in Bunake Island

Last Year I left Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behaviour, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

M. Metode Pembelajaran

4. Ceramah
5. Tanya jawab
6. Herringbone Technique

The Herringbone technique develops comprehension of the main idea by plotting: who, what, when, where, why, and how question on a visual graphic of a fish skeleton. Using the WH-question, student write the main idea cross the backbone of the fish diagram.

1. The teacher selects a text at the appropriate reading level.
2. The teacher constructs a visual diagram of the herringbone.
3. The teacher tells the student to record the answers to the questions on the diagram. He will look for answers to:
   a. Who is the author talking about?
   b. What did they do?
   c. When did they do it?
   d. How did they do it?
   e. How did they do it?
   f. Why did they do it?

4. The students read to find the answers and record the answers on the diagram.

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

6. The students write a main idea, using the information from the herringbone diagram.

7. The teacher duplicates sheets with the diagram, and the students complete the diagram on their own.

The diagram becomes a tool for story discussion. During the discussion, the teacher and the students compare their answers and their classmates.
N. Langkah-langkah Kegiatan pembelajaran

4. Kegiatan Pendahuluan

- Guru memberikan salam
- Guru mengajak berdoa terlebih dahulu sebelum belajar.
- Guru mengecek kehadiran siswa.
- Guru memberi apersepsi/ motivasi/ menyampaikan tujuan pembelajaran berdasarkan situasi di kelas

5. Kegiatan inti

d. Eksplorasi

- Guru membagikan soal pre test
- Guru memberikan pre test dengan memberikan text recount.
  Setelah siswa membaca text guru mengambil kembali text yang telah di berikan.
- Siswa mengerjakan soal pre test
- Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks recount.
• Guru menjelaskan langkah pembuatan teks recount.
• Guru memberikan contoh teks narrative kepada siswa serta bagian-bagiannya.

e. Elaborasi
• Guru membagikan lembar latihan berbentuk Multiple-choice kepada siswa.
• Guru memberikan post-test.
• Siswa mengerjakan soal.
• Guru dan siswa bersama-sama membahas soal yang sudah dikerjakan siswa.

f. Konfirmasi
• Guru menanyakan kesulitan siswa atas materi yang telah dibahas.
• Guru dan siswa membuat refleksi terhadap kegiatan yang sudah dilaksanakan.
• Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
• Guru menutup pelajaran dengan berdoa

O. Alat dan Media Pembelajaran
• Fotocopy teks recount
• Board
• Soal soal pre dan post tes
• Power point presentation (PPT)

P. Instrumen Penilaian

3. Indikator, Teknik dan Bentuk

<table>
<thead>
<tr>
<th>Idikator</th>
<th>Teknik</th>
<th>Bentuk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memahami isi materi teks recount dan merespon wacana teks recount.</td>
<td>Tes tertulis</td>
<td>Multiple-choice</td>
</tr>
</tbody>
</table>
My holiday

On Saturday night, my friends and I camped on a hill nearby. We chose a flat land to set up a tent. It was on the bank of a lake. We found that lake was not so deep, but the water was clear and fresh. We saw many fish in it, so we fished there.

After setting up the tent, we took our picnic jar and had a meal together. We rolled out a mat to sit on the ground. It was nice having meals in the open air.

Then, we walked into swift waterfall. We could see how wonderful it was. Unfortunately, we left our camera at home. We couldn’t take any photographs.

Suddenly, my friend slipped off. He hurt his leg. We gave him a band aid that we took from the fished. Finally, we decide to go back to our tent.

Vocabulary:
Roller up: menggelar leg=kaki mat:karpet set up:mendirikan
Band aid: Perban

Answer the question correctly!

