
The Use of Herringbone Technique to Improve Students' Reading Comprehension

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ABSTRACT

This study aims to improve the student's reading comprehension, especially detailed information, and the main idea through the herringbone technique. Herringbone is the technique to help students find important information and main ideas in the text by seeking to answer six comprehension questions on a diagram. The method uses CAR with observation, interview, and test. The data is analyzed by describing the observation checklist and using the mean score formula. There are two kinds of tests. Preliminary test and final test. Based on the results of the analysis data, the improvement in reading comprehension through the herringbone technique has improved well. In the first cycle, the average value increases by 14, which in the initial condition, 62 increases to 74 with a percentage of 63%. In the second cycle, the average value increased by 17, which in the initial condition, 74, increased to 79 with a percentage of 84%. Implications and empirical approaches to understanding reading comprehension with the teaching and learning process of reading comprehension. the technique that can improve students' reading habits. It is also proposed that researchers also deepen by collecting students' responses on the use of the Herringbone Technique in teaching reading to foster teachers in formulating better lesson plans in using this technique.

KeyWord: Reading Comprehension, Media, Herringbone Technique

I. INTRODUCTION

Reading has the five essential components that are interrelated and work in concert to extract the essence of reading, which is gaining meaning from text. These

critical components of reading include phonological awareness or phonemic awareness, word study or phonics, vocabulary, fluency, and comprehension (Tindall & Nisbet, 2010). Although Reading

is one of the English skills essential to be mastered by students, not all the components of reading must be mastered. Reading needs an awareness of comprehension during reading activities (Aziz, 2020b). "Reading is primarily reflected as a dynamic meaning-focused interaction in which students are required to build comprehension of a text in a non-linear way." Therefore, reading activities provide opportunities for students to learn the language and then construct sentences, paragraphs, and texts (Haerazi & Irawan, 2020).

The researcher observed the first grade of senior high school, especially in the English course at Mambaus Sholihin Islamic female boarding school. During the reading activity, the teacher asked the students to read the passage and find out the meaning of a difficult word, then asked the student to answer the questions based on the reading text. Because to comprehend text, students who know more word meanings will be able to comprehend more difficult texts by virtue of that knowledge alone, or more able students know more word meanings and comprehend text better (Stahl, 1983).

In this case, some students did not respond to the teacher's request. One factor causing the problem is the strategy the

English teacher applied, and the reading process did not run well in teaching. When a teacher teaching English is not reasonably sufficient and suitable. Teachers often have limited knowledge about teaching reading strategies and tend to draw from what they learned in their own school experiences when comprehending texts. Teachers commonly use strategies such as summarizing or asking questions to assess reading comprehension, but they are rarely taught how to improve it. Teachers should focus on teaching reading strategies (Koch & Spörer, 2017). Well, several ways can be done to improve reading comprehension skills. To solve the problem, teachers need many strategies for teaching reading. Many strategies in teaching reading can be used to overcome the problem. Reading comprehension strategies are recommended for students struggling to construct meaning from unfamiliar expository textbooks. Herringbone Technique is one of the graphic organizers that can Improve Students' Reading Comprehension. It is an innovative technique for strengthening students' comprehension that involves listening, paraphrasing, questioning, and making connections (Aziz, 2020a).

Herringbone is the technique to help students find essential information and main

ideas in a text by seeking to answer six comprehension questions on a diagram (who, what, when, why, where, and how). The herringbone technique can support text comprehension and be visually organized concerning the main idea (Bouchard, 2006). The herringbone is used to find the main idea and important information.

II. LITERATURE REVIEW

A. *General Concept of Reading*

Reading is an integral part of most languages and an essential skill for studying at an English-Languages school or university (Mikulecky & Jeffries, 1996). Reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place (Johnson, 2008). Not only that, reading the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. Reading can also be defined as an activity to get ideas or information from a text. Reading a text should lead to the construction of a mental representation of a text (Welie et al., 2018).

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003). Sometimes, reading

is one of the English skills which are essential to be mastered by the students. Reading is the most essential skill in the educational context as it can be the assessment for students' general language ability (Brown & Lee, 2015). Meanwhile, Silberstein states that reading is an active process which entails the students to work intensively and interact with the text to create significant discourse.

