



**THE USE OF HERRINGBONE TECHNIQUE ON TEACHING  
READING COMPREHENSION AT TENTH GRADE STUDENTS  
IN TIGAMA VOCATIONAL HIGH SCHOOL PEKANBARU**

Hak Cipta milik UIN Suska Riau



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**1446 H / 2025 M**

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**Thesis**

Submitted as partial fulfilment of the Requirements  
for Bachelor's Degree of English Education  
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION  
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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
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## STATEMENT OF AUTHENTICITY

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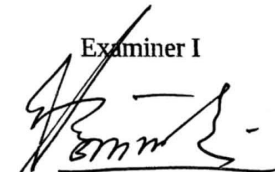
### EXAMINER APPROVAL

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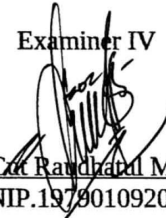
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Pekanbaru, January 18, 2025

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## ABSTRACT

### **Prianti Wakhadiningrum, (2025) : The Use of Herringbone Technique For Teaching Reading Comprehension at Tenth Grade Students in Tigama Vocational High School.**

The tenth grade students at SMK Tigama Pekanbaru faced difficulties in understanding reading texts, especially recount texts, which affected their learning outcomes. This prompted the researcher to explore the use of the herringbone technique as an alternative solution to these issues. The herringbone technique is a teaching method that uses a fishbone diagram to help students organize information in detail by identifying the 5W + 1H elements within recount texts. This study aims to determine whether there is a significant difference between students taught using the herringbone technique and those who are not. This research used total sampling, with a total population of 40 students. The sample consisted of 20 students from class X Perhotelan as the control group and 20 students from class X Kuliner as the experimental group. The results showed that after the application of the herringbone technique, the experimental group (89.75) achieved higher scores than the control group (71.5). Hypothesis testing revealed a Sig. (2-tailed) value of 0.000, which is lower than 0.05, thus rejecting the null hypothesis ( $H_0$ ) and accepting the alternative hypothesis ( $H_a$ ). It can be concluded that there is a significant difference in reading comprehension between students taught using the herringbone technique and those who were not, among the tenth grade students at SMK Tigama Pekanbaru.

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## ABSTRAK

### **Prianti Wakhadiningrum, (2025) : The Use of Herringbone Technique For Teaching Reading Comprehension at Tenth Grade Students in Tigama Vocational High School.**

Siswa kelas sepuluh SMK Tigama Pekanbaru mengalami kesulitan dalam memahami teks bacaan, terutama teks recount yang berdampak pada hasil belajar siswa, sehingga peneliti tertarik untuk menggunakan teknik *herringbone* sebagai alternatif dari permasalahan tersebut. Teknik *herringbone* merupakan teknik mengajar yang menggunakan diagram tulang ikan untuk membantu siswa mengorganisir informasi secara detail dengan menemukan 5W + 1H dalam teks recount. Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan yang signifikan antara siswa yang diajarkan dengan menggunakan dan tidak dengan menggunakan teknik *herringbone*. Penelitian ini menggunakan *total sampling* sebagai teknik pengambilan sampel. Total keseluruhan populasi sebanyak 40 siswa. kelas yang menjadi sampel adalah kelas X Perhotelan sebagai kelas kontrol dengan jumlah 20 siswa, dan kelas X Kuliner sebagai kelas eksperimen dengan jumlah 20 siswa. Hasil penelitian menunjukkan bahwa setelah penerapan teknik *herringbone*, siswa kelas eksperimen memperoleh nilai lebih tinggi (89.75) dari siswa kelas kontrol (71.5). Uji hipotesis menunjukkan nilai Sig. (2-tailed) sebesar 0.000 lebih rendah dari 0.05, sehingga  $H_a$  diterima dan  $H_0$  ditolak. Maka, dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara yang diajarkan dengan teknik *herringbone* dan yang tidak diajarkan dengan teknik *herringbone* terhadap pemahaman membaca siswa kelas sepuluh di SMK Tigama Pekanbaru.

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## ملخص

### بريانتى واخادينينغرم، (٢٠٢٥): استخدام تقنية هارينجبون لتدريس فهم القراءة لدى طلاب الصف العاشر في مدرسة تيغاما الثانوية المهنية

بناءً على الملاحظات، واجه طلاب الصف العاشر في مدرسة تيغاما الثانوية المهنية بكنبارو صعوبة في فهم النصوص القرائية، وخاصة نصوص سردية، مما أثر على نتائج تعلمهم. لذلك، اهتمت الباحثة باستخدام تقنية هارينجبون كحل بديل لهذه المشكلة. تقنية هارينجبون هي تقنية تعليمية يستخدم مخطط العظم السمكي لمساعدة الطلاب على تنظيم المعلومات بالتفصيل من خلال تحديد عناصر من؟ ماذا؟ متى؟ أين؟ لماذا؟ وكيف؟ في نصوص سردية. يهدف البحث إلى معرفة ما إذا كان هناك فرق كبير بين الطلاب الذين تم تعليمهم باستخدام تقنية هارينجبون والذين لم يتم تعليمهم بها. اعتمد البحث على المنهج شبه التجريبي باستخدام العينة الشاملة كطريقة اختيار أخذ العينات. شملت العينة ٤٠ طالبًا، حيث كان طلاب الصف العاشر تخصص الفندقية (٢٠ طالبًا) يمثلون المجموعة الضابطة، وطلاب الصف العاشر تخصص الطهي (٢٠ طالبًا) يمثلون المجموعة التجريبية. أظهرت نتائج البحث أن الطلاب في المجموعة التجريبية حصلوا على درجات أعلى (٨٩,٧٥) مقارنة بالمجموعة الضابطة (٧١,٥). كما أظهرت اختبار الفرضيات أن قيمة الدلالة (٢ - الذيل) بلغت ٠,٠٠٠، وهي أقل من ٠,٠٥، مما يعني قبول الفرضية البديلة ورفض الفرضية الصفرية. وبناءً على ذلك، يمكن الاستنتاج بأن هناك فرقًا كبيرًا في فهم القراءة بين الطلاب الذين تم تعليمهم باستخدام تقنية هارينجبون والذين لم يتم تعليمهم بها لدى طلاب الصف العاشر في مدرسة تيغاما الثانوية المهنية بكنبارو.