1. Who was the main character of the story?
   a. The writer
   b. The writer and friends
   c. My friend
   d. All the answer is wrong

2. When did the writer go camp?
   a. On Sunday night
   b. On Saturday night
   c. On Sunday morning
   d. On Saturday morning

3. Where did the writer set up their tent?
   a. In the flat land
   b. In the lake
4. what did the writer rolled up?
   a. The mat
   b. The chair
   c. The tend
   d. The picnic jar

5. Why did they couldn’t take some photographs? because...
   a. They have not the camera
   b. They left the camera.
   c. The camera was broke
   d. They camera is bad

6. How did the writer give first aid to his friend leg?
   a. They gave a medicine
   b. They gave a fished
   c. The gave a band aids
   d. All the answer are wrong

7. Did they camp on a hill nearby?
   a. Yes, they did
   b. Yes, they did not
   c. No, they did not
   d. No, they did

8. How did the condition of the water?
   A. Clean and smooth
   B. Clean and good
   C. Very bad
   D. Clean and fresh

9. Where did finally they go?
   a. They decide to go back to home
   b. They decide to go back to tend
   c. They decide to go the beach
   d. They decide to go to play a ball

10. What is the type of the text above?
    a. Narrative text
    b. Recount text
    c. Procedure text
    d. Descriptive text
Post-test

In the Beach

Last month, my family and I went to the beach. We wanted to refresh our mind and enjoy the fresh air. We went to the beach because we wanted refresh our mind and enjoy the fresh air. We went there early in the morning by car.

After parking our car, we walked along the beach barefooted. We could feel the smoothness of the sand. The cold sea water touch our feet.

Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. We also saw some people sunbathe.

After having meals, I was interested in doing the same thing. I made sand castle with my sister. Meanwhile, my brother collected some sea shells.

Answer the question correctly!

1. Who was the main character of the story?
   a. the writer and the family
   b. the writer
   c. the writer’s friend
   d. the writer and friend

2. Where did they go?
   a. The went to the land
   b. The went to the beach
   c. The went to the castle
   d. The want to the lake

3. When did they go?
   a. Last years
   b. Last week
   c. Last month
   d. Last day

4. Why did they go to that place? Because...
   a. They wanted to see the beach
   b. They wanted to refresh their mind
   c. They wanted to see the sand
   d. They want to holiday

5. What did they rolled up?
   a. The mat
   b. The tend
   c. The carpet
   d. The chair

6. How did they go there? By...
   a. Bus
   b. Car
   c. Motor cycle
   d. Bicycle

7. What did the children build?
   a. The sand castle
   b. The sand house
   c. The sand castle and house
   d. The sand land
8. Did the writer’s brother help to collect some sea shells?
   a. Yes, he did                          c. No, he did
   b. Yes, he did not                     d. No. He didn’t
9. Did the writer enjoy the trip?
   a. Yes, the writer did not            c. No, the writer did not
   b. Yes, the writer did                d. No, the writer did
10. What is the type of the text below?
    a. Narrative text                  c. Procedure text
    b. Recount text                   d. Descriptive text

1. **Pedoman Penilaian**

   Dalam tes tulis berbentuk teks narrative ada 10 multiple-choice. Penilaiannya sebagai berikut:

<table>
<thead>
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<th>Jawaban Benar</th>
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<tbody>
<tr>
<td>Jawaban Salah</td>
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</tbody>
</table>

   Skor maksimal = 10

   Nilai siswa = Jawaban benar x 2

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Mengetahui;  Kamis, 24 April 2014
Guru bahasa inggris  Researcer,

Eny Nadhiroh S.Pd  Choirin Tria Kartika
Once time, there was a poor farmer. He lived with his wife in peaceful village. One day, he dug up his field and found a big box. He then kept it in their house although they didn't understand what it was useful.

The box

The farmer had to pull out and buried. To do this, the farmer had to spend all the money which he had collected before. When he had used up all his money, the box broke. The farmer was just as poor as before.

The farmer had to pull out and buried. To do this, the farmer had to spend all the money which he had collected before. When he had used up all his money, the box broke. The farmer was just as poor as before.

One sunny morning, his wife dropped an apple in the box. Suddenly, the box began filled with apples. No matter how many apples were taken out, more apples took place in the box. One day, the farmers dropped a gold coin into the box. At once, the gold coins disappeared and the box began filled up with gold coins. Once the farmers became rich.

Having heard that his son got rich, the farmer's father visited the couple. His father was not very strong. He could not go out to work anymore. So the farmer asked his old father to help him to take the gold coins out of the box. His father worked hard, took the gold coins out of the box. When he told that he was very tired and wanted to have a rest, the farmer shouted at him, "Why are you so lazy? Why can't you work harder? The old man said nothing and continued to work. Suddenly, the old man fell into the box. At once, the gold coins dropped on the old man. He died at once. The gold coins disappeared and the box began filled up with dead men.

