Using The Herringbone Technique to Improve Students' Reading Achievement

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ABSTRACT

This study examined how the herringbone technique was used to improve students' reading abilities in narrative text. This study used Classroom Action Research (CAR). The study is divided into two cycles. Two meetings were held during each cycle. The students' reading comprehension value in cycle 1 did not meet the success criteria. Only 8 out of 24 students (66.7%) met the success requirements. Therefore, the researchers updated their strategy and moved on to the next cycle. The average value of students increased in cycle 2. All students got good grades, while no one got a negative score. In conclusion, the herringbone method used in class X at MTsN 1 Batu was able to improve students' ability to read narrative material.

Keywords: Reading Abilities, Narrative Text, Herringbone Technique

I. INTRODUCTION

Reading is one of the four skills that students must master, besides speaking, writing, and understanding spoke English. In fact, it is often difficult to understand messages. The reader must do more than remember what is said in the text. Based on (Harmer, 2007) Reading is difficult to understand, especially when readers are working with unfamiliar words and sentence patterns they don't yet understand. In a typical lesson, the teacher directs students to pay attention to details and information in the text. They can find reading boring because of these challenges. As a result, reading should be enjoyable; otherwise, educating would not be worthwhile. (Grabe & Zhang, 2016) Due to their lack of understanding of word meanings and inability to locate engaging reading material, the students believe that reading in English is uninteresting and dull. To feel joyful and motivated to learn English, students need a variety of engaging tools. Consequently, the existence of the teaching methodology is crucial.

The focus of reading instruction is usually on the student's mastery of the content in order to answer the questions that follow reading comprehension (Budhi & Widyawati, 2015) When asking questions on the narrative text, the emphasis is typically on tale factors. As a result, college students' studying specializes in fictional factors which includes who the characters and characterizations are, how the plot is described, what's the message, and so on. MTsN 1 Batu instructors nonetheless use dull gaining knowledge of methods. The initial take a look at observed that the trainer's approach did now no longer arouse college students' hobby within inside the coaching and gaining knowledge of process. The trainer teaches studying through certainly explaining the means of every new vocabulary to college students. After that, the trainer instructs college students to finish the worksheet. This scenario makes college students no longer prompted to pay attention to the trainer's clarification in class. As a result, college students display terrible studying comprehension in narrative texts.

The narrative is one of the genres used within the competency-primarily based totally curriculum. A style is a form of textual content that has a social function, popular structure, and lexicon grammatical features. The social functions of narrative textual content are to assemble a sample of events, to amuse or entertain, to address the uncommon or unexpected, to train readers

that issues need to be resolved, and to contain commonly valued styles of behaviour (Hatavara, 2016). The aim of the narrative is to offer a view of the arena that entertains or informs the reader or listener. In this study, the narrative textual content refers to a form of tale style that has a social characteristic to amuse and entertain with elaborate occasions that comply with the resolution. There are numerous styles of narratives, together with 1) funny narratives, which intention to make the target market snort as a part of the tale. 2) Romance: a romance tale generally tells of ranges overcoming boundaries to come to be together. 3) The diary-novel: the textual content on this form of narrative is supplied inside the shape of a diary entry. 4) Science fiction: A technology fiction tale takes area in a international rule with the aid of using technology and technology. 5) Fable: a fictional tale meant to educate a ethical lesson, commonly concerning speak me animals, 6) myth: a conventional story of unidentified writers that purports to have ancient foundations however is generally used to give an explanation for a few herbal phenomena, the advent of man, or the customer, institutions, and non-secular practices of people. Myths generally function the deeds of gods and heroes. 7) Legend: a story handed down thru generations this is broadly believed to have ancient help however can't be independently verified (Mahadi et al., 2018). The narrative text that was taught in this study generally took the form of texts from myths and Legends.

