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CHAPTER II

REVIEWING OF RELATED LITERATURE

II.1. The Nature of Reading Comprehension

Paris & Stahl (2005:83) state reading is generally described as involving two skills: decoding and comprehension. Decoding is an insoluble ability, which can be taught and assessed in straightforward ways. Comprehension, in contrast, is a complex skill that depends on a variety of factors, contexts, and reading goals. Both learner factors, text factors, as well as instruction, all play a role. For the purposes of this chapter, we discuss the first two.

Furthermore, Westwood (2008:32) states reading comprehension can be defined as an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page. Efficient interpretation of the text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting. Furthermore, McCardle et al. in Westwood (2008:32) suggest that comprehension processes draw on many cognitive and linguistic abilities – most notably, vocabulary, recalling background

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knowledge, sentence processing, **verbal reasoning**, knowledge of print conventions and working memory. **Weakness in any** of these abilities can impair reading comprehension and can cause a student to disengage from the task of interpreting text.

Moreover, Woolley (2011:15) defines reading comprehension as the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In addition, Snow (2002: xiii) defines reading as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.

In conclusion to the discussion above, reading comprehension **is able** to read text, process it, and understand its meaning. It means when one reads a text they should interpret the meaning of words and find the information from the text.

II.1.1. Purpose of Reading

Martin (1991:1) states the purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. You don't retain much.

Meanwhile, Chamberlain (2006:39) divides two main purposes for reading; *reading about Literacy experience* and *reading to acquire and use information*.

1. *Reading for Literacy experience*

The reader becomes involved in imagined events, settings, actions, consequences, characters, atmosphere, feelings, and ideas; he or she brings an appreciation of language and knowledge of literary forms to the text. This is often accomplished through reading fiction.

2. *Reading to acquire and use information*.

The reader engages with types of texts where she or he can understand how the world is and has been, and why things work as they do. Texts take many forms, but one major distinction is between those organized chronologically and those organized non-chronologically. This area is often associated *with information, articles* and instructional texts.

II.1.2. The Component of Reading Comprehension

King and Stanley (2004:8) explain that there are five aspects in processing reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary context, identifying reference, and making reference

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The theory above can be described as follows:

1. Finding factual information

Factual information requires readers to scan specific details. There are many types of question of factual information such as question type reason, purpose, result, comparison, means, identify, time and **the amount in which most of the answers** can be found in the text.

2. Finding main idea

Recognition of the main idea of a paragraph is very important because it is not only to understand the paragraph on the first reading, but also helps students remember the content later. The main idea **of a paragraph** is what the paragraph develops.

3. Finding the meaning of vocabulary in context

Vocabulary is **a more that list** of target language words. Vocabulary includes the right and appropriate used of the word. It means that the larger vocabulary the smaller misunderstanding. So, by knowing the meaning of the vocabulary the readers can achieve reading **comprehension as well**.

4. Identifying references

Recognizing references words and being **able to identify the** word which they refer to will help the reader understand **the reading** passage. Students of English might learn many rules for the sentence.

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Reference words are usually short and are very frequently pronouns, such as; it, she, he, they, this etc.

5. Making inference

Inference is a skill where the readers have to be able to read between lines, King and Stanley divide into two main attentions, draw logical inference and make accurate prediction.

II.2. The Nature of Writing

Russel& Robert (2002:7) **start writing** is usefully described as a process, something which shows **the continuous change** in time like growth in organic matter. Different **things happen at** different stages in the process of putting thoughts into words and **words onto paper**.

Furthermore, Harmer (2004:31) states that writing is a skill and a craft that needs to be taught and which is learned from practice. Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing can be used for a variety of purposes. In writing, used recursive process, where mastering the ability to write effectively is seen as a key objective for learners.

In addition, Morley (2007:28) states writing is a form of knowledge creation, as it is in science and other forms of knowledge. In the class, teachers teach students to make them be able in discovering and applying this knowledge creation. Generally, teachers start to teach writing

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from explaining the writing materials and the methods of writing then giving so many kinds of exercises to the students and evaluating them in the examination day. All of activities above called teaching writing.

Moreover, Olson (2009:157) states mastering writing detail is important, but the main purpose of writing is to communicate a message with a specific purpose to an audience. Most writing does of of three things; inform, explain, or present an argument. Writing effectively involves discovering what you want to say, organizing and presenting them in the most logical, effective way.