The farmer had to pull out and buried. To do this, the farmer had to spend all the money which he had collected before. When he had used up all his money, the box broke. The farmer was just as poor as before.
1. What is the type of the text above?
   e. Recount text  g. Narrative text
   f. Descriptive text  h. Procedure text

2. What is the purpose of the text?
   c. tell the destiny of the farmer  c. tell how was fortune the farmer
   d. share the farmer’s experience  d. entertain the reader

3. How did the farmer realize that the box was useful?
   a. discussed it with his wife  c. his father told him about it
   b. his wife realized it first  d. when an Apple dropped on it

4. Who was the main character of the story??
   a. the father  b. The farmer  c. The mother  d. The farmer’s father

5. “... although they didn’t understand what its useful”. (first paragraph) the bold type word refers to...
   a. the box  b. the field  c. the house  d. his wife

6. why did the father’s farmer visit his son?Because......
   a. the father want to take the apple  d. the father want to make a money
   b. the father want to take the box
   c. the father heard his son has a gold coin

7. when did his wife drop an Apple in the box?
   a. once upon a time  c. one sunny morning
   b. one time  d. in the morning

8. What can we learn from the story?
   e. Be patient to our parents
   f. Greed would bring our life to happiness
   g. Good man will find happiness in the end
   h. Be happy for what you have got and don’t be greed

9. Where did the farmer live?
   a. In a peaceful city  c. In a peaceful village
   b. In a peaceful forest  d. In the box

10. What was the farmer find?
    a. The apple in the box
    b. The gold coin in the box
    c. A box
    d. A box of apple and gold coin.
The Monkey and The Crocodile

One day there was a monkey. He live in the florest. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.” The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.
Question post test:

1. Who was the main character of the text?
   a. The monkey
   b. The crocodile
   c. The crocodile’s friend
   d. The monkey and the crocodile

2. Where did the monkey live?
   a. In the forest
   b. In the side of the river
   c. In the side of the forest
   d. In the village

3. When did the monkey see the crocodile?
   a. In the forest
   b. In the side of river
   c. In the side of the forest
   d. In the village

4. How did the monkey cross the river?
   a. By jump on crocodile’s back
   b. By swam
   c. By jump on the river
   d. By jump and swam

5. What did the thing that the crocodile want from the monkey?
   a. The monkey
   b. The monkey heart
   c. The monkey leg
   d. The coconut tree

6. Why once of the crocodile want the monkey heart? because...
   a. The crocodile was hungry
   b. The crocodile’s father was hungry
   c. The crocodile’s father was sick
   d. The crocodile’s father was hungry

7. Where did the monkey leave his heart?
   a. Under the river
   b. In the river side
   c. Under the palm tree
   d. Under the coconut tree

8. What was the character of the monkey?
   a. Smart
   b. Stupid
   c. Honest
   d. Tricky

9. Why did the monkey jump off the crocodile’s back? Because
   a. The monkey want to cross the river
   b. The monkey want to swim
   c. The monkey want to eat
   d. The monkey want to see the crocodile

10. What kind of text it is?
    a. Recount text
    b. Procedure text
    c. Narrative text
    d. Descriptive text
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After setting up the tent, we took our picnic jar and had a meal together. We rolled out a mat to sit on the ground. It was nice having meals in the open air.

Then, we walked into swift waterfall. We could see how wonderful it was. Unfortunately, we left our camera at home. We couldn’t take any photographs.

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Answer the question correctly!

1. Who was the main character of the story?
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   d. All the answer is wrong

2. When did the writer go camp?
   a. On Sunday night
   b. On Saturday night
   c. On Sunday morning
   d. On Saturday morning

3. Where did the writer set up their tent?
   a. In the flat land
   b. In the lake
   c. In the hill
   d. In the mountain

4. What did the writer rolled up?
   a. The mat
   b. The chair
   c. The tend
   d. The picnic jar

5. Why did they couldn’t take some photographs? because...
   a. They have not the camera
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    c. Procedure text
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## The result of pre test and post test cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>pre-test cycle 1 (X)</th>
<th>post-test cycle 1 (Y)</th>
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Total: 2420 | 3090 | 670 | 22700