According to Patel reading is an active process which consists of recognition and comprehension skills (Patel & Jain, 2008). It means that reading is a process which the reader does to comprehend and get the information from printed text. By reading, the students also can understand what the writers mean.

Harmer defines reading as an incredibly active occupation. To do it successfully, we have to understand what the words mean (Harmer, 2008). It means that reading is an important activity in reading text. The readers must also understand what they read and what their words mean. It can make it easier for the readers to get the main ideas from the text, and their reading activity will be successful. Another definition states that reading best develops with writing, listening, and speaking activities (Brown & Lee, 2015). It means reading should be better if combined

with other English skills. Reading should be related to writing, listening, and speaking activities.

From the explanation above, the researcher concludes that reading is an activity that can improve their comprehension to get information or knowledge in teaching and learning. From a reading, the reader can get many benefits, such as new information, experiences, knowledge, perception, and new ideas, and they can explore their comprehension, especially in reading.

Reading comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text (Aziz, 2020c; National Reading Panel (US) et al., 2000). Not only that, reading comprehension can be defined as the ability to understand the content of the text through utilizing critical thinking and critical reading, the ability to understand the language of the text at the word level, sentence level, and whole-text level, and the ability to comprehend texts using a set of schemata or their knowledge about the world while reading (Haerazi et al., 2019). Reading comprehension has been defined as the process of extracting and constructing meaning from written text. The reader has to

create a mental representation of the text, or in other words, a situation model integrating text information with the reader's prior knowledge (Swart et al., 2017). Thus, comprehending a text is different from reading a text. Text comprehension is a complex task that draws on many different cognitive skills and processes. Text comprehension involves the formation of a meaning-based representation of the text (Cain et al., 2004, p. 31).

Reading comprehension consists of three elements: the reader, the text, and the activity or purpose for reading (Snow, 2002, p. 11). Reading comprehension as the "overall goal in reading" More specifically, reading comprehension may be understood as the ability to understand and employ text for learning and is a foundational and learned skill. Individual differences in reading comprehension have been attributed to a variety of factors, including cognitive-linguistic abilities, educational and familial contexts as well as motivation, attitudes, and mindset (Stanley et al., 2018, p. 134).

From the explanation above the writer concludes that reading comprehension is the act of understanding what you read. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading

comprehension is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of writing.

B. The Improvement of Reading Comprehension

According to Gardner there are steps to improve our reading comprehension, are

- a. It is evident that students' classroom practice has not encompassed the development of reading beyond the early stages. On the contrary, a survey of the use of reading in a class curriculum in secondary school has revealed that, outside of English lessons, reading is rarely used for learning.
- b. The exists of a deeply stated negative attitude towards reading among both pupils and teachers. This is best illustrated by noting that pupils regard reading homework as 'no smoking '; teachers are defensive about allowing pupils to read because they are afraid that the activity will be a waste of time.
- c. Reading as it does take place in secondary school is frequently beyond the scope of the average pupil. For instance, standard science texts are written at a reliability level far in advance of the pupil's developing capability.

Comprehension is poor and frustration common.

C. Concept of Herringbone Technique

The herringbone is used to find the main idea and important information (explicit and implicit) in the text by asking six comprehension questions; Who?, What?, When?, Where?, Why? and How? questions in a visual diagram of a fish skeleton (Deegan, 2006). Using the answer to the WH questions, the students write the main idea across the backbone fish diagram. The herringbone technique is a graphic organizer that is used for establishing supporting details for the main idea (McKnight, 2010). It is a tool to help students recognize the important relationships in the material of reading texts. This is done by answering the 'who, what, when, where, why, and how questions of a text on a visual diagram of a fish skeleton (Thaler, 2016).

This graphic organizer supports text comprehension by providing a framework upon which the *who, what, when, why, where, and how* questions can be visually organized in relation to the main idea. Being able to answer and understand the questions 5W+1H can greatly aid English language learners (ELLs) when reading and comprehending text. This strategy also shows the relationship between

the details to the main idea, which is often a troubling concept for ELLs. This strategy is particularly well suited for expository text but can also be used with narrative text (Bouchard, 2006). Herringbone technique using 5W+1H questions as guidance to help the reader to find detailed information about the text and then decide and identify the main idea (Zygouris-Coe & Glass, 2004).