In conclusion to the discussion above, writing is one of language skills; it is both physical and cognitive activities in which the writer is required to produce a number of variables that consist of word, spelling, sentence structure, punctuation, etc.

CHAPTER I II.2.1 The Purpose of Writing

As one of the four skills of reading, speaking, listening and writing, writing also can be used for a variety of purposes. Harmer (2004:31) divides writing into two purposes; the first one is writing-for-learning, that role where students write predominantly to augment their learning of the grammar and vocabulary of the language. The second one is 'writing-for-writing', where students directed learning and write in various genres using different registers.

In conclusion to the discussion above, written language is used to get students knowing their environment, expressing their thinking. In the

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case of information, written language is used to communicate with others who are removed in time and space. In this paper, the students wrote a recount text to retell about events or their own experiences based on the given topic in their books

II.2.2. Process of writing

The five-step process writing approach by Donal Graves in Johnson (179) is presented here:

- 1) Prewriting: The goal here is to generate ideas. Listing, brainstorming, **outlining, silent, thinking**, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.
- 2) Drafting: The writer's first **attempt to capture ideas** on paper. Quantity here is valued over quality. If done correctly, **the draft** is a rambling, disconnected accumulation of ideas.
- 3) Revising: This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around.

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- 4) Editing: This is the stage where grammar, spelling, and punctuation errors are corrected.
- 5) Publishing and sharing: This is where students' writing is shared with an audience. Writing becomes real and alive at this point.

II.2.3. Assessing Writing Ability

Table 1. Qualification of the Students Writing Score

The item to be evaluated	Description	Score
Content	Excellent to very good: knowledge - substantive – etc.	30 – 27
	Good to average: some knowledge of subject – adequate range - etc.	26 – 22
	Fair to poor: limited knowledge of subject – little substance – etc.	21 – 17
	Very poor: does not show knowledge of subject – non substantive – etc.	16 – 13
Organization	Excellent to very good: fluent expression – ideas clearly stated – etc.	20 – 18
	Good to average: somewhat to choppy – loosely organized but main ideas stand out - etc.	17 – 14
	Fair to poor: non-fluent– ideas confused or disconnected - etc.	13 – 10
Vocabulary	Very poor: does not communicate – no organization – etc.	9 – 7
	Excellent to very good: sophisticated range – effective word/idiom choice and usage - etc	20 – 18
	Good to average: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.	17 – 14
	Fair to poor : limited range – frequent errors of word/idiom form, choice, usage – etc.	13 – 10

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	Very poor: essentially translation – little knowledge of English vocabulary.	9 – 7
Language use	Excellent to very good: effective complex constructions - etc	25 – 22
	Good to average: effective but simple constructions - etc.	21 – 19
	Fair to poor : major problems in simple/complex construction – etc.	17 – 11
	Very poor: virtually no mastery of sentence construction rules - etc.	10 – 5
Mechanics	Excellent to very good: demonstrate mastery of conventions - etc	5
	Good to average: occasional errors of spelling, punctuation - etc.	4
	Fair to poor : frequent errors of spelling, punctuation, capitalization – etc.	3
	Very poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing - etc.	2

(Adapted from Heaton, 1990: 146)

II.3. The Concept of Recount Text

Wahidi (2008:4) defines recount as a text which retells events or experiences in the past. Its social function is either to inform the purpose, to entertain or to retell the events to audience. There is no complication among the participants and that differentiates from narrative.

Furthermore, Mark & Khaty (2003: 48) state a recount is speaking or writing about past events, a piece of text that retells past events, usually in the order which they happened. The purpose of recount is to give the audience a description of what occurred and when it occurred.

It can be inferred that recount text is a text that retell past events or past experience to give **informed for the readers. For example, the writers**

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tell about their bad experience, their good experience and unforgettable experience, or about their amazing holiday. It deals with past event or past experience.

II.3.1. Generic Structure of Recount Text

Wahidi (2009: 4), there are three generic structures of recount text as follows:

- 1) Orientation, introducing the participants, place and time.
- 2) Events, describing a series of event that happened in the past.
- 3) Reorientation, it is optional. Stating personal comment of the writer to the story.

II.3.2. Language Features of Recount Text

Mark & Khaty Anderson (2003:50) states the language features usually found in recount text as follow:

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where and how.
3. The use of past tense to retell the events.
4. Words that show the order of events (for example, first, next, then).