Rata-rata: 75,625 | 96,5625 | 20,9375 | 709,375
CURRICULUM VITAE

Name: Choirin Tria Kartika

Place and Date of Birth: Ambarawa, JUne 4\textsuperscript{th} 1992

Address: Pandean RT 05 RW 01, Ambarawa

Email/Phone Number: Choirintriakartika@gmail.com/085640841463

Educational Background:

1. TK RA graduated in 1998
2. SDN Lodoyong 02, graduated in 2004
3. SMPN 01 Ambarawa, graduated in 2007
4. SMAN 1 Bergas Kab.Semarang graduated in 2010
The teacher is giving explanation about Herringbone Technique to the students
The students are doing pre-test.
The students are applying Herringbone Technique
The students doing the assignment in the whiteboard

The student rise their hand to answer the question
The teacher give feedback

The students are doing post-test
Daftar Nilai SKK

Name : Choiris Tria Kartika
NIM : 11310021
PA : Drs. Machfud, M.Ag.
Jurusan : TBI

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Salatiga, 22 Oktober 2014

Mengetukul,

Wakil Ketua III

Dok. Kepala Sekolah dan Kerjasama

Khasan, M.Ag. M.A

NIP: 19741212 19993 003
KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
Jl. Tentara Pelajar 92 Tel. (0298) 323786 Fax. 323433 Salatiga 50721
Website : www.stainsalatiga.ac.id E-mail : admin@stainsalatiga.ac.id

Nomor : Si.24/K-1/TL.010/31/2014 11 April 2014
Lamp : Proposal Penelitian
Hal : Isi Penelitian

Kepada
Yth. Kepala SMPN 1 Bergas
Dr. Bergas

Assalamu'alikum w.w.

Yang bertanda tangan di bawah ini, karni menemangkan bahwa :

Nama : Choirin Tria Kharika
NIM : 11110021
Mashasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tahfizh
Program Studi : Dwiwara Ijazzah (TBI)

Dalam rangka penyelesaian suci Program S1 di STAIN Salatiga, diwajibkan mencantumkan salah satu penelitian yang benar pembuat SKRIPSI.

Adapun judul yang diambil adalah

IMPROVING THE STUDENTS’ READING COMPREHENSION THROUGH HERRINGBONE TECHNIQUE (A CLASSROOM ACTION RESEARCH OF SECOND GRADE OF SMPN 1 BERGAS IN THE ACADEMIC YEAR 2013-2014)

Dengan Pembimbing : Ma'ashah Umar, S.Pd.I, M.A
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau ketentangan dan bahan yang diperlukan di SMPN 1 Bergas, mulai tanggal 12 April 2014 s.d. selesai.

Kemudian atas pembayaran izin Bapak/Ibu, kami senapakai terima kasih.

Wassalamualaikum w.w.

a.n. Ketua
Wakil Ketua
Bidang Akademik dan Pengembangan Lembaga

[Signature]

Dr. Agus Wahyono, M.Ag.
NIP. 19750211 200003 001

Terbuka : Yth. Ketua STAIN Salatiga (sebagai laporan)
PEMERINTAH KABUPATEN SEMARANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA
SMP NEGERI 1 BERGAS
SEKOLAH STANDAR NASIONAL (SSN)
Karanjati, Kec. Bergas, Kab. Semarang Telp. (0298)522378 e.T. 50552

Bergas, 14 April 2014

No. : 070/0206/2014

Kepada

Yth. Wakil Ketua Bidang Akademik
dan Pengembangan Lembaga
STAIN Salatiga

di

Salatiga

Dengan hormat,

tentang permohonan Ijin Penelitian untuk memenuhi persyaratan pembuatan Skripsi
yang telah disampaikan pada kami atas nama :

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<td>Dyah Saraswati</td>
<td>11310052</td>
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</table>

maka dengan ini kami Kepala SMPN 1 Bergas Kab. Semarang memberikan ijin kepada
mahasiswa tersebut di atas untuk melakukan penelitian di SMP N 1 Bergas.

Demikian surat pemberitahuan ini dibuat agar dipergunakan sebagaimana perlu.