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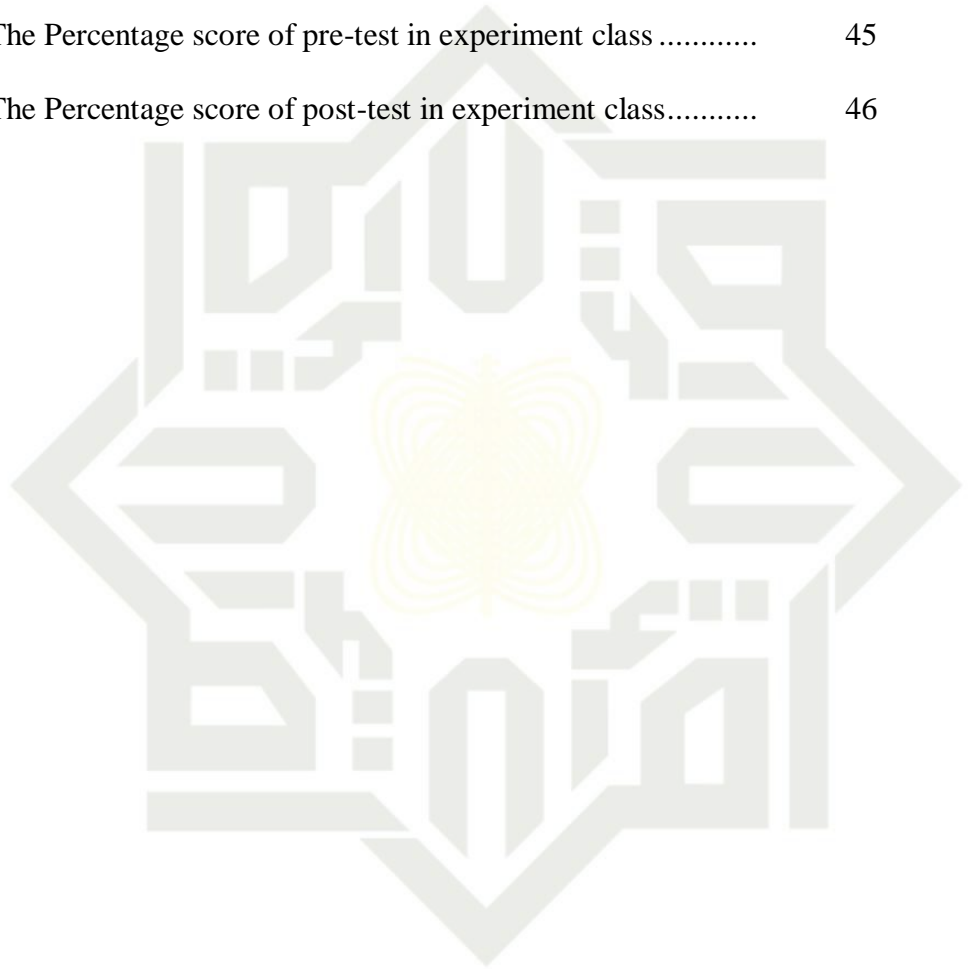
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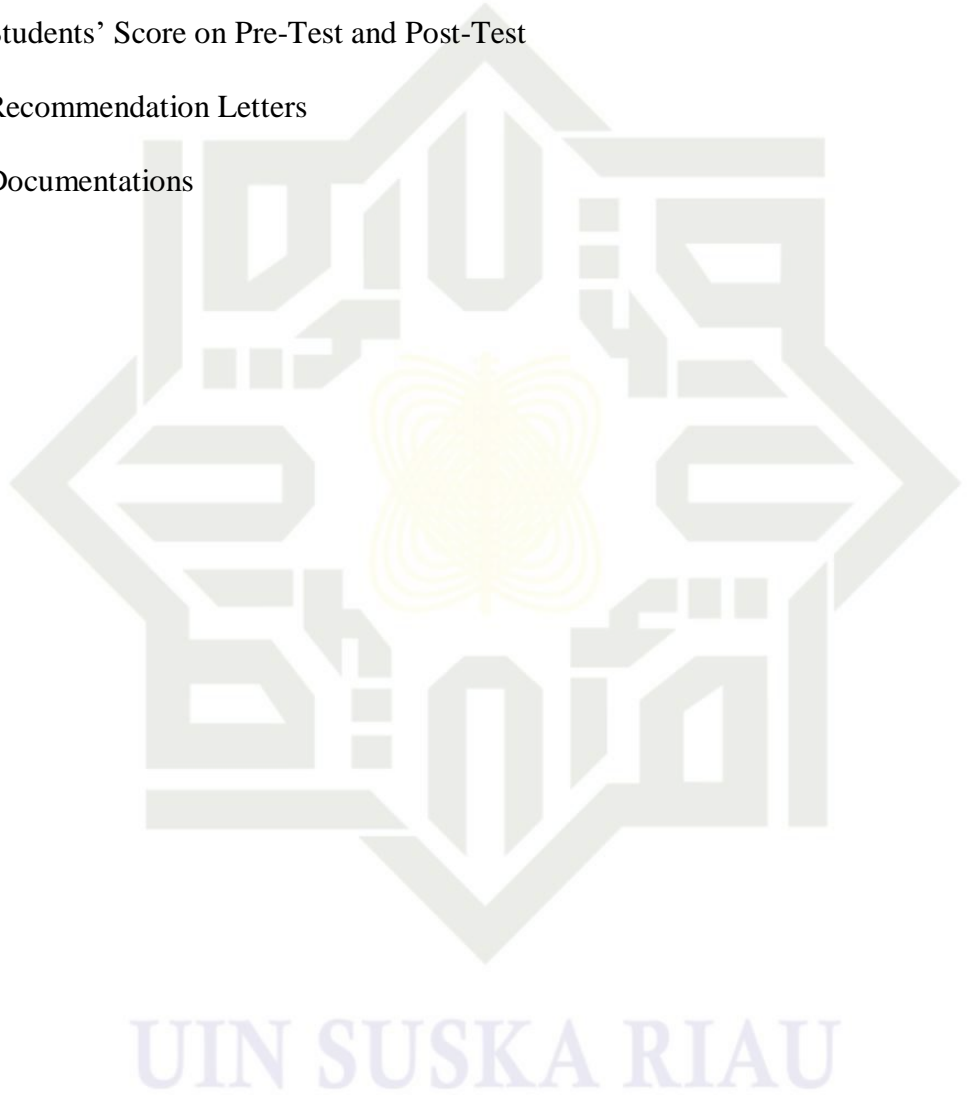
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

There are four language skills in teaching English. They are speaking, writing, listening and reading. One of them is reading skill, that should be mastered in English. Reading is the most useful also important skill than speaking and writing (Fatel & Praveen, 2008). As claimed by Fatel and Praveen (2008), good reading is that keeps students regular in reading which provide them both pleasure and benefit. It also means that reading is the most important activity in language teaching process.

Because the primary objective of reading is to comprehend the ideas expressed in printed material, the most crucial aspect of reading comprehension that students must recognize is the message to be imposed in written form. Therefore, students can only learn what they want to learn from the reading material by reading with comprehension (Silvia & Susana, 2017). Recognizing and comprehending written symbols is a very difficult process that is influenced by the readers' perceptual skill, decoding experience, language background, mindset, and reasoning (Tarigan, 2008).

Reading is thought to be the primary method for learning new information and accessing alternative explanations and interpretations in an academic setting (Murcia, 2001, p. 187). Recount text is a text that has social function to retell event in the past for the purpose of informing or

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entertaining. Recount texts consist of orientation, a series of events, and re-orientation due to their complex generic structure (Cogan, Text Tipes, 2006). There are five different kinds of recounts: Personal, factual, imaginative, biographical, and procedural (Nelson, 2007).

According to the Ministry of Education and Culture SK BSKAP No. 33 of 2022 amendment to SK BSKAP No. 8 2022 at tenth grade students of Tigama Vocational High School is concerning changes in learning outcomes reading, writing, listening, speaking, viewing, and presenting is a part of Kurikulum Merdeka for Senior High School's assessment of English subject competence. The Minimum Criteria (MCA) for the tenth grade students of Tigama Vocational High School is 80. Learning outcomes are placed in phases according to age and level of education which are grouped into classes starting from phase A to phase F. Students in grade 10 are grouped into phase E. For students in Senior High School's phase E, there are seven texts are studied. They are descriptive, narrative, procedural, exposition, recount, report and authentic text (Kemendikbudristekdikti, 2022).

Based on a preliminary study on 16 May 2024 at the tenth grade students of Tigama Vocational High School, it was found that the students faced many problems in understanding reading material recount text. The problem caused by some factors, the students have lack vocabulary and ineffective teaching technique or strategies while attempting to explain the reading material. Usually, the method that is used such as the teacher used

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power point and textbook to explain the materials in learning process. This method make students feel difficult to understand in reading material. Finally, the students struggle in understanding the text, neither comprehending nor identify the structure of the text.

In this case, teacher could modify their technique, especially in teaching reading process. The teacher could use the technique to make students easier to comprehend the text. There are many kinds of effective teaching techniques which can be applied by the teacher in reading comprehension. One of them is herringbone technique.

The Herringbone Technique is a straightforward method for assisting English learners in locating the overarching concept within a paragraph or passage. According to Thaler (2008) the Herringbone Technique, named so because it resembles a fish skeleton, is a useful technique for analyzing a single idea in the text. It consists of a brief graphic organizer. The graphic organizer's question is answered by the students. Herringbone technique is a technique by which the students answer the WH-Questions.

There are some previous studies related to the use of herringbone technique in teaching English language such as M. A Lubis (2019), E. T Lestari (2018), D. Sylvia (2017), F. Rosyida (2018), Nurlinda (2017), and also Miftahu Rizqoh (2022). There are two previous studies related to the use of herringbone technique for students' reading comprehension on recount text, such as Sam Lumbantobing (2020), he used herringbone

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technique to improve students' reading ability in reading comprehension on recount text at SMAN 4 Pematangsiantar. The result showed that there was a significant improvement in their reading ability after being treated and passed the passing grade. Another research conducted by Nurjani Firda (2020) she used herringbone technique to improve students' reading comprehension on recount text at SMPN 4 Rambah Hilir. The research findings showed that there was significant effect after being taught by herringbone technique. It is expected that the students will be more active and their reading comprehension will be increased. Since a lack of previous study is related to using herringbone technique in teaching reading comprehension on recount text especially in senior or vocational high school using Kurikulum Merdeka, this research aims to discuss more about herringbone technique in teaching reading comprehension on recount text in senior or vocational high school level.

Considering the identified research gap and explanation above, this research aims to provide an alternative way of using herringbone technique in teaching reading comprehension on recount text at senior or vocational high school level. The researcher conducted a research entitled "The Use of Herringbone Technique on Teaching Reading Comprehension at Tenth Grade Students in Tigama Vocational High School Pekanbaru".