Given this situation, the researchers suggest the usage of photo organizers to educate analysing narrative texts. Teaching with a photo organizer is one approach to growth college students' motivation to analyze English. Graphic organizers are critical and powerful pedagogical gear for organizing content material and thoughts and assisting college students recognize newly obtained information (Mcknight & Erie, 2010). The Herringbone method is a kind of image organizer. The Herringbone Technique permits college students to apprehend how the assisting factors relate to the primary topic. It is used to set up assisting facts for the primary topic and is designed to make it less complicated for college students to become aware of a desired primary idea (Mcknight & Erie, 2010). To use the Herringbone technique, students must read a story and then look for answers to the WH questions: who, what, where, when, why, and how (Westwood, 2008). The instructor works with students to arrange their findings on a graphic layout that resembles a fish skeleton. The diagram is

then summarized along its central spine. This visual design offers an easy-to-observe visual structure for choices and is useful for reading back information.

Several studies have shown that the Herringbone Technique is effective for teaching reading. (Dara et al., 2016) observed that the Herringbone Technique is powerful for coaching studying narrative texts to The Eighth Grade Students at MTsN Takengon Ii, Aceh Tengah at some point of the 2016/2017 instructional year. Another study, (Lumbantobing et al., 2020), observed that the usage of the Herringbone method stepped forward college students' studying comprehension with inside the tenth grade at SMA Negeri four Pematangsiantar, West Sumatra. According to the reason above, the cause of this examine is to undertake the Herringbone method to beautify the studying abilities of tenth-grade college students at SMA Al-Fallah Silo Jember. It is expected that via way of means of the usage of the Herringbone method, college students' studying talents will increase, in particular their capacity to understand narrative texts.

II.   LITERATURE OF THE STUDY

READING CONCEPT

Reading comprehension is the process of comprehending and understanding a text. It is the ability to identify and understand the ideas in a text, as well as their relationships (Aziz, 2020b). Reading comprehension is an essential skill for students to develop. It helps them to understand what they are reading and to improve their vocabulary. It also helps them to learn how to think critically about texts. Several different skills are necessary for reading comprehension. These include decoding skills, comprehension skills, and fluency (Aziz, 2020a). Decoding skills help students understand the patterns used in a text. Comprehension skills help students understand a text's ideas and draw logical conclusions from it. Fluency skills help students to read smoothly and without stumbling. There are several different strategies that students can use to improve their reading comprehension. These include: reading for enjoyment, using a guide, and practicing regularly. Reading for enjoyment helps students learn the material they are reading and develop a sense of interest in it. It also helps them to develop a better vocabulary. Using a guide is an effective way to help students read quickly and without errors. It also helps students to understand the text more fully.

The concept of reading refers to the ability to interpret and understand written language. Reading involves the process of

decoding written symbols, recognizing words and their meanings, and comprehending the ideas and messages conveyed through text (Aziz, 2018). Reading is a complex cognitive process that requires the integration of various skills, including phonological awareness, vocabulary knowledge, syntax and grammar knowledge, and background knowledge. The concept of reading can also refer to different approaches and strategies for teaching and learning reading. Some of the common approaches to reading instruction include phonics, whole language, and balanced literacy. Phonics instruction emphasizes teaching students the relationship between sounds and written letters, while whole language instruction emphasizes immersion in reading and writing experiences. Balanced literacy instruction aims to provide a combination of both approaches, with a focus on teaching foundational skills as well as providing opportunities for reading and writing in meaningful contexts.

Effective reading instruction involves providing students with a variety of reading materials, including texts that are appropriate for their reading level and interests, and using strategies to promote comprehension, such as predicting, questioning, clarifying, and summarizing.

The concept of reading also involves the importance of fostering a love of reading and developing reading habits that can benefit learners throughout their lives.

STRATEGY OF TEACHING READING

There are several strategies for teaching reading that educators can use to help students develop their reading skills and comprehension. Here are some effective strategies for teaching reading:

1. Model reading: One of the best ways to teach reading is to model good reading habits for students (Perfetti, 2017). This can involve reading aloud to students, demonstrating how to read with expression and fluency, and pointing out different reading strategies as you read.

2. Activate prior knowledge: Activating prior knowledge involves connecting new information to what students already know (Aziz, 2018). This can help students make sense of new material and retain it better. Teachers can ask students to share what they already know about a topic before introducing new material.

3. Use visual aids: Visual aids such as pictures, charts, and diagrams can help students visualize and understand what they are reading (Halwani, 2017). Teachers can use visual aids to introduce new vocabulary words or concepts, and

to help students make connections between different ideas.