D. Six Comprehension Questions of Herringbone Technique

Table 1 Six Comprehension Questions of Herringbone Technique

Who	This guiding question is used to find the participants in the story (characters)
Where	This guiding question is used to find the place where the participant of the story lived
What	This guiding question is used to help the students predict the conflict of the story or to mention the problems happening in the story.
How	This guiding question is used to find the reason why conflict in the story happened. This question guided the students to find an indication of why the problem arose. (Complication)
Why	This guided question used to know the ending of the story. It was a happy ending or a sad ending (Resolution)
When	This guiding question was used to know when the participants find the solution (Resolution) *The purpose of this question can be changed based on the need.

The six comprehension questions above are guided questions to help the students find

detailed information such as setting, plot complication, and resolution. The pattern of the herringbone creates a framework for students to make notes and sort out the information. After the information has been gotten, then the students synthesize and summarize that information. The purpose is to make the students understand the whole information which will make it easy to identify the main idea stated in the text.

There are procedures while teaching the reading text through the technique. First, the teacher explained the material. Second, she asked the students to find the meaning of unfamiliar words in pre-reading. Next step: find detailed information by using the guided questions. Lastly, the students find or identify the main idea by synthesizing the activity.”.

III. METHOD

The research design was a strategy to arrange the setting of research in order to get valid data that are suitable for the variable and objective research. In this study, the writer used Classroom Action Research (CAR). The design of this research was qualitative and quantitative design. Classroom Action Research is any systematic inquiry conducted by teachers as researchers, principals, school counselors, or other stakeholders in the teaching or learning

environment to gather information about how their particular schools operate, how they teach, and how well their students learn (Mills, 2000).

In order to achieve the purpose of the study, there are several steps that would be applied in action research. Each step had five stages: planning, action, observation, reflection, and revision of the planning. These five stages took place in an ongoing cycle in which critical reflection was done at every end of a cycle in order to make further revisions and planning.

From those statements, Classroom Action Research is a problem-based research whose aims are to solve the problems that arise in the class and to make an improvement in teaching-learning activity through a cyclical process that involves some phases of planning, acting, observing, and reflecting. In addition, action research is portrayed as a cyclical process involving steps of planning, acting, observing, and reflecting, it is normal for a project to go through two or more cycles in an iterative process (Kember, 2000).

Based on the focus of research in advance and reviewed in terms of procedures and as well as the patterns used by researchers, the study included this research

is a type of CAR (Classroom Action Research).

Based on that theory, it can be concluded that Classroom Action Research is research aimed at developing skills or a new approach to solving a problem.

A. *Technique of Collecting Data*

In this part, the researcher used the primary data which was taken from the result of the test for all students. The data was collected through the preliminary test and final test. There were two types of collecting data: qualitative and quantitative data. Qualitative field notes reporting the instructional processes that are focused on the teacher's performance and students' activities. Interview transcripts deal with the students' opinions and expectations relating to research instructions. In collecting the quantitative data, the researcher used a preliminary test and a final test. *Observation*: The writer used unstructured or open observation directly in the classroom and got the description of students' activity, participation in applying the Herringbone Technique, and the teacher's performance. This process was when the implementation of CAR. *Interview*, The writer interviewed the students before applying the Herringbone Technique. It was to know the student's

difficulties in reading skills and to know their opinion of the herringbone technique after implementation.

The test is given to the students to focus on reading comprehension. To measure the students' understanding used preliminary and final tests. A preliminary test is done before implementing the herringbone technique to know the student's reading comprehension. The final test is done after implementing the Herringbone Technique to know the improvement of a student's achievements. Besides the reading comprehension tests, the researcher also administered the assessment tasks at the end of each cycle. The assessment tasks were used to gain information about the strengths and the weaknesses of the actions and the improvement of the students reading comprehension in each cycle.

B. Research Cycle

In this research, the writer adapted from Kemmis and Taggart, the research procedure based on Classroom Action Research (CAR) is divided into four steps, which the four steps exist in each cycle of the research: planning, acting, observing, and reflecting.