## **B. Identification of the Problem**

Based on the background of the problem, it was identified that there are several problems that are faced by the students such as some

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students do not know the meanings of several words due to lack of vocabulary knowledge in comprehending recount text, while reading recount text, some of the students have difficulty in comprehending the recount text. The students feel it is hard to consider specific text details, such as identify the main idea, detail of information, the meaning of certain words, reference and inference meaning of recount text.

**C. Limitation of the Problem**

Based on the identification of the problem, there are several problems in this research. The researcher needs to limit the problems in order to pay more attention to the specific. This research is only limit to recount text in vocational high school level. To solve the identification problem, the researcher focus on the use of herringbone technique on teaching reading comprehension at tenth grade students in Tigama Vocational High School Pekanbaru.

**D. Formulation of the Problem**

Based on the limitation of the problem, the researcher formulates the problem in this research as follow:

1. How is students' reading comprehension of recount text taught without using herringbone technique?
2. How is students' reading comprehension of recount text taught by using herringbone technique?

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3. Is there any significant difference in students' reading comprehension of recount text taught by using and without using herringbone technique?

**E. Objective of the Research**

From the formulation of the problem, the researcher has objective of the research as follow:

1. To explain students' reading comprehension of recount text taught without using the herringbone technique.
2. To explain students' reading comprehension of recount text taught by using the herringbone technique.
3. To examine whether there is a significant difference in students' reading comprehension of recount text taught by using and without using herringbone technique.

**F. Significance of the Research**

Related to the objective of the research, the significance of the research is as follow:

1. Hopefully this research is able to give benefit to the researcher as a reference for who wants to conduct a research especially in reading comprehension.
2. The findings of this research are expected to give contribution to the teacher of Tigama Vocational High School Pekanbaru. This research will help teachers determine the best technique for

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creating attractive and active classroom in the English language, especially reading text.

3. The researcher also hopes that this research will give motivation to the students that English is enjoyed. Moreover, the students will understand the content of the text easily and help them to develop their reading comprehension.

**G. Definition of the Terms**

In order to explain and avoid misinterpretation and misunderstanding about the topic of this research, it is necessary for the researcher to define the following terms:

1. Snow (2002) stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is the process of deriving meaning from connected text. It helps the reader to find the information that the writer wants to deliver from the text. Moreover, reading comprehension also defines as the strategy to process the information from the text.
2. As stated by Thaler (2008) 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. Herringbone technique is a graphic organizer that supports text comprehension by offering a framework for

graphically organizing what, who, when, why, where, and how questions in connection to the main idea. Herringbone technique represent visual information and concepts by resemble a fish skeleton.

3. As claimed by Hyland (2004), recount text has social function to retell past event for the purpose of entertain. Recount is a text to retell events for the purpose of informing or entertaining that happened in the past. Recount text used past tense as tenses. Furthermore, recount text is a kind of text that tell about what had happened in sequent of past events.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Reading

###### a. The Nature of Reading

Reading is an active skill that constantly involves guessing, predicting, checking, and asking questions. In reading activity, a reader directly sees the printed words then identifies them as a system of spelling and symbols of language. The reader attempts to comprehend also understand the messages from the printed words. By doing reading activity, someone can get an information, which can develop knowledge (Grellet, 1981). The act of reading constitutes the cognitive process of deriving semantic content from written symbols and subsequently interpreting the extracted information with accuracy. It means the readers will use their ability to comprehend the text to get some information from the text (E. S. Pang, A. Muaka, E. B. Bernhardt, & M. L. Kamil, 2003). Therefore, reading constitutes the active process of deciphering and comprehending information that has been symbolically represented through the medium of print (Grabe, 2009).

The reader needs to combine the information and their own background knowledge in reading. In reading practice, there is a

process of creating new meaning. If there is no meaning being created, there is no reading taking place. Reading as seen as a creative and constructive activity having four distinctive and fundamental characteristics (purposeful, selective, anticipatory, and based on comprehension) all matters where the reader must clearly exercise control (Smith, 2004).

According to Linse (2005), claiming that reading is set of skills that requires making sense and interpreting meaning from the printed words. The reader needs to involve an individual's entire life experience and thinking the power to understand what the writer has encoded. It might be said that reading processes to get message extended by the writer about has been written.

Another point, reading means a kind of communication between the writer and the readers. The information and the ideas are exchanged between the writer and the readers in act of communication. This information will be a new knowledge or as an entertainment which is needed by the reader.

Moreover, reading also can define as a comprehending process. By reading, the reader expected to understand what the writer intended to convey in writing. A reason to point out that reading assumes comprehension is to be clear that all cognitive processing involved in reading is related to the fundamental goal.

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Another reason to highlight comprehension is to point that reading is not the only comprehending process (Grabe, 2009).

Based on the explanations and definitions above, the researcher concluded reading as the process of constructing meaning from the printed words. This comprehension process is likely mediated by some process and related to the reading ability to pronounce the words and the ability to make means from something. The reader actively engage with the text, drawing upon their own knowledge to attribute semantic value to written symbols at the word, sentence, and paragraph level. Ultimately, this reading process facilitates the extraction of the writers' intended message.

#### b. Aspects of Reading

According to Brown (2004), there are five aspects of reading which help the students to comprehend the English text:

##### 1) Identifying Topic and Main Idea

The topic is the one thing a text about. In identifying the topic, the reader focus on the general subject of reading. Finding the main idea in a text is knowing the the writers' mean about the text. An efficient reader understand not only the ideas but also the relative significance as expressed by the writer.

##### 2) Identifying Explicit Information

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Identifying meaning is meaning that explicitly stated in reading text.

## 3) Recognizing Specific Reference

Reference is a relation between objects in which one subject designates, or act as a means by which to connect to or link to another object. Recognizing reference of word will help the reader understand the reading passage.

## 4) Guessing Word Meaning From Context

Vocabulary is an important part of reading. Most readers get new vocabulary through reading. By understanding the vocabulary in context the reader will comprehend the text easily (Brown, 2004).

## 5) Identifying Reference

Identifying reference is the practice of making pronouns refer clearly to the words they replace. A pronoun takes the place of a noun; thus, the pronoun must agree with the noun it replaces in number and person.

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**c. Types of reading**

There are four main ways of reading as follow:

## 1) Skimming

Skimming means read quickly by running one's eyes over a text to get the gist of it.

## 2) Scanning

the scanning means reading quickly by going through a text to find particular piece of information.

## 3) Extensive Reading

Extensive reading means reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

## 4) Intensive Reading

Intensive reading means reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

These different ways of reading are not mutually exclusive.

For instance, one often skims through a passage to see what it is about before deciding whether it is worth scanning a particular paragraph for the information one is looking for (Grellet, 1981).

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**d. The Purpose of Reading**

Rivers and Temperley (as cited in Nunan, 1989) state that second language learners will want to read for the following purposes:

- 1) To obtain information for some purposes or because curiosity about some topic
- 2) To obtain instruction on how to perform some task for work or daily life
- 3) To act in a play, game or puzzle
- 4) To keep in touch with friends by correspondence or to understand the business letter
- 5) To know when or where something will take place or what is available
- 6) To know what is happening or has happened
- 7) For enjoyment or excitement

**e. The Nature of Reading Comprehension**

Reading cannot be separated from comprehension. The reader should have the ability to understand or comprehend the text to help the reader get more information and the message from the printed words. Reading comprehension can be defined as the way to get information from the text of the reading material. As stated by Snow (2002), the definition of reading comprehension is the process of simultaneously extracting and constructing meaning

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through interaction and involvement with written language. It helps the reader to find the information that the writer wants to deliver from the text.

In addition, reading comprehension may also define as the strategy to process the information from the text. Thus, Kendeou (2014) stated that reading comprehension depends on the execution and integration of many cognitive processes. It can be said that reading comprehension is the capability to understand or grasp its ideas of one passage. Reading comprehension refers to reading with comprehension, and it is a complex process which comprises the successful of unsuccessful use of many abilities (Kendeou, Broek, & & Karlsson, 2014).

Aebersold and Field (2000) also argue about the processes of comprehending in which involves decoding the writers' words and then using background knowledge to construct an approximate understanding of the writers' message. Moreover, the process of comprehending a text is not so exact since reading is a personal activity (Aebersold, 2000). By that means, reading comprehension differs from one reader to another reader.