4. Scaffold reading: Scaffolding involves providing support to students as they read, gradually removing the support as they become more proficient (Brevik, 2019). This can involve breaking a text into smaller chunks, highlighting important information, or providing prompts to help students understand difficult concepts.

5. Teach reading strategies: Reading strategies such as predicting, summarizing, and asking questions can help students understand what they are reading (Olson, 2021). Teachers can model these strategies for students and provide opportunities for them to practice using them.

6. Provide feedback: Providing feedback on student reading can help students understand where they need to improve and how to do so (Zhu et al., 2020). Teachers can provide feedback on fluency, comprehension, and other reading skills.

7. Use technology: Technology can be a powerful tool for teaching reading (Ahmadi & Reza, 2018). Teachers can use software and online tools to provide additional reading practice, track student progress, and provide targeted instruction.

Overall, effective reading instruction involves using a variety of strategies and techniques to help students develop their reading skills and comprehension. Teachers should tailor their instruction to meet the individual needs of each student and provide ample opportunities for practice and feedback.

HERRINGBONE TECHNIQUE CONCEPT

The Herringbone technique is a visual method used in reading instruction to help students identify and organize the main idea and supporting details in a text. It involves arranging information in a pattern that resembles the bones of a herringbone. To use the Herringbone technique, the teacher writes the main idea of a text in the centre of a whiteboard or paper. Then, the supporting details of the text are written on either side of the main idea in a diagonal pattern that looks like the bones of a herringbone (Rosyida & Ghufron, 2018). This technique helps students to visually connect the main idea with the supporting details of the text, making it easier for them to understand how the ideas relate to each other. It encourages them to think critically about the information they are reading and identify the most important ideas. The Herringbone technique can be used with both fiction and nonfiction texts and is adaptable for use with

different grade levels and reading abilities. Teachers can use it to introduce new topics, review previously learned material, or help students prepare for a writing assignment. Overall, the Herringbone technique is a useful visual tool for helping students organize information and develop their reading comprehension skills.

It is a simple yet effective method that can be used in a variety of instructional settings. The implementation of Herringbone technique in teaching reading are: the Herringbone technique can be implemented in teaching reading in several ways. Here are some examples of how teachers can use the Herringbone technique in their reading instruction. Introducing new material: Teachers can use the Herringbone technique to introduce new topics or concepts to students. They can write the main idea of the text in the center of the board and then add supporting details as they read aloud. This can help students to understand the relationships between different ideas in the text. Guided reading: During guided reading sessions, teachers can use the Herringbone technique to help students analyze the text. They can write the main idea of the text in the center of the board and then ask students to identify supporting details that relate to the main

idea. This can help students to develop their comprehension skills and deepen their understanding of the text. Independent reading: Teachers can provide students with a graphic organizer that uses the Herringbone technique and ask them to fill it in as they read independently. This can help students to identify and organize the main idea and supporting details of the text on their own. Writing activities: The Herringbone technique can also be used to help students prepare for writing activities. Teachers can use the technique to help students organize their thoughts and ideas before they start writing.

Overall, the Herringbone technique can be a valuable tool for teaching reading. It can help students to visualize the relationships between different ideas in a text and develop their comprehension skills. Teachers can use the technique in a variety of instructional settings to support student learning and improve reading outcomes.