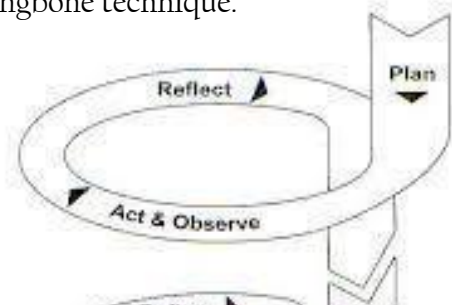
Picture 1: Cycle of the CAR (Kemmis et al., 2014)

1. Planning

The first step is making a plan. Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems. How to make actions to be taken to improve learning practices or student understanding. The plan is prepared before implementing it in class. For example identifying, formulating, and solving problems. This planning is based on the problems that exist in the class.

2. Acting

Acting is the second step after planning, to implement the instructional strategy that has been planned. At this stage, the researcher has mastered the instructional scenario before starting the implementation in class. The learning activities carried out were learning reading comprehension skills using the herringbone technique.



3. *Observing*

The third step is observation. Observation is the process of collecting data indicating the success of a strategy in solving classroom problems. The focus of observation is on the data related to the criteria of success that have been decided. In the implementation of observations, teachers, and students start from the beginning of learning, and at the end of learning obtained using observation and data formats.

4. *Reflection*

The last step is reflection. Reflection is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem. Reflection also shows what factors support the success of the strategy or what other problems may occur during the implementation process.

C. *Research Instrument*

Classroom Action Research instruments are needed to record the data to be collected during the process of observation. The instruments have to be developed based on the nature of the data to be collected. The data are derived from the criteria of success in solving classroom problems and have to be defined based on the right construct and content (Latief, 2012).

The instruments of this research are:

1. *Observation sheet*

The aspect observed is the learning process using the herringbone technique. This observation sheet contains learning activities when using the herringbone technique.

2. *Interview*

Interview is helpful to get further instructional information about the implementation of the Herringbone Technique to improve students' reading comprehension. The researcher will be asked by a student to get information about their perception, opinions, experiences, and suggestions.

3. *Test*

The researcher gave a reading test to students to get information about the student's reading comprehension before and after implementing the Herringbone Technique. In this study, the researcher used a preliminary test and a final test. In addition, reading rubrics researchers used to collect the scores of students' speaking performance.

IV. RESULT

1. *Description of Research Results*

The Classroom Action Research that has been conducted to improve this students' reading comprehension has been carried out

in two cycles. Each cycle consists of two to three meetings. The first cycle has 3 meetings, and the second cycle has 2 meetings. So this research has been conducted with 5 meetings and 1 preliminary research meeting. Preliminary research has been conducted to see the first data of students.

The first step that is taken by researchers before conducting the research is to observe the learning process of reading comprehension. In learning reading, especially reading comprehension, students have difficulties in understanding correctly how to comprehend a reading material then the results were not satisfactory and there were still many students who have not reached the KKM score of 75%. This research has been conducted with the subject of students' English course for the first grade of senior high consisting of 19 students.

2. *Description of Preliminary Research*

It was conducted on January 8th, 2022. In the results of the preliminary research, students have different levels of understanding abilities, various potentials, and high, medium, and low potentials. The knowledge gained by each student also varies in congruent learning experiences. The implementation of the research begins with direct observation of the object of research,

this activity has been conducted before doing research in cycle 1 and cycle 2. This is used to determine the first level of students' knowledge in understanding reading comprehension skills.

Based on the conditions described above, the researcher has made efforts to improve reading comprehension, reflecting on the learning activities that have been done and trying to improve them, both from planning and implementing the results are expected to increase from before.

Students do not really understand reading activities, they are busy with their own activities and don't really pay attention to reading, this is because the teacher only asks students to read the text, understand, and answer the questions that the teacher asks. The results of students' reading comprehension skills in preliminary research are as follows:

Table 2 Preliminary Research Reading Comprehension Skill Score List

Number of student		Percentage		Mean Score
Passed	Failed	Passed	Failed	
6	13	32%	68%	62%

Based on the research results on students' reading comprehension, there are still many students who have not reached the

maximum standard KKM score of 75. This obstacle occurs because students have not been directly involved with learning activities, and have not understood the text. Based on this problem, it is necessary to take action with the next meeting, it is cycle 1.