Another definition about reading comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text (Kruidenier, 2002). That is an active process and the reader must interact and be engaged with the

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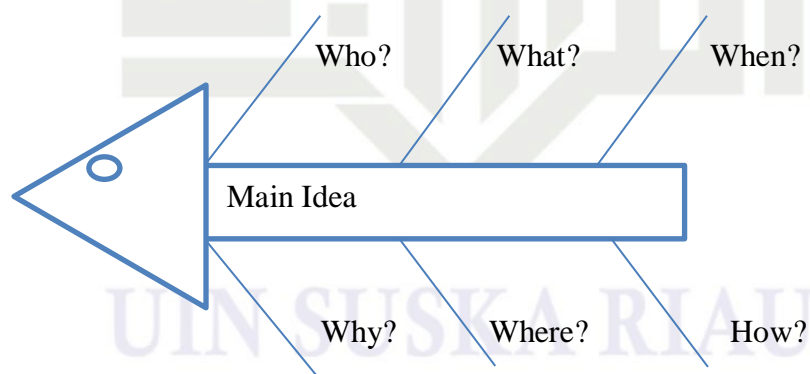
text for it to work well. It is also a strategic process which can be taught.

## 2. Herringbone Technique

Herringbone technique is a graphic organizer to help learner or students find out the content of the text which helps by framework questions in the graphic. Herringbone technique represent visual information and concepts in teaching learning process. It is because it resemble a fish skeleton. This technique is useful for analyzing a single idea or text. 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 (Thaler, Teaching English Literature, 2008).

Figure II.1

Herringbone Graphic



The herringbone diagram is design to help students locate the main idea of the selection. Also, herringbone technique is a structured outlining procedure designed to help students organized important information in a text (Tierney, Readence, & Dishner,

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1985). Herringbone technique helps students to understand the connections between supporting details to identify the main idea. The students can refer to their outlines for future study (Herber, 1978). The herringbone technique is useful graphic organizer for students to organize the information (Tierney, Readence, & Dishner, 1985).

**a. The Procedure of the Herringbone Technique**

The herringbone technique purposes to provide students with a framework for making decisions about main ideas and important supporting details in material that they read. In implementing the herringbone technique, reading a story the students looked for an answer to the WH-Questions: What, When, Where, Why, Who and How. According to (Bouchard, 2005) state that the procedure of the herringbone technique can be done in ten ways, as follow:

- 1) Select a text for students to read.
- 2) Draw a diagram of the herringbone on the board or overhead.
- 3) Discuss how the smaller 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 the students that they will be asked to look for the answer to the following questions. (what did they do? When

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did they do it? Where did they do it? Why did they do it? Who is the text talking about? And how did they do it?)

- 5) Allow time for students to read the text.
- 6) Five them copies of the diagram and ask them to record the answer to the question on it. This can be done as a whole-class discussion.
- 7) Show students how the information is organized around the main idea.
- 8) Using the information on the diagram, students formulated the main idea. This main idea is written on the diagram.
- 9) After the students learn the procedure, they can complete the diagram on their own. This can be used as a basis for comparison and class discussion. It can also serve as a springboard to writing.
- 10) The strategy can be reserved and the students can first formulated the main idea and then identify the supporting details.

**b. Advantages and Disadvantages of Herringbone Technique**

The advantages if using herringbone technique help answer and interpret the questions about WH-Questions and assist in reading and comprehension of the text (Bouchard, 2005). It also stated that the herringbone technique exhibits a complicated relationship to the main idea.

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However, the herringbone technique has several benefits (Deegan, 2006), they are:

- 1) Helping the students in encoding information in a way that improves their ability to respond to essay questions.
- 2) From the facts in the paragraph, constructs the main idea.
- 3) Helping the students in comprehending the connection between multiple pieces of information that they may be unable to identify.
- 4) Helping the students with their ability to memorize things.
- 5) Herringbone technique also makes the students enthusiastic in reading a text, because they just focus on the simple question( (Suriani & Jufri, 2013)
- 6) The activities in reading make the students fresh, out of boring and easier to find the main idea of the text.

Whereas the disadvantages of herringbone technique is when students learn topics with the use of graphic representations. As a result, the lack of a comprehensive guide for those students to use when revising content may have an impact on their performance. On the other hand, the class will be noisy because the students being active in discussion with their classmates.

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**3. Recount Text**

Recount text is a kind text that tell about what had happened in sequent of past events. According to Hyland (2004) stated that recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense used is past tense. Cogan (2006) also explain that recount text is a kind of text to retell event with purpose of either of informing audiences or readers. The kind of recount text can be found police report, incident reports, personal letter, and also insurance claim. The text is appropriate in implementing herringbone technique. Due to the technique emphasizes the important information which are in recount text that can be obtained by asking WH-Questions. From the explanation, the researcher concludes that recount text is a kind of text that retells past events which was happened in daily life.

**a. Language Features of Recount Text**

The linguistic features of recount text as claimed by Anderson and Anderson (2003) (as cited in Cahyono & Mukminatien, 2011) as follows:

- 1) Proper nouns to identify those involved in the text.
- 2) Descriptive words to give details about WH-Questions.
- 3) The use past tense to retell the event

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- 4) Words that show the order of events (for instance, first, next, then)

**b. Generics Structure of Recount Text**

The generic structure of recount text consist of three, as stated by Anderson & Anderson (2003) (as cited in Cahyono & Mukminatien, 2011) they are:

## 1) Orientation

Orientation takes in the first paragraph which give background information about WH-Questions. It is also introducing the participants, place, and time.

## 2) Event

Tell what happened and in what sequence and describing series of event that happened in the past. A record of events usually recounted in chronological order, named: event 1, event 2 event 3.

## 3) Re-orientation

Re-orientation it is consist of optional-closure of events or ending. It is concluding paragraph that may include a personal comment of the writer to the story (optional).

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## c. Example of Recount Text

**Table II.1**  
**The Example of recount text and its explanation**

Text Structure	Text	Language Features
Orientation	<p><b>Benjamin Harrison</b></p> <p>Benjamin Harrison played unusually active role as President at a tie when most chief executives saw themselves as simply administrators. As a result, American writer and intellectual Henry Adams said Harrison was the best President since Lincoln.</p>	Use of word families and chains to build topic information, e.g. <i>president, chief executives, congressman</i>
Sequence of Events	<p>Benjamin Harrison grew up on a farm, in the Midwestern state of Ohio, as one of eight children. His grandfather was not the only famous political Harrison. His great-grandfather signed the Declaration of Independence. And his father was a congressman.</p>	Use of adverbial phrases telling 'when' to sequence events in time, e.g. <i>In 1889;</i> use of it as beginning focus (theme) of clause
Sequence of Events	<p>Young Benjamin Harrison respected these men and believed he had a role to play in history, too. He received a good education and, even outside of school, he had many books. His hard work and intelligence carried him to Miami University in Ohio, and then to a career as a lawyer.</p> <p>Along the way, he married a woman he had known since he was a teenager, Caroline Lavinia Scott. The couple settled in another Midwestern city, Indianapolis, Indiana, and had a son and daughter.</p>	
Sequence of Events	<p>Over time, Harrison steadily built a career as a public official. But his political path was interrupted by the American Civil War. In 1889, he followed his grandfather's footsteps</p>	

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Sequence of Events	<p>all the way to the White House.</p> <p>Among U.S Presidents, Harrison does not have one of the most dramatic biographies. The facts of his life show an intelligent, disciplined man who tried to live by his beliefs. But he was not considered passionate about many things, except perhaps his enjoyment of nature. And he did not have an easy way with people. Even his staff called him “the human iceberg” because he could be aloof and act coldly toward people.</p>	Use of technical terms, e.g. <i>public official, first lady</i>
Reorientation	<p>Harrison’s time in the White House saw sorrow, too. Toward the end of husband’s term, the first lady became seriously ill with tuberculosis. For months, Benjamin Harrison divided his attention between his wife and his job, and yet, in the end, he lost both.</p> <p>After his term as President ended, Benjamin Harrison returned to his home in Indianapolis. He did some work as a teacher and lawyer, and kept a good public image in his community. He also re-married. His second wife was a widow herself, as well as his first wife’s niece. He and Mary Scott Lord Dimmick Harrison had a daughter together. the child was only four when Harrison died from pneumonia, aged 67.</p>	Use of action verbs, e.g. <i>played, returned</i>
	<p style="text-align: right;"><b>Source:</b>  <a href="https://learningenglish.voanews.com/a/americas-presidents-benjamin-harrison/3963345.html">https://learningenglish.voanews.com/a/americas-presidents-benjamin-harrison/3963345.html</a></p> <p style="text-align: center;"><i>Adapted from: SPLASH (Smart Path to Learning English) SMK/MAK Grade X (Kurikulum Merdeka)</i></p>	Use of noun groups, e.g. <i>best president, a good public image</i>
		Use of abstract words, e.g. attention

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## B. Relevant Research

There are some previous research which relevant for this research. First, Deny Silvia & Dewi Susana (2017) entitled The Use of Herringbone Technique in Comprehending Recount Text at The Tenth Grade Students of Madrasah Aliyah Terpadu Duri was found that 7.15 larger than 2.65 which mean obtained value higher than t-table. By that means, the students' achievement in comprehending recount text that were taught by using herringbone technique was better than the students achievement who were not taught using herringbone technique.