II.3.3. Types of recount

Wahidi (2009: 4) divides recount as three parts as follows:

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1. Personal recount, these usually retell an event that the writer was personally involved in;
2. Factual recount, recording an incident, e.g. a science experiment, police report;
3. Imaginative recount, writing an imaginary role and giving details of events, e.g. “A day in the life of a pirate”, and “How I invented”.

II.4. The Nature of Herringbone Technique

According to Anthony as quoted by Jack and Theodore (2001:19) states technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

Here the researcher used herringbone technique to improve students reading comprehension and writing ability in recount text, because it 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 questions listed in the **Fishbone** graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement. In addition, Bourchart (2005:54) states by graphic organizer **can supports** comprehension of text by providing a framework upon which the *who*,

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what, when, why, where, and how questions can be visually organized in relation to the main idea.

Moreover Thaler in Apriasih (2014:24) states a useful technique for analyzing a single idea or text is the Herringbone technique, so-named because it 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 questions listed in **the Fishbone** graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement.

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

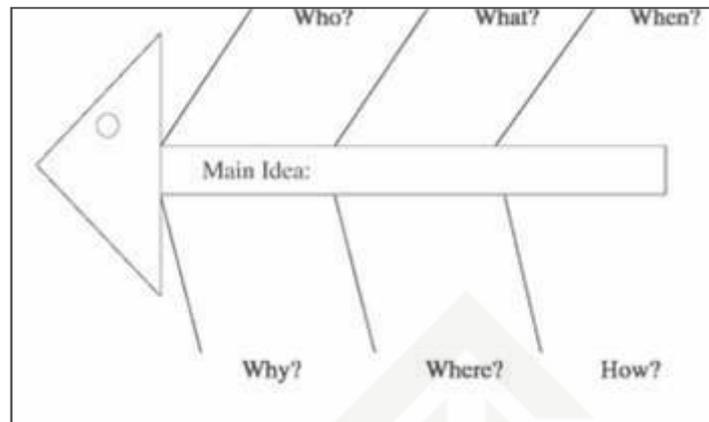
II.4.1. Herringbone Technique Procedure

Bouchart (2005:54) explains the procedure of Herringbone technique **as follow:**

1. Select a text for students to read.
2. Draw a diagram of the herringbone technique on the board or overhead

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3. Discuss how **the small bones** (details) are attached to the backbone (main idea) of the fish, which serves as the foundation. Then **explain how they** all work together to provide structure (comprehension) to the whole body (text).
4. Explain to students that they will be asked to look for information **that answers the following questions:**
 - Who* is the text talking about?
 - What* did they do?
 - When* did they do it?
 - Where* did they do it?
 - How* did they do it?
 - Why* did they do it?
5. Allow time for students to read the text.
6. Give them copies of the diagram and ask them to record the answers **to the** questions on it. This can be done as a whole-**class discussion activity**.
7. Show students how the information is organized around a main idea.

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8. Using the information on the diagram, students formulate a main idea.
The main idea is written on the diagram.
9. After the students learn the procedure, they can **complete the diagram on their own**. This can then be used as a basis for comparison **and class discussion**. It can also serve as a springboard to writing.
10. The strategy can be reversed and students can first formulate **the main idea and then identify the supporting details**.

II.4.2. The Advantages and the Disadvantages of Herringbone Technique

Wagner in Apriasih (201430) the advantages of the Herringbone **Technique is:**

1. The herringbone technique helps develop comprehension skills as well as informational organization, contrast and comparison skill as well as the ability to remember details.²⁹
2. To help students to understand the relationship between various pieces of information that they may have otherwise failed to identify.
3. Representing information in pattern and graphic form, which can enhance learning by stimulating a students' interest and retaining his attention.

Meanwhile, the disadvantage of Herringbone **Technique as follows:**

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1. When students learn material with the help of graphic representations, note-taking will be decreased. As a result, the lack of a comprehensive guide those students can refer to when revising material may affect their performance.
2. Impact on Feedback, some instructors finds creating an answer key for a graphic organizer to be time-consuming. They use organizers to encourage **discussion, but do not correct each student** organizer upon completion; as a result, students may miss out on receiving valuable feedback.