3. Description of the Action Results of Cycle I

The implementation of cycle 1, the researcher carries out learning activities in three meetings, starting with a plan and action the following:

4. Cycle I

A. Planning

Classroom Action Research is a recycled (cycle) research design. CAR is a form of research conducted in the classroom. Planning in cycle 1 is arranged as follows;

- a. Researcher as the teacher prepares the material to be delivered to students.
- b. Prepare lesson plans.
- c. Prepare the procedure of reading material in cycle 1 by Herringbone Technique.
- d. Compile and prepare evaluation questions given to students at the end of each cycle.
- e. Designing an instrument as an observation guide in the implementation of learning.

B. Action

In this stage, the teacher uses the lesson plans that have been prepared and observed during the learning process with an observation sheet for teachers' and students' learning achievement of teachers and students using the Herringbone Technique.

C. Observation

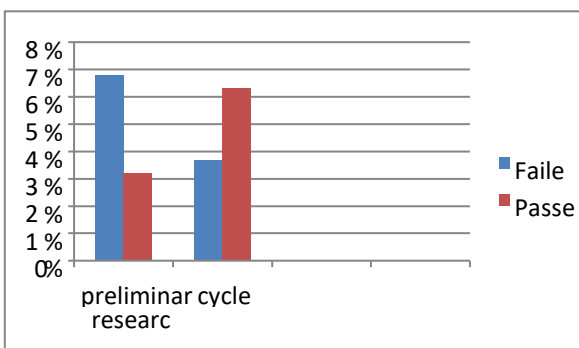
The implementation of the observation was conducted during the learning process by the researcher as well as the teacher. Teachers have a role from the beginning to the end of the lesson to know the improvement of students' reading comprehension through herringbone technique.

Based on the results of observations made during the learning process in cycle 1 there are still some students who have difficulty expressing their opinions, this happens because some students when doing reading activities, students still do not pay too much attention to reading, which causes difficulty in expressing their opinions. There are even some students who have not understood correctly the material that has been delivered.

In addition, there are still students who have difficulty answering questions about reading texts that have been read. This happens because sometimes there is a lack of

students in terms of reading, so some sentences or words are not understood. Therefore, students still need special attention and guidance from the teacher in order that obstacles that occur can be overcome so that the desired learning objectives can be achieved.

To further clarify the improvement in reading comprehension skills from preliminary research to cycle 1, the results of the research can be seen in the diagram below.



Picture 2 The Diagram Achievement on Reading Comprehension Skills in Cycle 1

Based on the research results on reading comprehension skills in cycle 1 meeting 1, students have not been able to answer about what students have read in the reading text. At the first meeting, students were less able to express their opinion on what they have read in the reading text and have not been focused on the text because don't understand the technique of reading, but in the second meeting, students started to answer about

what they have read in the reading text because have been understanding about the technique of reading to improve their reading comprehension. However, in the learning process students have not dared to present the results of the activities. Therefore, the results of the learning in the second meeting have not been achieved yet.

Reading comprehension activities in cycle 1 meeting III, students have started to dare to express their opinions and understand what they have read, but they are still unable to extract the ideas they have read from the reading text and have not been maximal in their duties conform to the Herringbone Technique.

The research results on the learning process of reading comprehension in cycle 1 have increased, and students are more active in the learning process using the Herringbone Technique. In addition, the class average value also increased by 12%, from the initial condition of 62%, to 74%. The implementation of the first cycle had not been maximally achieved because there were still 7 students from 19 students whose scores had not reached the maximum KKM score of 75. Therefore, this research needs to be continued in the next cycle, which is Cycle II.

D. Reflection

In the first cycle of learning, reflection is conducted at the end of each lesson; this is done to determine the extent to which the learning objectives of reading comprehension can be achieved with the Herringbone Technique. The reflection activity was conducted to find out the advantages and disadvantages of the learning actions that have been done.

In this reflection, the teacher as the researcher examines and observes the results of the implementation, both from the assessment of the learning process and when evaluating the implementation of the action. The implementation of learning using the Herringbone Technique has not been maximally implemented, this can be seen when the teacher asks students to present the results of the conclusions they have worked on. Students are less than optimal in synthesizing, analyzing, and inferring from information, representing information visually, formulating a main idea, connecting information to the main idea, and answering the question because they feel they do not understand well, both in terms of reading texts or the Herringbone Technique learning procedure, find important information and main ideas in a text.