Second, Ratri Handayani (2016) in her research entitled The Effect of Using Herringbone Technique on the Elevent Grade Students' Reading Comprehension Achievement at SMAN 1 Pesanggaran. This research found that there was a significant effect of using herringbone technique. This research conducted experimental research with data collection technique using by test and the result t-test value 2.44 higher than t-table value 1.995. the evidence show that the students of SMAN 1 Pesanggaran are suggested to actively involve themselves and more interested in teaching and learning process of reading comprehension by using herringbone technique to comprehend the reading text better because it was proved that th use of herringbone technique had a significant effect on the students reading comprehension.

Third, Endang Tri Lestari (2018) has conducted an experimental research about effect herringbone technique toward students' reading

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comprehension of recount text. this research took place at SMPN 4 Seberida Indragiri Hulu. The subject of this research was the second grade of SMPN 4 Seberida Indragiri Hulu especially at VIII A as control class consist of 32 students and VIII C as experimental class consist of 32 students. The instrument of the research was multiple choice of reading test consist of 20 items. The result show that t-obtained was 11.038 higher than t-table 0.456, it means there was significant effect after using herringbone technique toward students' reading comprehension of recount text. The herringbone technique is one of the technique that has a good effect towards students reading comprehension.

Fourth, Nurjani Firda (2015) entitled The Effect of Herringbone Technique Toward Students Reading Comprehension of Recount Text at the Grade VIII Students of SMPN 4 Rambah Hilir. This research conducted an experimental research using pre-experimental research design (one group pre-test post-test design) that consist of pre-test, treatment and post-test. The result of the research comes to conclusion as follow: 1) The Students reading comprehending of recount text at SMPN 4 Rambah Hilir is in good level (71.36); 2) There is a significant effect of using herringbone technique toward students' reading comprehension of recount text at the grade VIII students at SMPN 4 Rambah Hilir.

Fifth, Muhammad Abdurrohman Lubis (2019) in his research entitled The Effect of Herringbone Technique Toward The Students' Reading Comorehension at State Islamic Senior High School 1 Batanghari

shows that the mean score of post-test in experimental class was 63,33 was higher than pre-test in experimental class 52,50. The t-observed was 4,683 when t-table was 2,012. By the result of the research, there was some improvement on the students reading comprehension after being taught through herringbone technique. The results of this research indicate the use of herringbone technique in teaching reading comprehension bring significant effect.

Last, research of Lumbantobing (2020) entitled *The Effect of Herringbone Technique on The Students' Ability in Reading Comprehension on Recount Text* shows that there are significant improvement in students' reading ability after being treated by herringbone technique. This research was conducted by using an experimental research design. The data were collected by pre-test, treatment, post-test. This research took a place at SMAN 4 Pematangsiantar and the sample of the research was PMIA 3 class as experimental group and PMIA 2 class as control group. Both of the classes had 34 students in each of it. The experimental class which being treated by herringbone technique showed a higher improvement with average score 78,970 than the control class with average score 70,441. It also proves that herringbone technique provides many benefits for them when used in the reading comprehension process and very effective technique. In addition, the students also face several challenges when using herringbone technique to improve their ability in reading comprehension

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skill because they have to be well-prepared, completed the diagram, organized the information and include other steps in reading comprehension as a solution to the challenge.

In conclusion, this research have similarities and differences with previous research. The similarities are the technique that the researcher use is herringbone technique, also the text that will use is recount text. The differences are the curriculum implemented in the research school is Kurikulum Merdeka, meanwhile in the previous research the curriculum implemented is K13.

### C. Operational Concept

Operational concept was used to give limitation to the theoretical framework due to avoid misunderstanding and misinterpreting for the readers in this research. Operational concept also continues to operate abstractly from research planning, that is defined in certain words so that is easy to measure. As claimed by Syafi'i (2018), operational concepts are derived from connected theoretical concepts on all the variables that should be used in a research paper in a practical and empirical operated in an academic writing.

In order to avoid misunderstanding in carrying out the research, the researcher uses two variables. First, "The Herringbone Technique" as an independent variable (X) second, "Students' Reading Comprehension in Recount Text" as dependent variable (Y).

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1. Variable X is independent variable. Bouchard (2005) stated that the indicators of herringbone technique are:
  - a. The teacher select a recount text for students to read and create a small group for the lesson.
  - b. The teacher draw a herringbone diagram on the whiteboard.
  - c. The teacher invite students discuss how the small bones (details) are connected to the fishes' backbone (main idea), which acts as the foundation. Then, describe how they all work together to provide structure (understanding) to the whole body (text).
  - d. The teacher explain why students will be asked to look for information that responds to their questions. The following questions:
 

*What did they do?*

*When did they do?*

*Where did they do?*

*Why did they do?*

*Who is the text talking about?*

*How did they do it?*
  - e. The teacher allow time for the students to read the text.
  - f. The teacher give the students copies of the diagram and ask them to fill in the blanks with the answer to the questions. This can be done as a whole-class discussion activity.

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- g. The teacher show the students how information is organized around a main idea.
  - h. The teacher tell students to formulate the main idea, using the information on the diagram. The main idea is written on the diagram.
  - i. After studying the herringbone technique, the students will complete the diagram on their own.
  - j. The teacher informs the students to put their research and finish the class.
2. Variable Y is dependent variable. According to King and Stanley (1980) the indicators of reading comprehension as follows(Variable Y):
    - a. Students are able to identify the main idea.
    - b. Students are able to find out the detail information.
    - c. Students are able to find out meaning of certain words.
    - d. Students are able to make reference.
    - e. Students are able to make inference.

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**D. Assumption and Hypothesis****1. Assumption**

In this research, the researcher assumed that the students of Tigama Vocational High School Pekanbaru who are taught after using herringbone technique will achieve a significant difference and better on their reading comprehension than the students who are not taught by using herringbone technique.

**2. Hypothesis**

Based on the background of the problem above, the researcher formulates some hypothesis as follows:

Ho (null hypothesis): There is no significant difference on students' reading comprehension in recount text taught by using and without using herringbone technique at the tenth grade of Tigama Vocational High School Pekanbaru.

Ha (alternative hypothesis): There is a significant difference in students' reading comprehension in recount text taught by using and without using herringbone technique at the tenth grade of Tigama Vocational High School Pekanbaru.

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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research aims to test specific idea and see if it affects a particular outcome or dependent variable . While technically an experiment, it will follow a quasi-experimental design. A design involved experiment group and control group (Cresswell, 2012), the researcher implements a quasi-experimental design as a suitable approach for data analysis within this sampling framework.

To evaluate the treatment's impact, the researcher was conducted a quasi-experiment using two groups assigned to control and experimental conditions, with pre- and post-testing to measure any changes (Cresswell, 2012). There are two groups in this research, experimental and control. Both are given pre- and post-tests to measure any changes from the new treatment. Following this principle, the conceptual framework that guides the conduct of the experiment is referred to as the experimental design (Ary, 2009). The crucial factor is ensuring the design aligns perfectly with the study's hypothesis, allowing for accurate and relevant testing.

This research focuses on two variables: “The Herringbone Technique” as an independent variable (X) second, “Students’ Reading Comprehension in Recount Text” as dependent variable (Y).

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**Table III.1**  
**Research Design**

Group	Pre-Test	Treatment	Post-Test
Experiment	X1	X	X2
Control	Y1		Y2

Description:

- X : Treatment  
 X1 : Pre-Test of Experimental Group  
 X2 : Post-Test of Experimental Group  
 Y1 : Pre-Test of Control Group  
 Y2 : Post-Test of Control Group

**B. Time and Location of the Research**

This research was conducted at the tenth grade students' Tigama Vocational High School in November 1<sup>st</sup> – 15<sup>th</sup> at academic year 2024/2025. This research is located on Jl. Taman Karya XX, Kec. Taman, Kota Pekanbaru, Provinsi Riau.