II.5. Related Studies

Related studies require some previous researchers conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point of this focuses on, **informs the design**, and find the conclusion of the previous researcher, as follow:

- 1) Powers, Sherry W (2001) carried a research entitled “*A Study of the Influence of the Herringbone Technique upon Reading and Writing*”. The purpose of this research was to examine the use of the Herringbone technique as a writing tool with fourth-grade children. The population of this study was the fourth grade students. The research design used in this study is a quasi-experimental research; the finding inferred that Herringbone strategy was a useful tool for

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effective writing, especially in the areas of character, setting, and initial plot development.

The similarities of Power, Sherry W research with this research are: 1) similar strategy with this research by using a herringbone technique, 2) the use of similar research design is a quasi-experimental research, 3) the use similar variable as much as 3 variables. The difference is the use difference subject is the fourth grade children, while the subject in this research is the middle students.

- 2) Zygouris-Coe V & Glass, C (2004) carried a research entitled “Herringbone Pattern for PD’s Reading Strategy of the Month”. The aim of this study was examining the use of Herringbone Pattern in teaching narrative text. A sample of this study was the middle students in Florida. The design of this research was an experiment. The research finding shown that use Herringbone Pattern required the student to think critically about the information being read.

The similarities of Zygouris-Coe V & Glass, C research with this research were: 1) similar strategy with this research by using a herringbone technique, 2) the use of similar research design was a quasi-experimental research, 3) the use similar subject was the middle students.

The difference was the number of variable that they used as many as 2 variables, while variable in this research was as many as 3 variables.

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- 3) Yunisrina Qismullah Yusuf, Dian Fajrina, Irma Sari,(2016) carried a research entitled “*Developing the EFL Students’ Reading Comprehension by Employing Herringbone Technique*”.The aim of this study was to find out whether Herringbone Technique could develop EFL students’ reading comprehension or not, especially in finding the main idea and supporting details in a recount text. The literature notes that Herringbone was known to be one of the techniques that could help students to find important information and **main ideas in** a text by seeking for answers on six comprehension questions on a diagram, viewed such as **a fish skeleton**.The sample of this research was 30 second grade junior high school students.The research design of this research was experimentalresearch. The finding showed the mean score of pre-test was 59 and the post-test was 76. **Furthermore, the result of t-test was** 10.15, while the critical value of 0.05 significant level was 2.045, with the degree of freedom of 29. Since t-test (10.15) was higher than t-table (2.045), this study concluded that this technique could increasethe EFL students’ reading comprehension. Despite in practice the researchers found that this technique decreased the students’ efforts in note-taking, **however, it** did not inhibit them in obtaining improved scores in their reading tests.

The similarities of Yunisrina Qismullah Yusuf, Dian Fajrina and Irma Sari with this research are: 1) similar strategy with this research by using **a herringbone technique**, 2) the use similar subject is the

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middle students in Junior High School. 3) The use similar research design is quasi experimental research. The difference is the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables.

- 4) Afiyatuz Zahroh (2016) carried a research entitled "*The Use of Herringbone Technique to Improve Students' Reading Comprehension in Recount Text*". The aim of this study was to find out whether teaching recount text using the herringbone technique was effective or not to improve reading comprehension in recount text of eighth graders students of SMP Muhammadiyah 7 Semarang in the academic year 2015/2016. The sample of this study consisted of VIII B as the experimental class and VIII D as the control class. The research design of this experimental research. The finding showed there was a significant difference in the result of $t_{test} < t_{table}$ and the control class was $0.000 < 0.05$. It means that H_a was accepted and H_0 was rejected. Therefore, it could be concluded that the use of herringbone technique was effective to improve student' reading comprehension in recount text

The similarities of Afiyatuz Zahroh with this research are: 1) similar strategy with this research by using herringbone technique, 2) the use similar subject was the middle students in Junior High School. 3) The use similar research design was quasi experimental research.

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The difference is the number of variable that they used as much as 2 variables, while variable in this research was as much as 3 variables.

- 5) YuliaRizkiRamadhani&YuswinHarputra (2016) carried a research entitled “A Comparative Study Between Teaching Reading Comprehension Of Narrative Text By Using The Herringbone Technique (HT) and The Context Clues Strategy To The Eighth Grade Students Of SMP Negeri 3 PadangSidimpuan In 2011-2012 Academic Year”. The aim of this study was to find out whether there was a significant difference between teaching reading comprehension of narrative text by using the Herringbone Technique (HT) and the Context clues strategy to the eighth grade students of SMP Negeri 3 PadangSidimpuan or not. The number of sample in this research is 70 students. They are divided into 35 students who were taught by using the Herringbone Technique and 35 students are taught by using the Context clues strategy. The research design of this study is comparative study. The finding showed that Herringbone Technique and the Context clues strategy are good to be implemented in teaching reading. So that, it is suggested to the English teachers to apply the two strategies in teaching reading.