III. METHOD
This study employs a Classroom Action Research design (CAR). The classroom action research design is based on the model proposed by (Kemmis et al., 2014). The ninth-grade students of MTsN 1 Batu have been the topics of the look at. It has a complete of 24 college students. This look at
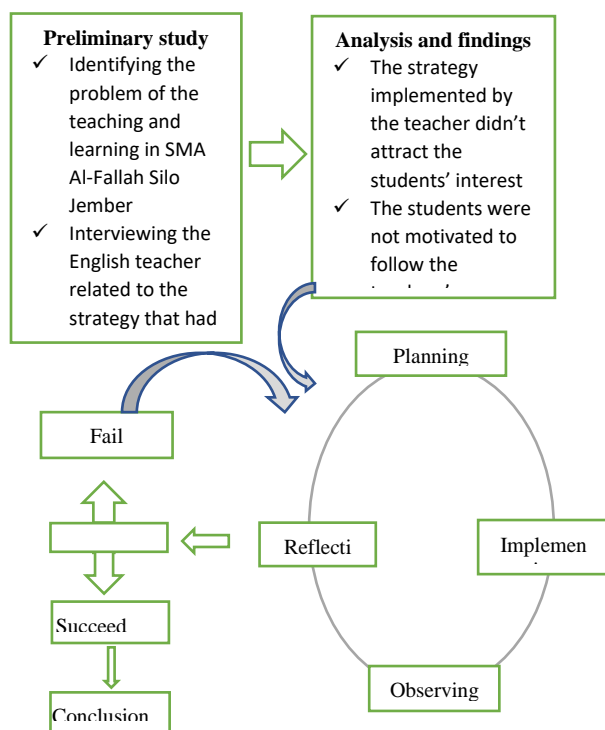
started with a initial look at to decide the proper country of the college students' troubles all through the coaching and gaining knowledge of processes. Based on observations and interviews, it changed into observed that: (1) the teacher's method did now no longer pique the college students' interest; (2) The college students have been unmotivated to comply with the teacher's clarification in class; and (3) The college students had a bad capacity in analysing comprehension in narrative text.

Picture 1. CAR Concept

PLANNING ACTION

During the making plans stage, a few gadgets have been prepared, inclusive of a appropriate lesson plan version the use of the herringbone technique, substances and media, and achievement criteria.

a. **Planning the Lesson:**

The lesson plan consists of the targets that the scholars are anticipated to acquire in addition to the technique for supplying the Herringbone approach with inside the teaching-getting to know process. The motive of this examine is to educate college students on the way to reply to the means and rhetorical steps of a story text. Responding to that means includes figuring out the text's fundamental ideas, trendy ideas, and content material of the text. Meanwhile, responding rhetorically way that scholars need to be capable of become aware of all the language functions of narrative text. The following teaching-getting to know steps have been tailored from (Byrnes et al., 2009):

1. Choose reading material appropriate for the student's level.

2. Create a herringbone outline with the 5W+H (Who? When? Where? Why? What? How?) and the main idea.

3. Students read, brainstorm, and write important information about the story in their notebooks.
4. Following the discussion, the students wrote their responses on the Herringbone outline.
5. Students debate the answers (5W+H+main idea).
6. The herringbone outline is used to revise the story.

b. **Creating Learning Materials and Media**

This study's English substances have been created according with the cutting-edge curriculum. The narrative textual content kind became selected to be taught. The following talents have been confirmed in coaching studying narrative in senior excessive school, especially the 10th grade, according with the school-Based Curriculum (KTSP). Understanding the meanings of brief practical texts and essays with inside the shape of narrative to have interaction with the surroundings became one in all the same old talents. This popularity became divided into numerous primary talents, as indexed below.

1. Read aloud and clearly brief functional texts and essays that take the form of recounts and narratives, with appropriate environmental intonation, stress, and pronunciation.
2. Giving accurate, fluid, and appropriate meanings to brief functional texts in relation to the environment.
3. Reacting to meanings and rhetorical devices in straightforward, brief essays in narrative form in a precise, fluid, and acceptable manner.

It may be concluded that the purpose of coaching college students to study narrative texts is for them so as to reply to which means and rhetorical steps of a story text. Responding to which means includes figuring out the text's essential ideas, fashionable ideas, and content. Meanwhile, responding rhetorically calls for college students so as to pick out all the language capabilities of narrative text.

c. **Developing *Success Criteria***

An assessment is needed to decide whether or not or now no longer this system is a hit. The fulfilment standards had been created

to evaluate the scholars' cap potential to recognize the narrative textual content provided. This take a look at could be taken into consideration a hit if as a minimum 80% of the scholars attain a minimal analysing rating of 75.

IMPLEMENTING THE ACTION

In this investigation, there have been two cycles. Two meetings of 90 minutes each were held to conduct the first cycle. Also divided into two sessions, the second cycle was undertaken. In this study the students use a strategy called the Herringbone Technique, which involves working in pairs or triads. Students read the narrative material that the teacher has given them. Following reading, the agencies whole the Herringbone diagram through considering at the text, speculating on ability solutions to the questions, and together deciding on the only that, of their opinion, is the best. When the agencies have finished their tasks, the instructor gathers the whole magnificence in order that the agencies can percentage their selections and the motives for them with one another.