**C. Subject and Object of the Research****1. Subject of the Research**

The subject of this research is tenth grade students' in Tigama Vocational High School Pekanbaru.

**2. Object of the Research**

The object of this research is to examine whether there is a significant difference in students' reading comprehension of recount text taught by using and without using herringbone technique.

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## D. Population and Sample of the Research

### 1. Population of the Research

According to Arikunto (2010), population defined as all of the research subjects. Then, Gay (2006) also stated that population may be virtually any size and may cover almost any geographical area; it also means the entire group of interest to the researcher is rarely available.

Syafi'i (2018, p.107) said population refers to total number of subject (source data). The population in this research is all the tenth grade students at Tigama Vocational High School Pekanbaru which consisted of 2 classes and each class consisted of 20 to 20 students in 2024/2025 academic year.

**Table III.2**  
**Population of the tenth grade students of Tigama Vocational High School**

No.	Classes	Number of Students
1.	X Perhotelan	20
2.	X Kuliner	20
Total Population		40

### 2. Sample of the Research

Based on the population above, the researcher chose two classes as the sample by using total sampling. Total sampling is a sampling technique if the number of population and sample that were used in study is equal (Sugiyono, 2017). It means that the subject of this research has the same grade, material, and the teacher in teaching of these classes.

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In this research, the researcher chose X Kuliner as experiment class which consist 20 students and X Perhotelan class as control class which consist 20 students. The total number of number is 40 students.

**Table III.3**  
**The Sample of the Research**

No.	Classes	Sample
1.	X Perhotelan	20
2.	X Kuliner	20
	Total	40

### E. Technique of Collecting Data

The most crucial part in a research is collecting the data. According to Arikunto (2013), instrument of the research as a tool or facility that the researcher uses to collect data in order to make the research process easier and get better result, accurate, methodical, accurate, complete, and easy to evaluate.

In this research, the researcher used test as a research instrument to collect the data. There are two kinds of test, the first known as pre-test that will give before treatment, the second one is post-test that will give after treatment. The test intended to obtain students' reading comprehension in recount text at tenth grade students in Tigama Vocational High School.

#### 1. Test

Test will used for reading comprehension test. The kind of test was taken from question of the material entitled "National Heroes of Indonesia" in the English book entitled "ENGLISH SMK/MAK Grade X" published by PT Bumi Aksara and "SPLASH (Smart Path to Learning

English) SMK/MAK Grade X (Kurikulum Merdeka) published by Erlangga. The pre-test was used to collect the data and to see the students' ability or knowledge about reading comprehension before treatment. Therefore, the post-test was given to the students to see whether the students showing an improvement in reading comprehension by using herringbone technique or not.

**a. Pre-Test**

Pre-test provide a measure on some attribute or characteristic when assessing participant in an experimental before they receive the treatment (Creswell, 2012). Pre-test will be use to collect the data and will be given before treatment about reading comprehension on recount text to experimental class. The control class will not receive the treatment. The test will be given to X Kuliner class as experimental class and X Perhotelan as control class.

**a. Treatment**

After the pre-test was given to the sample of the research, the sample received treatments repeatedly 3 times. The students are taught in each meeting using herringbone technique with different topics in recount text.

**c. Post-Test**

After several meets of treatment the researcher gave to the students in experimental class, the researcher would

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give the students a post-test so the researcher could collect the data about students' reading comprehension after being given treatment. The post-test was given by answering question from the material entitled "National Heroes of Indonesia" in the English book entitled "ENGLISH SMK/MAK Grade X" published by PT Bumi Aksara and "SPLASH (Smart Path to Learning English) SMK/MAK Grade X (Kurikulum Merdeka) published by Erlangga.

**Table III.4**  
**Blueprints Instrument Test**

No	Indicators	Questions
1	Students are able to identify the main idea.	14, 16
2	Students are able to find out the detail information.	2, 5, 12, 17, 18, 20
3	Students are able to find out meaning of certain words.	4, 7, 9, 8, 13,
4	Students are able to make reference.	3, 9, 15, 19
5	Students are able to make inference.	1, 6, 11

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**Table III.5**  
**Scoring Grade**

Criteria of Mastery	Grade
86 – 100	Very Good
76 – 85	Good
56 – 75	Fair
36 – 55	Poor
0 – 35	Very Poor

*Source: Arikunto (2010)*

## 2. Validity

Validity refers to the precise measurements of the test. Validity is described as the extent to which the instrument measures what it supposes to measure. According to Latief (2015, p.224) validity means the correctness on the assessment. In this research, the validity was used content validity to measure the test. Content validity is a validity test that compares the instrument with the lesson material, syllabus, and curriculum that was being taught by the teacher. When indicators are valid, they are also valid for certain purposes and definition. The questions given in the reading comprehension test have been adapted to the material entitled “National Heroes of Indonesia” in the English book entitled “ENGLISH SMK/MAK Grade X” published by PT Bumi Aksara and “SPLASH (Smart Path to Learning English) SMK/MAK Grade X (Kurikulum Merdeka) published by Erlangga. So the validity of this instrument has been proven valid.

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### 3. Reliability

Reliability is necessary characteristic of any good test for it to be valid at all a test must be reliable first as a measuring instrument. If the students are given the same test on two different occasions or with different raters. An instrument is reliable if the result of measurement in same tastes gives consistence or stable result (Sugiyono, 2017). It suggest that the same thing is repeated or recurs under the identical or very similar condition. The researcher using SPSS as reliability test.

### F. Technique of Analyzing Data

In order to find out whether there is a significant effect using herringbone technique as a technique especially recount text in teaching students' reading comprehension at Tigama Vocational High School Pekanbaru the data will analyze statistically. To analyze the data, the researcher use score of the post-test of experimental classes and control classes. These scores will be analyze by using statistical analysis.

In analyzing the data, the researcher use statistical method that is mann-whitney test formula by using SPSS.22.0 version. The Mann-Whitney U test is a non-parametric statistical test that used to find out the significant difference of using herringbone technique on teaching reading comprehension in recount text at the tenth grade students' of Tigama Vocational High School Pekanbaru.

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According to Anggorowati, MT, M. Ari (2013), the Mann-Whitney U test were used to compare the mean score in two different groups; experimental class and control class but not normally distributed.

$$U_x = \frac{N_x \times N_y + N_y(N_x + 1)}{2} - \sum r_x$$

Description:

$U_x$  : Mann Whitney calculation

$N$  : Number of sample

$\sum r$  : Sum of ranks for sample X

The mann whitney u test can be interpreted as follows:

Hypothesis:

$H_0$  : The two groups come from the same population

$H_a$  : The two groups come from different population

Testing Criteria:

If the value in Sig. (2-tailed)  $\leq 0.05$ , then  $H_a$  is accepted.

If the value in Sig. (2-tailed)  $\geq 0.05$ , then  $H_0$  is accepted.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the explanation at chapter IV, the researcher concludes that the answer of the formulation of the problem into several points:

1. Students' reading comprehension taught without using herringbone technique in grade X Perhotelan of Tigama Vocational High School Pekanbaru, the results did not reveal any significant difference.
2. Students' reading comprehension after being taught by using herringbone technique in grade X Perhotelan of Tigama Vocational High School Pekanbaru, the results reveal a significant difference.
3. There is a significant difference in students' reading comprehension taught by using and without using herringbone technique at tenth grade in Tigama Vocational High School Pekanbaru. It can be seen that the sig (2-tailed) value is 0.000. It stated that  $0.000 < 0.05$ . This means that the null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted. In other words, there is a significant difference in students' reading comprehension taught by using herringbone technique at tenth grade in Tigama Vocational High School Pekanbaru.

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**B. Suggestion**

There are several suggestion that the researcher would like to convey to the readers, there are:

1. For teachers, especially English teachers, the teacher could use herringbone technique as an alternative technique to improvement students' reading comprehension. It can be useful to improve their English teaching and learning. The learning material should be related to the context of the students live in order to make the students easier to relate new information and their background knowledge.
2. For the students, the students are hoped to enrich their vocabulary in order to comprehend the text easier. They are expected to pay attention in teaching process and try to respond the teachers' question. And they are expected to identify and find the main idea and important information in recount text.
3. For future researchers, it is hoped that this research can become an additional reference in further research. Furthermore, it is hoped that this research can be developed and used with other abilities in English.