Kepala Sekolah

Drs. MARTININGSIH, M.Pd
NP3 066/0307 1995122 002
1. What is the type of the text above?  
   a. Recount text  
   b. Descriptive text  
   c. Narrative text  
   d. Procedure text

2. What is the purpose of the text?  
   a. Tell the story of the farmer  
   b. Share the farmer's experience  
   c. Tell how was fortune the farmer  
   d. Entertain the reader

3. How did the farmer realize that the box was useful?  
   a. Discussed it with his wife  
   b. His wife realized it first  
   c. His father told him about it  
   d. When an apple dropped on it

4. Who was the main character of the story?  
   a. The father  
   b. The farmer  
   c. The mother  
   d. The farmer's father

5. "... although they didn't understand what its useful", (first paragraph) the bold type word refers to...  
   a. The box  
   b. The date  
   c. The house  
   d. His wife

6. Why did the father's name visit his son? Because...  
   a. The father wants to take the apple  
   b. The father wants to take the box  
   c. The father heard his son has a gold coin  
   d. The father wants to make a money

7. When did his wife drop an apple in the box?  
   a. Once upon a time  
   b. One time  
   c. One sunny morning  
   d. In the morning

8. What can we learn from the story?  
   a. Be patient to our parents  
   b. Good would bring our life to happiness  
   c. Good man will find happiness in the end  
   d. Be happy for what you have got and don't be greed

9. Where did the farmer live?  
   a. In a peaceful city  
   b. In a peaceful forest  
   c. In a peaceful village  
   d. In the box

10. What was the farmer find?  
    a. The apple in the box  
    b. The gold coin in the box  
    c. A box  
    d. A box of apple and gold coin.
Answer the question correctly!

1. Who was the main character of the story?
   a. The writer
   c. My friend
   b. The writer and friends
   d. All the answer is wrong

2. When did the writer go camp?
   a. On Sunday night
   c. On Sunday morning
   b. On Saturday night
   d. On Saturday morning

3. Where did the writer set up their tent?
   a. in the flat land
   b. in the lake
   c. in the hill
   d. in the mountain

4. What did the writer rolled up?
   a. The mat
c. The tent
   b. The chair
   d. The picnic jar

5. Why did they couldn’t take some photographs? because...
   a. They have not the camera
c. The camera was broke
   b. They left the camera
   d. They camera is bad

6. How did the writer give first aid to his friend leg?
   a. They gave a medicine
c. The gave a hand aids
   b. They gave a fished
   d. All the answer are wrong

7. Did they camp on a hill nearby?
   a. Yes, they did
   b. Yes, they did not
   c. No, they did not
   d. No, they did

8. How did the condition of the water?
   a. Clean and smooth
   c. Very bad
   b. Clean and good
   d. Clean and fresh

9. Where did finally they go?
   a. They decide to go back to home
   b. They decide to go back to tend
   c. They decide to go the beach
   d. They decide to go to play a ball

   60/3
   87
Answer the text 1-10 carefully!

1. What is the type of the text above?
   a. Expository text
   b. Descriptive text
   — Account text
   c. Narrative text
   d. Procedure text

2. What is the purpose of the text?
   a. tell the story of the farmer
   b. share the farmer's experience
   c. tell how was fortune the farmer
   d. entertain the reader

3. How did the farmer realize that the box was useful?
   a. discussed it with his wife
   b. his father told him about it
   c. his wife realized it first
   d. when an Apple dropped on it
   — his wife realized it first

4. Who was the main character of the story??
   a. the father
   b. The farmer
   c. the boy
   d. the farmer's father

   — although they didn't understand what was useful, (first paragraph) the bold type word refers to...
   a. the box
   b. the field
   c. the house
   d. his wife

5. why did the father's farmer visit his son? Because...
   a. the father want to take the apple
   b. the father want to take the box
   — the father heard his son has a gold coin
   d. the father want to make a money

7. when did his wife drop an Apple in the box?
   a. once upon a time
   b. one time
   — one sunny morning
   d. in the morning

8. What can we learn from the story?
   a. be patient to our parents
   b. Good would bring our life to happiness
   c. Good man will find happiness in the end
   d. The happy for what you have got and don't be good

9. Where did the farmer live?
   a. In a peaceful city
   b. In a peasant town
   — In a peaceful village
   d. In the box

10. What was the farmer find?
    a. The gold coin in the box
    b. The gold coin in the box
    — A box
    d. A box of apple and gold coin

Name: Elsa Kumara Dewi
Class: 09
Answer the question correctly!