The similarities of YuliaRizkiRamadhani&YuswinHarputrawith this research were: 1) similar strategy with this research by using herringbone technique, 2) the use similar variable as much as 3 variables, 3) the use similar subject was the middle students. The

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difference is the research design which they used is comparative research, while research design in this research was quasi experimental research.

- 6) Rani DianingRatriSuparnoPutri (2014) carried a research entitled “*The Effectiveness of Herringbone Technique to Teach Reading Viewed From Students’ Self-Esteem*”. The objectives of this research were: (1) to find out whether Herringbone technique was more effective than direct teaching to teach reading skill in the eighth grade students of SMP IT Az Zahra Sragen in the academic year of 2012/2013; (2) to find out whether reading skill of the students having high self-esteem was better than those having low self-esteem in the eighth grade students of SMP IT Az Zahra Sragen in the academic year of 2012/2013; and (3) to find out whether there was an interaction between teaching techniques and students’ self-esteem in the eighth grade students SMP IT Az Zahra Sragen in the academic year of 2012/2013. There were two classes used as samples. They were experimental class which was taught with Herringbone and the other class was as control class which was taught with direct instruction. Those two classes consisted of 24 students. The design of this research was experimental research. The finding of this research were: (1) Herringbone was more effective than direct instruction to teach reading skill; (2) The students had high self-esteem have better reading skill than the students hadlow self-esteem; and (3) There was an interaction

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between teaching techniques and students' self-esteem in teaching reading skill.

The similarities of Rani DianingRatriSuparnoPutriwith this research are: 1) similar strategy with this research by using herringbone technique, 2) the use of similar research design is quasi experimental research, 3) the use similar subject is middle student. The difference is the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables.

- 7) NurfisiArriyani&NurulAryanti (2014) carried a research entitled: *“Improving Reading Comprehension Achievement by Using Folktales Through Herringbone Technique”*.The main objective of this study was to see whether the use of Herringbone technique with folktales improved the pupils' reading comprehension achievement. Non-equivalent group pretest-posttest design was used in this study. The population was the fifth grade pupils of SDN 39 Palembang in the academic year of 2010/2011 with a total number of 74 pupils. Out of this population, 50 pupils were taken as sample. There were two groups, each of which consisted of 25 pupils. The design of this research is quasi-experiment research. The finding shows that Herringbone technique improved the pupils' reading comprehension achievement. There was a significant difference in reading comprehension achievement of the pupils after they were taught by using folktale through herringbone technique. The result of the study

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indicates that the pupils had better improvement in their post-test scores.

The similarities of NurfisiArriyani&NurulAryanti with this research are: 1) similar strategy with this research by using herringbone technique, 2) the use of similar research design is quasi experimental research. The difference are: 1) the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables, 2) the use of difference subject is elementary school, while the subject in this research is the middle students.

- 8) Mar Atus Solichah (2013) carried a research entitled: *“Improving the Students’ Reading Comprehension Herringbone Technique at the Seventh Grade of Class-B of SMPN 2 Deket”*. The main objective of this study was to know the process of teaching reading comprehension by using herringbone technique at the seventh grade of class-B of SMPN 2 Deket in the academic year 2012/2013, to know whether Herringbone Technique could improve the students’ reading comprehension or not at the seventh grade of class-B of SMPN 2 Deket in the academic year 2012/2013, and to know the students’ responses towards learning reading comprehension by using Herringbone Technique at the seventh grade of class-B of SMPN 2 Deket in the academic year 2012/2013. The population was seventh grade of class-B of SMPN 2 Deket in the academic year 2012/2013. The design of this research is Classroom Action Research. The finding

shows that (1) the process of teaching reading comprehension by using herringbone technique are teacher preparation, constructing the herringbone diagram, discussing and making conclusion, (2) Minimal Mastering Criteria/KKM of this research was 70. The class 86, 35% was classified to be passed the minimum scores criteria. It could be concluded that the herringbone technique could improve the students' reading comprehension, (3) the students were giving a good response towards learning reading comprehension by using Herringbone Technique with the number of percentage 79, 73%.