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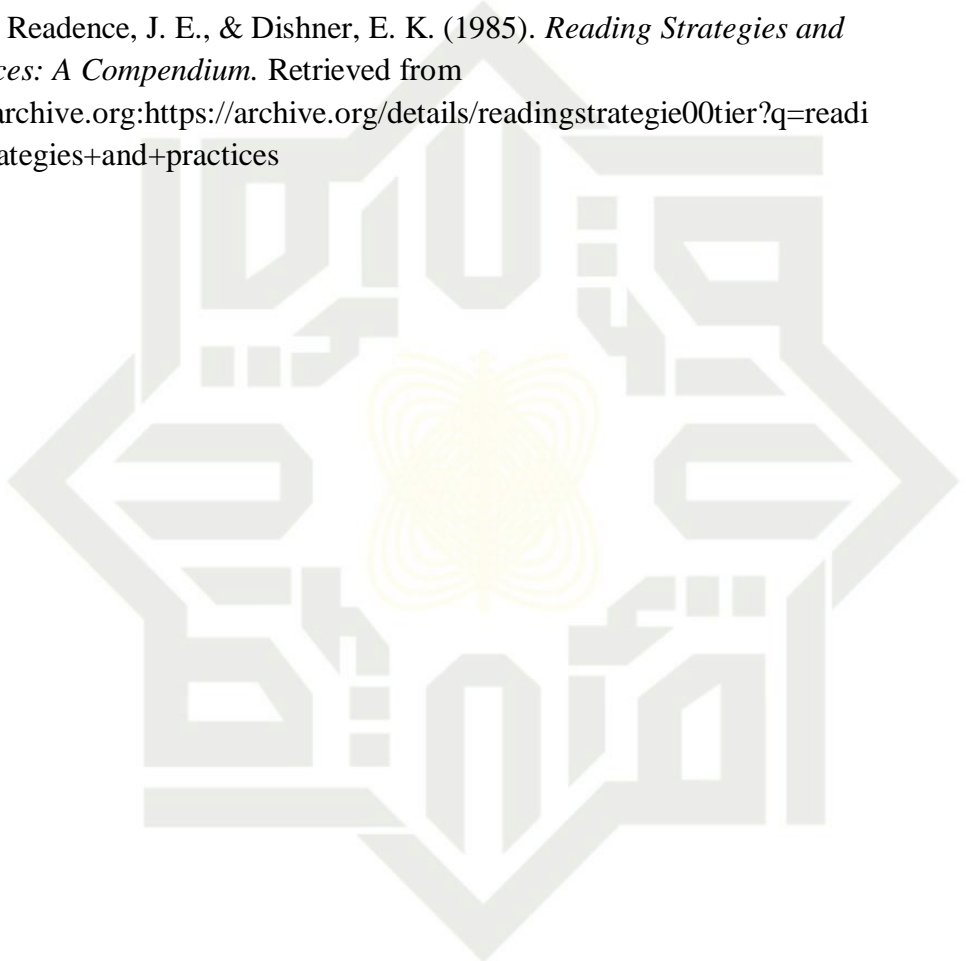
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UIN SUSKA RIAU



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## **APPENDIX 1**

### **Syllabus**

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UIN SUSKA RIAU

## ALUR TUJUAN PEMBELAJARAN

**Jenjang** : SMK  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : X  
**Fase** : E  
**Tahun Pelajaran** : 2024/2025

### A. Capaian pembelajaran Fase E

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi.

Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

### B. Capaian Pembelajaran Berdasarkan Elemen

Elemen	Capaian
Menyimak – Berbicara	Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau

	<p>presentasi mengenai topik yang dekat dengan kehidupan pemuda.</p> <p>Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p> <p><i>By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.</i></p>
<p>Membaca – Memisa</p>	<p>Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi</p>

	<p>tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasintersirat dalam teks.</p> <p><i>By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal, interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.</i></p>
<p>Menulis – Mempresentasikan</p>	<p>Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/permisa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p> <p><i>By the end of Phase E, students write a variety of fiction and non-fiction texts, through guided</i></p>

*activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.*

### © Alur dan Tujuan Pembelajaran

TUJUAN PEMBELAJARAN	MATERI	PROFIL PELAJAR PANCASILA	ALOKASI WAKTU	SUMBER BELAJAR	PENILAIAN
<ul style="list-style-type: none"> <li>Memproduksi teks introduction lisan dan teks introduction tulis multimoda tentang Hi, I'm Sandi sesuai dengan konteks dan tujuan yang hendak dicapai.</li> </ul>	Hi, I'm Sandi	<ul style="list-style-type: none"> <li>Beriman Bertakwa kepada Tuhan YME dan Berakhlak Mulia</li> <li>Berkebhinekaan Global</li> <li>Mandiri</li> <li>Kreatif</li> </ul>	14 JP	<ul style="list-style-type: none"> <li>Pembelajaran Unggul English SMK/MAK. Penerbit Bumi Aksara</li> <li>Sumber lain yang relevan</li> <li>Internet</li> <li>Lingkungan sekitar dan lain-lain</li> </ul>	<ul style="list-style-type: none"> <li>Sikap</li> <li>Pengetahuan</li> <li>Keterampilan</li> </ul>
<ul style="list-style-type: none"> <li>Memproduksi teks naratif lisan dan teks deskriptif tulis multimoda tentang The Crying Stone sesuai dengan konteks dan tujuan yang hendak dicapai.</li> </ul>	The Crying Stone	<ul style="list-style-type: none"> <li>Berkebhinekaan global</li> <li>Mandiri</li> <li>Bernalar kritis</li> <li>kreatif</li> </ul>	14 JP	<ul style="list-style-type: none"> <li>Pembelajaran Unggul English SMK/MAK. Penerbit Bumi Aksara</li> <li>Sumber lain yang relevan</li> </ul>	<ul style="list-style-type: none"> <li>Sikap</li> <li>Pengetahuan</li> <li>Keterampilan</li> </ul>

				<ul style="list-style-type: none"> <li>• Internet</li> <li>• Lingkungan sekitar dan lain-lain</li> </ul>	
<ul style="list-style-type: none"> <li>• Memproduksi teks deskriptif lisan dan teks deskriptif tulis multimoda tentang Wonderful Indonesia sesuai dengan konteks dan tujuan.</li> </ul>	Wonderful Indonesia	<ul style="list-style-type: none"> <li>• Berkebhinekaan global</li> <li>• Mandiri</li> <li>• Bernalar kritis</li> <li>• Kreatif</li> </ul>	14 JP	<ul style="list-style-type: none"> <li>• Pembelajaran Unggul English SMK/MAK. Penerbit Bumi Aksara</li> <li>• Sumber lain yang relevan</li> <li>• Internet</li> <li>• Lingkungan sekitar dan lain-lain</li> </ul>	<ul style="list-style-type: none"> <li>• Sikap</li> <li>• Pengetahuan</li> <li>• Keterampilan</li> </ul>
<ul style="list-style-type: none"> <li>• Memproduksi teks prosedur lisan dan teks prosedur tulis multimoda tentang Recipes You Need to Try sesuai dengan konteks dan tujuan yang hendak dicapai.</li> </ul>	Recipes You Need to Try	<ul style="list-style-type: none"> <li>• Berkebhinekaan global</li> <li>• Bergotong royong</li> <li>• Bernalar kritis</li> <li>• Kreatif</li> </ul>	14 JP	<ul style="list-style-type: none"> <li>• Pembelajaran Unggul English SMK/MAK. Penerbit Bumi Aksara</li> <li>• Sumber lain yang relevan</li> <li>• Internet</li> <li>• Lingkungan sekitar dan lain-lain</li> </ul>	<ul style="list-style-type: none"> <li>• Sikap</li> <li>• Pengetahuan</li> <li>• Keterampilan</li> </ul>
<ul style="list-style-type: none"> <li>• Memproduksi teks eksposisi lisan dan teks eksposisi tulis multimoda tentang Do You Think So sesuai dengan konteks dan tujuan yang hendak dicapai.</li> </ul>	Do You Think So?	<ul style="list-style-type: none"> <li>• Bergotong royong</li> <li>• Bernalar kritis</li> <li>• Kreatif</li> <li>• Mandiri</li> </ul>	14 JP	<ul style="list-style-type: none"> <li>• Pembelajaran Unggul English SMK/MAK. Penerbit Bumi Aksara</li> <li>• Sumber lain yang relevan</li> <li>• Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Sikap</li> <li>• Pengetahuan</li> <li>• Keterampilan</li> </ul>