In addition, students lack confidence in the results they have done so some students are embarrassed to present their learning outcomes. Reflection in the first cycle has carried out the researcher and teacher finding the solutions to problems that occur in the learning process and finding improvements to learning plans in cycle II. So in this action, the activities of learning reading comprehension using the Herringbone Technique needs to be improved again. The increase in reading comprehension from preliminary research to cycle I have increased, which can be seen in the following table.

Tabel 3 Reflection of Reading Comprehension Using Herringbone Technique from Preliminary Research to Cycle I

Achievement of KKM score				Percentage Pre-action		Percentage Cycle I	
Preliminary research		Cycle I					
Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed
6	13	12	7	32%	68%	63%	37%

5. Description of the Action Results of Cycle II

A. Planning

in cycle 2 is the same as in cycle 1. However, what makes the difference is the teacher's treatment of teaching, which is more activating and directing student

activities. In this second cycle, the teacher made better preparations than in the first cycle, looking for solutions. So, the planning of the second cycle was better than the first cycle.

The steps learned in cycle II are the same as in cycle I. However, what makes the difference in cycle II is the reading text. The planning in cycle II is as follows.

- a. Teacher discusses developing lesson plans that are in accordance with learning materials about reading comprehension with reading texts, students read the texts, then synthesize, analyze and infer from information, represent information visually, formulate the main idea, connect the information to the main idea, and answer the question according to the steps in the herringbone technique.
- b. Compile and prepare students' worksheets in the form of Herringbone sheets (fish diagrams).
- c. Compile and prepare an observation sheet that will be used as a guide in the learning process, this observation sheet consists of teachers' and students' observation sheets.

B. Action

In the implementation of the second cycle, carry out by the teacher in accordance with the planning that has been prepared. Learning activities in cycle II have been carried out in 2 x meetings for 35 minutes in one hour of learning. The first meeting in the second cycle was held on February 5th 2022.

C. Observation

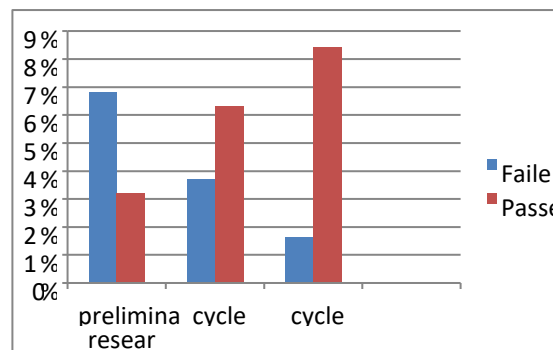
In the second cycle of observations as the observations in the first cycle have done. An observation was conducted from the learning process to the end of learning. Results of observations made by researchers can conclude that in the learning process, students' activeness and understanding in reading activities increase.

In addition, students who have been feeling bored in reading activities, in this second cycle students feel more interest and understanding in reading. In this second cycle, students are able to answer questions related to the content of the reading and students are also confident in presenting the results of their assignments. The conclusions made by students are in conformity with the text they read, in this case, students are able to carry out activities to understand the contents of the reading well.

In general, the action of this second cycle of learning has increased. This is evident from the results of reading comprehension skills from pre-action to cycle 1 and to cycle 2. In addition, the learning process looks more active and the results of the completion of answering questions related to the reading text are more precise and clearer. Students can rearrange the information obtained from the reading visually by using the given herringbone sheet and formulate the main idea. The teacher has also been actively guiding students by paying attention to every student activity in the reading process.

Based on the results of research from pre-action to cycle I and cycle II, learning activities for reading comprehension using the Herringbone Technique have increased. This can be seen in the students' activities before using the herringbone technique in preliminary research; students were not yet active in the learning process. However, after being repaired in cycle I and cycle II, the learning process changed from before, students were more active in asking questions, being confident, and expressing their opinions.