1. Who was the main character of the story?
   a. The writer
   x The writer and friends

2. When did the writer go camping?
   a. On Sunday night
   x On Saturday night

3. Where did the writer set up their tent?
   a. In the flat land
   b. In the lake
   x In the hill

4. What did the writer roll up?
   a. The mat
   x The chair

5. Why did they couldn't take some photographs because...
   a. They have not the camera
   x They left the camera.

6. How did the writer give first aid to his friend leg?
   a. They gave a medicine
   x They gave a fished

7. Did they camp on a hill nearby?
   a. Yes, they did
   x Yes, they did not

8. How did the condition of the water?
   a. Clean and smooth
   x Clean and good

9. Where did finally they go?
   a. They decide to go back to home
   x They decide to go back to tend

10. What is the type of the text above?
    a. Narrative text
    x Recount text
    c. Procedure text
    d. Descriptive text

   ☑ My friend
   a. All the answer is wrong
   c. On Sunday morning
   d. On Saturday morning
   x in the hill
   d. in the mountain
   c. The tend
   x The picnic jar
   c. The camera was broke
   d. They camera is bad
   ☑ The gave a band aids
   x All the answer are wrong
   c. No, they did not
   x No, they did
   c. Very bad
   x Clean and fresh
   c. They decide to go the beach
   x They decide to go to play a ball
The water was so
enjoy the fresh air
refresh our mind and
the water's family wanted
because the water and
why

the water and the water's family
our mind and enjoy the fresh air.
last month, the water and the water's family went to the beach to refresh

When

In the beach

Where

When

who

Herringbone Pattern

( Main Idea )

Name: Candia S

Cell B7

Name: Candia S
Herringbone Pattern
(Main Idea)

Who
the writer's family

Why
They wanted to refresh and enjoy the fresh

How
they went there

When
last month

Where
in the beach

What
when to the beach

Main Idea:

Name: [Missing]
Class: [Missing]
No.: [Missing]
Answer the question correctly!

1. Who was the main character of the story?
   a. The writer
   x The writer and friends

2. When did the writer go camping?
   a. On Sunday night
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3. Where did the writer set up their tent?
   a. In the flat land
   b. In the lake

4. What did the writer roll up?
   a. The mat
   b. The chair

5. Why did they couldn’t take some photographs? because...
   a. They have not the camera
   b. They left the camera

6. How did the writer give first aid to his friend leg?
   a. They gave a medicine
   b. They gave a fish

7. Did they camp on a hill nearby?
   a. Yes, they did
   b. Yes, they didn’t

8. How did the condition of the water?
   a. Clean and smooth
   b. Clean and good

9. Where did finally they go?
   a. They decide to go back to home
   b. They decide to go back to tend

10. What is the type of the text above?
    a. Narrative text
    b. Recount text
    c. Procedure text
    d. Descriptive text

   My friend
   d. All the answer is wrong

   c. On Sunday morning
   d. On Saturday morning

   in the hill
   d. in the mountain

   c. The tent
   d. The picnic jar

   c. The camera was broke
   d. They camera is bad

   (c) The gave a band aids
   x All the answer are wrong

   c. No, they did not
   x No, they did

   c. Very bad
   b. Clean and fresh

   c. They decide to go the beach
   x They decide to go to play a ball
Answer the question correctly!

1. who was the main character of the story?
   a. the writer and the family
   b. the writer
   c. the writer's friend
   d. the writer and friend

2. where did they go?
   a. The went to the land
   b. The went to the beach
   c. The went to the castle
   d. The went to the lake

3. When did they go?
   a. Last year:
   b. Last week
   c. Last month
   d. Last day

4. Why did they go to that place? Because...
   a. They wanted to see the beach
   b. They wanted to refresh their mind
   c. They wanted to see the sand
   d. They went to holiday

5. What did they rolled up?
   a. The mat
   b. The tend

6. How did they go there? By...
   a. Bus
   b. Car
   c. Motor cycle
   d. Bicycle

7. What did the children build?
   a. The sand castle
   b. The sand house
   c. The sand castle and house
   d. The sand land

8. Did the writer's brother help to collect some sea shells?
   a. Yes, he did
   b. Yes, he did not
   c. No, he did
   d. No, he didn't

9. Did the writer enjoy the trip?
   a. Yes, the writer did not
   b. Yes, the writer did
   c. No, the writer did not
   d. No, the writer did