OBSERVING THE ACTION

During this phase, any records referring to the study's goal wherein the herringbone method became used to enhance students' studying capabilities became observed. The herringbone method became used to have a look at students' sports and improvements.

REFLECTING

The very last step is reflecting; on this step, all information accumulated from statement and the consequences of the students' assessments have been analysed and as compared to the achievement standards to decide whether or not the herringbone method used changed into suitable and powerful in fixing the hassle of enhancing the students' capacity to examine narrative text..The data presented are the results of the Independent Samples Test, which compares the averages of two groups that are not related to each other, namely the pretest group and the posttest group. There are two types of tests performed, namely Levene's test to check the similarity of variants, and the t test to check the average similarity. The results of Levene's Test for Equality of Variances show whether the variants of both groups are the same or not. In the pretest group, it was found that F = 1.272 and Sig. = 0.264. This indicates that the variance in the pretest and posttest groups is considered the same because the Sig. value is greater than 0.05. However, if it is assumed that the variants are not the same, then the t-test results show t = 2.745, df = 56.714, and Sig.

= 0.008. This shows that there is a significant difference between the average pretest and posttest because the Sig. value is smaller than 0.05. In addition, the mean difference between the two groups was 8.53333 with a standard error of 3.10882, and the 95% confidence interval for the mean difference was 2.30735 to 14.75932. In the posttest group, it was found that F = 3.284 and Sig. = 0.075. This suggests that the variance in both groups is considered the same because the Sig. value is greater than 0.05. The t test shows t = -0.664, df = 51.777, and Sig. = 0.510. This shows that there is no significant difference between the posttest and pretest mean because the Sig. value is greater than 0.05. In addition, the mean difference between the two groups was -1.20000 with a standard error of 1.80771, and the 95% confidence interval for the average difference was -4.82781 to 2.42781.

From the results of the hypothesis test conducted on the data, the following results were found:

1. In the pretest group, there was a significant difference between the pretest and posttest mean because the Sig. value of the t-test was smaller than 0.05 (0.008). This shows that there is a significant increase in posttest scores compared to pretest scores.

2. In the posttest group, there was no significant difference between the posttest and pretest mean because the Sig. value of the t-test was greater than 0.05 (0.510). This shows that there is no significant difference between posttest and pretest scores.

Thus, it can be concluded that there was a significant increase in test scores in the pretest and posttest groups, but there was no significant difference between posttest and pretest scores in the posttest group.

IV. RESULT AND DISCUSSION

These studies become performed in stages. The first cycle becomes finished in meetings, as become the second one cycle. In every cycle, the implementation of the motion plan and study's findings had been presented.

CYCLE 1

Cycle 1 turned into held in meetings, on May tenth and 11th, 2022. The first assembly turned into dedicated to introducing the herringbone technique. The situation turned as follows. The instructor assigned the scholars to paint in pairs. The instructor then gave every pair a story textual content and a piece sheet with a herringbone diagram. Each member of the pair-paintings organization studies the narrative textual content on their own. They must, however, discuss with their

pair-paintings once they have solved a query on a piece sheet. The tale of "Snow White" turned into used as a model. The 2nd assembly cantered on reviewing the narrative textual content's content material and taking a studying check. The following turned into the situation. After checking the scholars' attendance, the instructor requested an easy query approximately herringbone studying with inside the preceding assembly. The researcher then gave them the studying check and solution sheet and requested them to finish it on their own. The tale "*Bawang Merah and Bawang Putih*" turned into the difficulty of the studying check.

Student worksheet

Read the text given and answer the following question on the herringbone diagram!

Once upon a time there lived a lovely princess with fair skin and blue eyes. She was so fair that she was named Snow White. Her mother died when Snow White was a baby and her father married again. This queen was very pretty but she was also very cruel. The wicked stepmother wanted to be the most beautiful lady in the kingdom and she would often ask her magic mirror, "Mirror! Mirror on the wall! Who is the fairest of them all?" And the magic mirror would say, "You are, Your Majesty!" But one day, the mirror replied, "Snow White is the fairest of them all!" The wicked queen was very angry and jealous of Snow White. She ordered her hunt sman to take Snow White to the forest and kill her. "I want you to bring back her heart," she ordered. But when the huntsman reached the forest with Snow White, he took pity on her and set her free. He killed a deer and took its heart to the wicked queen and told her that he had killed Snow White. Snow White wandered in the forest all night, crying.