The similarities of NurfisiArriyani&NurulAryanti with this research is: 1) similar strategy with this research by using herringbone technique, while The difference are: 1) the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables, 2) the use of difference subject is the first grade in Junior High School, while the subject in this research is the middle students in Junior High School, and 3) the use of different research design is classroom action research.

- 9) Margareta, Ikhsanuddin, Syarif Husin (2014) carried a research entitled "*Teaching Reading Descriptive Text Using Herringbone Technique*". The objective of this research was to describe the effectiveness of Herringbone Technique in teaching reading descriptive text. The researcher takes VIII C which consist of 34 students as the sample. The design of this research is experimental

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research. The finding of this research is teaching reading descriptive text using Herringbone Technique is effective.

The similarities of Margaretta, Ikhsanuddin and Syarif Husin with this research are: 1) similar strategy with this research by using herringbone technique, 2) the use of similar research design is quasi experimental research, 3) the use similar subject is the middle student in Junior High School. The difference is the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables.

- 10) Nurjani Firda, Umami Rasyidah, Evi Kasyulita (2013) carried a research entitled *“The Effect of Herringbone Technique toward Students Reading Comprehension of Recount Text at the Grade VIII Students of SMPN 4 Rambah Hilir”*. The objectives of this research were to find out students' reading comprehension in recount text taught by using Herringbone Technique and taught without using Herringbone Technique at the grade VIII students of SMPN 4 Rambah Hilir. This research was conducted at SMPN 4 Rambah Hilir of the grade VIII students, Rokan Hulu Regency. The design of this research is experimental research. The finding of this research showed that the improvement from the score of t-test. The total score of t-test was 4.433. Based on t-table, $2.00 < 4.433 > 2.65$. Therefore, it could be concluded that there was a significant effect of using Herringbone

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Technique toward students reading comprehension of recount text at the grade VIII students of SMPN 4 Rambah Hilir.

The similarities of Nurjani Firda, Umami Rasyidah, Evi Kasyulita with this research are: 1) similar strategy with this research by using a **herringbone technique**, 2) the use of similar research design is quasi experimental research, 3) the use similar subject is the middle student in Junior High School. The difference is the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables.

II.6. Operational Concept

The operational concept is the concept used to give an explanation about the theoretical framework to avoid misunderstanding and misinterpretation. In this study exists some indicators to be used in the operational concept. There are three variable in this study, they are 1) Herringbone Technique, 2) Reading Comprehension, and 3) Writing Ability.