10. What is the type of the text below?
    a. Narrative text
    b. Recount text
Answer the question correctly!

1. Who was the main character of the story?
   a. The writer
   c. My friend
   d. All the answer is wrong
   x The writer and friends

2. When did the writer go camp?
   a. On Sunday night
   c. On Sunday morning
   d. On Saturday morning
   x On Saturday night

3. Where did the writer set up their tent?
   a. In the flat land
   c. in the hill
   d. in the mountain
   x In the lake

4. What did the writer rolled up?
   a. The mat
   c. The tend
   d. The picnic jar
   x The chair

5. Why did they couldn’t take some photographs?
   a. They have not the camera
   c. The camera was broke
   d. They camera is bad
   x They left the camera.

6. How did the writer give first aid to his friend leg?
   a. They gave a medicine
   c. The gave a band aids
   d. All the answer are wrong
   x They gave a fished

7. Did they camp on a hill nearby?
   a. Yes, they did
   c. No, they did not
   d. No, they did
   x Yes, they did not

8. How did the condition of the water?
   a. Clean and smooth
   c. Very bad
   d. Clean and fresh
   x Clean and good

9. Where did finally they go?
   a. They decide to go back to home
   c. They decide to go back to tend
   d. They decide to go to play a ball
   x They decide to go the beach

   a. Narrative text
   b. Recount text
   c. Procedure text
   d. Descriptive text
Answer the question correctly!

1. Who was the main character of the story?
   a. the writer and the family
   b. the writer
   c. the writer's friend
   d. the writer and friend

2. Where did they go?
   a. The went to the land
   b. The went to the beach
   c. The went to the castle
   d. The went to the lake

3. When did they go?
   a. Last years
   b. Last week
   c. Last month
   d. Last day

4. Why did they go to that place? Because...
   a. They wanted to see the beach
   b. They wanted to refresh their mind
   c. They wanted to see the sand
   d. They want to holiday

5. What did they rolled up?
   a. The mat
   b. The tent
   c. The carpet
   d. The chair

6. How did they go there? By...
   a. Bus
   b. Car
   c. Motor cycle
   d. Bicycle

7. What did the children build?
   a. The sand castle
   b. The sand house
   c. The sand castle and house
   d. The sand land

8. Did the writer's brother help to collect some sea shells?
   a. Yes, he did
   b. Yes, he did not
   c. No, he did
   d. No, He didn't

9. Did the writer enjoy the trip?
   a. Yes, the writer did
   b. Yes, the writer did not
   c. No, the writer did not
   d. No, the writer did

10. What is the type of the text below?
    a. Narrative text
    b. Recount text
    c. Procedure text
    d. Descriptive text
Teacher

Date: 24 April 2013

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<td>v</td>
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<tr>
<td>2.</td>
<td>Guru mempersiapkan lesson plan</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Guru mempersiapkan materi dan istrumen</td>
<td>v</td>
<td></td>
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<tr>
<td>4.</td>
<td>Guru menyampaikan materi sesuai dengan lesson plan</td>
<td>v</td>
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<tr>
<td>5.</td>
<td>Guru menanyakan kesulitan yang dihadapi siswa.</td>
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<tr>
<td>6.</td>
<td>Guru menyampaikan materi dengan jelas dan lugas</td>
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<td>Guru mampu menguasai kelas dengan baik</td>
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<tr>
<td>8.</td>
<td>Guru memberikan feedback kepada siswa mengenai materi</td>
<td>v</td>
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<td>9.</td>
<td>Guru memberikan kesimpulan terhadap materi</td>
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<td>10.</td>
<td>Guru mengucapkan salam ketika keluar dari kelas.</td>
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**Teacher**

**Date : 26 April 2013**

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Teacher

Date : 30 April 2013

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## Teacher

**Date : 3 Mei 2013**

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Observation Sheet
Cycle: 1/ pre test  Date: 26 April 2013

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Surat Pernyataan Publikasi Skripsi

Assalamu'alaikum wr wb

Saya yang bertanda tangan di bawah ini

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Fakultas : Tadris Bahasa Inggris

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Wassalamu'alaikum wr wb

Salatiga 21 april 2015

Hormat saya

[Signature]

Choirin Tria Kartika

11310021