When it was daylight, she came to a tiny cottage and went inside. There was nobody there, but she found seven plates on the table and seven tiny beds in the bedroom. She cooked a wonderful meal and cleaned the house and tired, finally slept on one of the tiny beds. At night, the seven dwarfs who lived in the cottage came home and found Snow White sleeping. When she woke up and told them her story, the seven dwarfs asked her to stay with them. When the dwarfs were away, Snow White would make delicious meals for them. The dwarfs loved her and cared for her. Every morning, when they left the house, they instructed her never to open the door to strangers. The mirror replied, White is the fairest of them all! She lives with the seven dwarfs in the woods!" The wicked stepmother was furious. She was actually a witch knew how to make magic potions. She now made a poisonous potion and dipped a shiny red apple into it. Then she disguised herself as an old peasant woman and went to the woods with the apple. She knocked on the cottage door and said "Pretty little child! Let me in! Look what I have for you!" White said, "I am so sorry, old lady, I cannot let you in! The seven dwarfs have told me not to talk to strangers!" But then, Snow White saw the shiny red apple, and opened the door. The wicked witch offered her the apple and when she took a bite poor Snow White fell into a deep sleep. The wicked stepmother went back to the palace and asked the mirror, "Mirror! Mirror on the wall! Who is the fairest of them all?" The mirror replied, "You are, Your Majesty!" and she was very happy.

When the seven dwarfs came home to find Snow White lying on the floor, they were very upset. They cried all night and then built a glass coffin for Snow White. They kept the coffin in front of the cottage. One day, Prince Charming was going past the cottage and he saw Snow White lying in the coffin. He said to the dwarfs, "My! My! She is so beautiful! I would like to kiss her!" And he did. Immediately, Snow White opened her eyes. She was alive again! The prince and the seven dwarfs were very happy. Prince Charming married Snow White and took her to his palace and lived happily ever after.

Students Answer
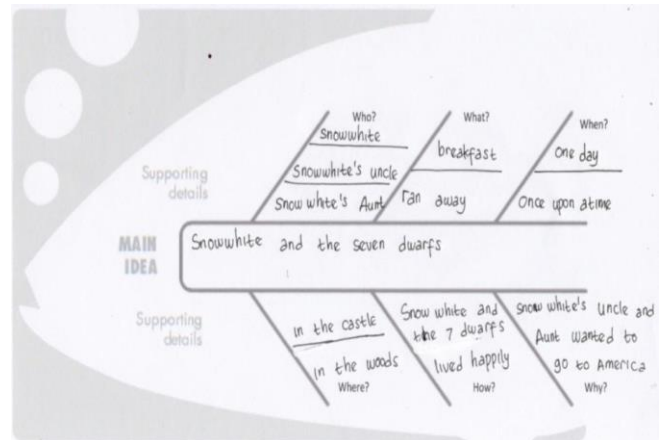
THE NARRATIVE TEXT GIVEN IN CYCLE 1

The implementation of the Herringbone method in Cycle 1 produced unsatisfactory results. This have a look at could be taken into consideration a hit if as a minimum 80% of the scholars reap a minimal studying rating of 75. However, eight of the sixteen college students did not reap the minimal passing rating. Only 66.7% of college students had been hit. This cycle, the common magnificence rating become 74.4. This supposed that the cycle become now no longer but whole. As a result, these studies continue to carry over to the subsequent cycle. There had been a few problems that needed to be resolved during the use of the herringbone method on this cycle. The first problem became that a few college students had been nevertheless ignoring the trainer's explanation. They had been nevertheless preoccupied with their personal business. Second, many college students did now no

longer whole the check entirely. The majority of college students simplest finished some numbers and waited for the trainer to help them in answering the question.

The remedy turned into revised withinside the following cycle to enhance it. To make the magnificence extra interesting, the trainer presented a purple coronary heart factor to the pupil who responded to the query speedy and correctly. It turned into was hoping that the scholars could be prompted to compete with their buddies for a praise through accumulating a massive quantity of purple coronary heart points, which could cause them to extra enthusiastic and reap a excessive degree of success. Second, the trainer furnished an in depth rationalization of the sports that scholars have been required to finish at some point of the coaching gaining knowledge of process. Finally, it allows the interest of coaching and gaining knowledge of to be controlled.