This study experienced an increase; the results of this increase can be seen in the following graph:



Picture 2 The Diagram Achievement on Reading Comprehension in Cycle II

Based on the research results on learning reading comprehension using the Herringbone Technique in cycle II, learning reading comprehension skills has increased, this can be seen from the class average value of 14, the initial condition of 62 increases to 74. After being repaired in cycle II, it increased by 17 initial conditions and 74 increased to 79

V. DISCUSSION

The Improvement of Students' Reading Comprehension through Herringbone Technique.

This research was conducted to know the improvement of the student's reading comprehension through Herringbone Technique in an English course for the first grade of senior high school. Based on the result of this study showed that Herringbone Technique can improve students' reading comprehension. It can be seen in the average scores obtained in each cycle. In the first

cycle, the average value of the class increased by 14 which in the initial condition was 62, it increased to 74 with a percentage of 63%. In the second cycle, the average value of the class increased by 17, which in the initial condition was 74 it increased to 79 with a percentage of 84%. It indicated that the improvement of students' reading comprehension using the Herringbone Technique has improved well.

Reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension (McNamara, 2007). Comprehending a text does not just understand the meaning, vocabularies, and the grammatical structures but more than that. The skills and processes that are needed in order to understand a text. The comprehension processes we outline are central not only to reading comprehension but also to listening comprehension, with an important caveat: listening comprehension is intended as the understanding of a text read out loud, and not listening in the sense of everyday conversations and interactions (Oakhill et al., 2019). Reading comprehension is crucial not just for understanding text, but for learning more generally and, thus, education more broadly. It is also requisite for social activities because of email, texting and

the numerous web applications that people use on an everyday basis (Oakhill et al., 2019).

Margaret Bouchard, stated that one of the main focuses of herringbone technique as the technique of reading comprehension is making students' understanding in reading effectively. The herringbone technique is considered very effective in the learning process of reading comprehension. Therefore, one way to overcome obstacles in learning to read comprehension is the herringbone technique (Margaret, 2005). This is because the interesting patterns of graphic diagrams help students to organize and classify information on the assigned reading text (McKnight, 2010). The visual patterns of the Herringbone Technique creates a framework for students to shorten the information. The Herringbone provides readers with a framework for recognizing and recording main ideas and supporting details during and after reading (Jacobs, 2010). The categories included in the diagram are often the main idea (the spine of the fish) and "*who, where, what, why, when, and how*" (the ribs), but they can be altered to fit the particular text students are reading.

Other research which uses the Herringbone Technique to develop the EFL (English Foreign Language) students' reading

comprehension in Indonesian context. It employ the Herringbone Technique to improve reading comprehension on descriptive texts. These experimental studies revealed that the students' reading scores in their post-tests significantly increased after the implementation of HT compared to their pre-tests before the technique was given as treatment. Thus, their research findings basically conclude that HT gave a positive effect on students' reading comprehension. HT was also successful in developing their comprehension by increasing attention to detail information.

Next, (Rosyida & Ghufron, 2018) develop reading comprehension by comparing Herringbone Technique (HT) and Tri Focus Steve Snyder Technique (TFSST). The implementation of HT to overcome the students' problems in reading comprehension is successful. HT is more effective than TFSST to teach reading comprehension, the students having high reading habits have better reading comprehension than students having low reading habits, and there is no interaction effect between teaching technique and students' reading habits in teaching reading comprehension.

Besides that research has shown that Herringbone Technique not only improves

reading comprehension but can help readers to find detailed information of the text then decide and identify the main idea. Herringbone pattern is used to help students identify the main idea and related supporting ideas of a lesson, text, or concept (Zygouris-Coe & Glass, 2004). Herringbone Technique can help the students to comprehend the text, help to organize important information in a text, and help to improve students' reading comprehension.

VI. CONCLUSION

Reading comprehension can improve through the Herringbone Technique. The results showed that after applying the Herringbone Technique, students are active in giving responses, more active in asking questions, making students understand reading effectively about texts that they have read. The improvements of students' reading comprehension improve in each cycle. In the first cycle, the average value increased by 14 with a percentage of 63%. In the second cycle, the average value increased by 17 with a percentage of 84%. The improvement of reading comprehension through the Herringbone Technique has been carried out by guiding students in reading activities, guiding students to answer questions, rewriting with herringbone sheets about

texts that have been read, and motivating students to express their opinions.

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