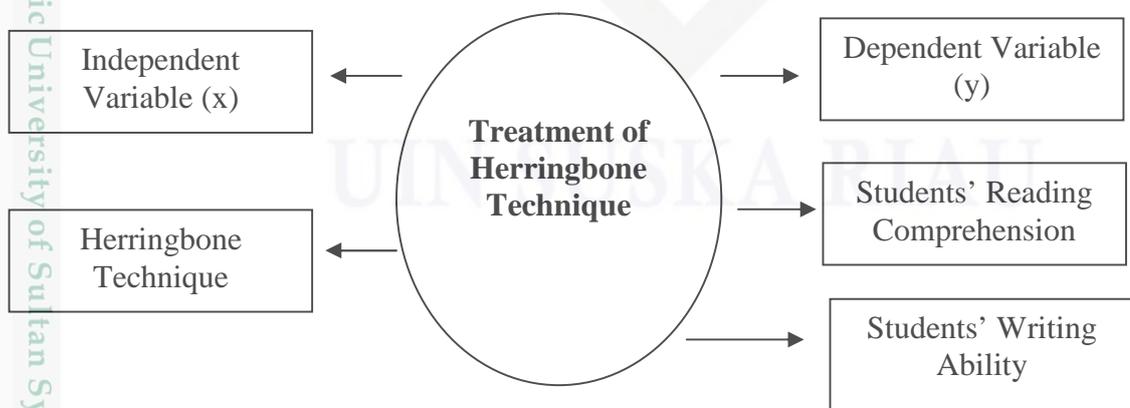


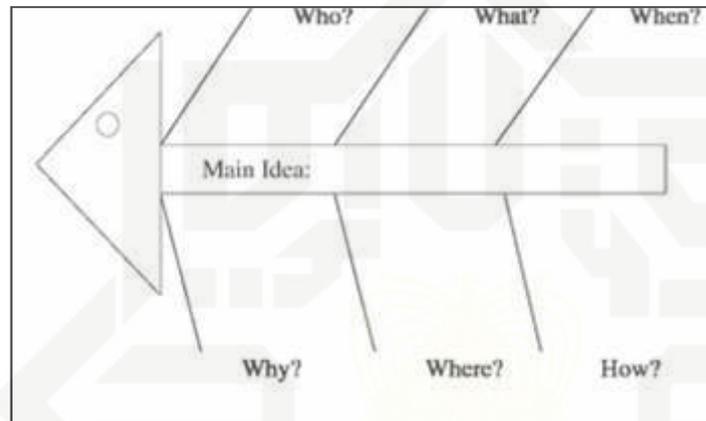
Figure 1. Conceptual Framework

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II.6.1. Indicators of Herringbone Technique (variable x) are:

1. **The teacher** paired up students.
2. **The teacher** selected a text about recount text for students to read.
3. **The teacher** drew a diagram of the herringbone technique on the board or overhead.



4. **The teacher invited** the students to discuss how the main idea of the smaller bones served as a foundation and it provides **a structure** (comprehension) to the whole body (text).
5. **The teacher** explained to students that they were asked to look for information that answers the list questions:

Who is the text talking about?

What did they do?

When did they do it?

Where did they do it?

How did they do it?

Why did they do it?

6. **The teacher** allowed time for students to read the text.

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7. **The teacher** gave the students the copies of the diagram and asked them to record the answers to the questions on it. This could be done as a whole-class discussion activity.
8. **The teacher** showed to the students how the information was organized around a main idea.
9. **The teacher** explained to the student by using the information on the diagram, they formulated a main idea. The main idea was written on the diagram.
10. **The teacher brought the student to discuss** about their main idea was written on the diagram.
11. **The teacher explained** to the students, they made writing by using the diagram of **the Herringbone**.
12. **The teacher** explained the diagram of the Herringbone and students could be reversed and could first formulate the main idea and then identify the supporting details.
13. **The teacher showed the way to make writing by using** the Herringbone diagram.
14. **The teacher asked the students to make writing with the selected** topic about recount text.
15. **The teacher evaluated** the students' writing.

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II.6.2. Indicators of Students' Reading Comprehension(variable y1)

are:

1. Students are able to identify the main idea in recount text.
2. Students are able to identify the detailed information in recount text.
3. Students are able to identify the vocabulary in recount text.
4. Students are able to identify the references in recount text.
5. Students are able to identify the inferences in recount text.

II.6.3. Indicators of Students' Writing Ability(variable y1) are:

1. Students are able to develop the key idea.
2. Students are able to write supporting details.
3. Students are able to write with the correct organization.
4. Students are able to use the correct choice of words.
5. Students are able to use the correct usage/grammar
6. Students are able to use the correct spelling.
7. Students are able to use the correct punctuation.

II.7. Assumption and Hypothesis

II.7.1. Assumption

In general, the assumptions of this research can be exposed as follows:

1. Reading comprehension and writing ability have close relation.
2. Students still find the difficulty in reading and writing process.

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3. The use of Herringbone Technique correctly improves the students' reading comprehension.
4. The use of Herringbone Technique correctly improves the students' writing ability.

II.7.4. Hypothesis

The hypothesis of this study are as follows:

Ho1: There is no significant difference of using the Herringbone Technique on students' reading comprehension, pre-test mean scores between an experimental group and a control group.

Ha2: There is a significant difference of using the Herringbone Technique on students' reading comprehension post-test mean scores between an experimental group and a control group.

Ha3: There is any significant difference of using the Herringbone Technique on students' reading comprehension between pre-test and post-test mean scores in the experimental group.

Ha4: There is any significant difference of using the Herringbone Technique on students' reading comprehension between pre-test and post-test mean scores in the control group.

Ho5: There is no significant difference of using the Herringbone Technique on students' writing ability pre-test mean scores between an experimental group and a control group.

Ha6: There is any significant difference of using **the Herringbone** Technique on students' writing ability post-test mean scores between an experimental group and a control group.

Ha7: There is a significant difference of using **the Herringbone** Technique on students' writing ability between pre-test and post-test mean scores in the experimental group.

Ha8: There is a significant difference of **using the Herringbone** Technique on students' writing ability between pre-test and post-test mean scores in the control group.

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