CYCLE 2

Cycle 2 turned into held in meetings, on May seventeenth and 18th, 2022. The implementation of Herringbone strategies on this cycle turned into much like the implementation in cycle I. The handiest distinction turned into that the pupil who responded the query quick and successfully acquired a red coronary heart. The first assembly centered on working towards the herringbone technique. The state of affairs turned into as follows. The college students have been divided into ˗character groups. The instructor allotted narrative textual content and a piece sheet to the scholars. Every member examine the narrative textual content individually, and after they respond to the query at the herringbone diagram, they must talk it with their group. The researcher requested the scholars to reveal the final results in their discussion. Anyone who can solution the query quick and successfully acquired a red coronary heart from the researcher.

The 2nd assembly changed into dedicated to reviewing the narrative text's content material and taking the studying take a look at. This changed into the scenario. After checking the scholars' attendance, the trainer requested a easy query approximately the preceding assembly's studying gaining knowledge of the usage of the herringbone technique. The researcher then surpassed out the studying take a look at and solution sheet and requested the scholars to finish it on their own. The story "Banyuwangi Legend" changed into the point of interest of the studying take a look at.

Student worksheet

Read the text given and answer the following question on the herringbone diagram!

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven. After Sidopekso killed her, he threw her dead body into the dirty river.

The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu…Wangi… Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

THE NARRATIVE TEXT GIVEN IN CYCLE 2

Interested in reading herringbone-style narrative writing. Learning activities changed and became more dynamic. Due to their desire to win a prize by gathering a large number of pink hearts, the students were encouraged to compete with their friends, which increased their motivation to succeed. Additionally, the student's sense of socializing improved. Every student in cycle 2 (100%) was able to meet the minimal standard required for the success criteria.

Comparing the outcome to cycle 1's outcome (66.7%), the result increased by 33.3%. Additionally, from 74.4 in cycle 1 to 84.4 in cycle 2, the average class score was rising. It was evident that Cycle 2's application of the Herringbone approach was successful.

Based at the findings from Cycle 2, it changed into viable to attract the belief that the herringbone approach used with the eighth-grade college students of MTsN 1 Batu changed into able to elevating the college students' overall performance in analysing narrative material. The findings of this look at seem to help in advance studies by (Dara et al., 2016), Which became titled " The Effectiveness Of Herringbone Technique To Enhance Students' Ability In Comprehending Narrative Text Of The Eighth Grade Students At MTsN, Aceh Tengah, Aceh" In the educational year 2016–2017. Dara carried out an experimental have a look at with college students with inside the 8th grade at MTsN, Aceh Tengah. The have a look at findings validated the effectiveness of the Herringbone Technique for reading studying material. It additionally consents with the findings of a have a look at carried out by (Lumbantobing et al., 2020), Which determined that imposing the Herringbone Technique stepped forward students' analysing comprehension with inside the 10th grade at SMA N four Pematangsiantar.

V.   CONCLUSION

Based at the study's findings and discussion, its miles viable to finish that using the Herringbone method to remedy the college students' studying comprehension trouble turned into a achievement. Students' advantage from seeing the way to use this photo organizer on chart paper. Students are endorsed to arrange and classify facts as they study the usage of the Herringbone method. One of the photo organizers used for organising assisting info for a chief concept is the Herringbone Technique that is a powerful device for enhancing college students' comprehension. Observations in Cycle 1 discovered that scholars have been interested by studying narrative textual content the usage of the herringbone method; however, a few college students have been not able to reap the minimal passing rating. The prescribed standards have been now no longer met through eight of sixteen college students (66.7%). As a end result, this studies turned into carried ahead to the following cycle. In cycle 2, all college students (100%) met the achievement standards' minimal level. In evaluation to cycle 1, the end result multiplied through 33.3%. The common elegance rating multiplied from 74.four in cycle 1 to 84.four in cycle 2. It might be deduced that the Herringbone method used with the tenth-grade college students of MTsN 1 Batu turned into certified to enhance the college students' success in studying narrative textual content.

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