<ul style="list-style-type: none"> <li>Memproduksi teks recount lisan dan teks recount tulis multimoda tentang National Heroes of Indonesia sesuai dengan konteks dan tujuan yang hendak dicapai.</li> </ul>	National Heroes of Indonesia	<ul style="list-style-type: none"> <li>Bergotong royong</li> <li>Bernalar kritis</li> <li>Kreatif</li> <li>Mandiri</li> </ul>	14 JP	<ul style="list-style-type: none"> <li>Lingkungan sekitar dan lain-lain</li> <li>Pembelajaran Unggul English SMK/MAK. Penerbit Bumi Aksara</li> <li>Sumber lain yang relevan</li> <li>Internet</li> <li>Lingkungan sekitar dan lain-lain</li> </ul>	<ul style="list-style-type: none"> <li>Sikap</li> <li>Pengetahuan</li> <li>Keterampilan</li> </ul>
<ul style="list-style-type: none"> <li>Memproduksi teks report lisan dan teks report tulis multimoda tentang That Is Good News sesuai dengan konteks dan tujuan yang hendak dicapai.</li> </ul>	That Is Good News	<ul style="list-style-type: none"> <li>Bergotong royong</li> <li>Bernalar kritis</li> <li>Kreatif</li> <li>Mandiri</li> </ul>	14 JP	<ul style="list-style-type: none"> <li>Pembelajaran Unggul English SMK/MAK. Penerbit Bumi Aksara</li> <li>Sumber lain yang relevan</li> <li>Internet</li> <li>Lingkungan sekitar dan lain-lain</li> </ul>	<ul style="list-style-type: none"> <li>Sikap</li> <li>Pengetahuan</li> <li>Keterampilan</li> </ul>
<ul style="list-style-type: none"> <li>Memproduksi teks inviting and offering lisan dan teks inviting and offering tulis multimoda tentang Do You Like Jazz? sesuai dengan konteks dan tujuan yang hendak dicapai.</li> </ul>	Do You Like Jazz?	<ul style="list-style-type: none"> <li>Bergotong royong</li> <li>Bernalar kritis</li> <li>Kreatif</li> <li>Mandiri</li> </ul>		<ul style="list-style-type: none"> <li>Pembelajaran Unggul English SMK/MAK. Penerbit Bumi Aksara</li> <li>Sumber lain yang relevan</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>Sikap</li> <li>Pengetahuan</li> <li>Keterampilan</li> </ul>

- |  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  | <ul style="list-style-type: none"><li>• Lingkungan sekitar dan lain-lain</li></ul> |  |
|--|--|--|--|--|--|

Pekanbaru, November 2024

Peneliti,

Prianti Wakhadiningrum

Mengetahui,  
Kepala Sekolah SMK Tigama,

Fina Varita, S.Pd.I

Guru Mata Pelajaran Bahasa Inggris,

Winda Ikhwan Rachman, S.Pd

## **APPENDIX 2**

### **Lesson Plan**

UIN SUSKA RIAU

#### **Hak Cipta Dilindungi Undang-Undang**

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## LESSON PLAN

### GENERAL INFORMATION

A. SCHOOL IDENTITY	
Author	Prianti Wakhadiningrum
Institution	SMK Tigama Pekanbaru
Year of Education	2024-2025
School Level	Vocational High School
Skill Competency	Reading
Class	X
Learning Phase	E
Learning Elements	Recount Text
Learning Achievement	By the end of Phase E, students read and respond to recount text. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts.
Time Allocation	6 x 45 Minutes (4 Meetings)
B. INITIAL COMPETENCE	
<ol style="list-style-type: none"> <li>1. Definition of the recount text</li> <li>2. Social function of the recount text</li> <li>3. Generic structure of the recount text</li> <li>4. Language features of the recount text</li> </ol>	
C. PANCASILA STUDENT PROFILE	
Community self-help	Collaborating, generating an idea/opinion in describing a place.
Independent and Confident	Self-regulation: Identifying the different emotions he or she feels and the situations that cause them; and express it fairly.
Creative	Generating original ideas: Combining several ideas into meaningful imaginative ideas or ideas to express thoughts and/or feelings.
Critical Reasoning	Generate an idea to be developed based on the opinion in the question.
D. FACILITIES	
Media	Assessment sheet, Herringbone Diagram
Learning Resources	X Grade English book, LKPD, E-learning page.
E. TARGET STUDENTS	

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1. Regular students									
2. Students with learning disabilities									
3. Specially gifted intelligent students									
<b>F. LEARNING MODEL</b>									
Problem Based Learning / Herringbone Technique									
<b>CORE COMPETENCIES</b>									
<b>A. LEARNING OBJECTIVES</b>									
1. Explaining the definition, purpose, structure of the text, the characteristics of linguistic elements of a recount text in the group.									
2. Finding the detail information of a recount text.									
3. Finding out the meaning of certain words, new vocabulary, and phrases related to recount text independently.									
4. Identify the reference and inference related to recount text.									
<b>B. TEACHING MATERIAL</b>									
<b>RECOUNT TEXT</b>									
<b>Definition of Recount</b>									
Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.									
<b>Generic Structure of Recount</b>									
1. Orientation: Introducing the participants, place and time									
2. Events: Describing series of event that happened in the past									
3. Reorientation: It is optional. Stating personal comment of the writer to the story									
<b>Language Feature of Recount</b>									
<ul style="list-style-type: none"> <li>• Introducing personal participant; I, my group, etc</li> <li>• Using chronological connection; then, first, etc</li> <li>• Using linking verb; was, were, saw, heard, etc</li> <li>• Using action verb; look, go, change, etc</li> <li>• Using simple past tense</li> </ul>									
<b>The Example of recount text and its explanation</b>									
<table border="1"> <thead> <tr> <th>Text Structure</th> <th>Text</th> <th>Language Features</th> </tr> </thead> <tbody> <tr> <td>Orientation</td> <td style="text-align: center;"><b>Benjamin Harrison</b> Benjamin Harrison played unusually active role as President at a time when most chief executives saw themselves as simply administrators. As a result, American writer and intellectual Henry Adams said Harrison was the best President since Lincoln.</td> <td>Use of word families and chains to build topic information, e.g. <i>president, chief executives, congressmen</i></td> </tr> <tr> <td>Sequence of Events</td> <td>Benjamin Harrison grew up on a farm, in the Midwestern state of Ohio, as one of eight children. His grandfather</td> <td></td> </tr> </tbody> </table>	Text Structure	Text	Language Features	Orientation	<b>Benjamin Harrison</b> Benjamin Harrison played unusually active role as President at a time when most chief executives saw themselves as simply administrators. As a result, American writer and intellectual Henry Adams said Harrison was the best President since Lincoln.	Use of word families and chains to build topic information, e.g. <i>president, chief executives, congressmen</i>	Sequence of Events	Benjamin Harrison grew up on a farm, in the Midwestern state of Ohio, as one of eight children. His grandfather	
Text Structure	Text	Language Features							
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Sequence of Events	Benjamin Harrison grew up on a farm, in the Midwestern state of Ohio, as one of eight children. His grandfather								

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<p>Sequence of Events</p>	<p>was not the only famous political Harrison. His great-grandfather signed the Declaration of Independence. And his father was a congressman.</p> <p>Young Benjamin Harrison respected these men and believed he had a role to play in history, too. He received a good education and, even outside of school, he had many books. His hard work and intelligence carried him to Miami University in Ohio, and then to a career as a lawyer.</p>	<p>Use of adverbial phrases telling 'when' to sequence events in time, e.g. <i>In 1889</i>; use of it as beginning focus (theme) of clause</p>
<p>Sequence of Events</p>	<p>Along the way, he married a woman he had known since he was a teenager, Caroline Lavinia Scott. The couple settled in another Midwestern city, Indianapolis, Indiana, and had a son and daughter.</p> <p>Over time, Harrison steadily built a career as a public official. But his political path was interrupted by the American Civil War. In 1889, he followed his grandfather's footsteps all the way to the White House.</p>	<p>Use of technical terms, e.g. <i>public official, first lady</i></p>
<p>Sequence of Events</p>	<p>Among U.S Presidents, Harrison does not have one of the most dramatic biographies. The facts of his life show an intelligent, disciplined man who tried to live by his beliefs. But he was not considered passionate about many things, except perhaps his enjoyment of nature. And he did not have an easy way with people. Even his staff called him "the human iceberg" because he could be aloof and act coldly toward people.</p>	<p>Use of action verbs, e.g. <i>played, returned</i></p>
<p>Reorientation</p>	<p>Harrison's time in the White House saw sorrow, too. Toward the end of husband's term, the first lady became seriously ill with tuberculosis. For months, Benjamin Harrison divided his attention between his wife and his job, and yet, in the end, he lost both.</p> <p>After his term as President ended, Benjamin Harrison returned to his home in Indianapolis. He did some work as a teacher and lawyer, and kept a</p>	<p>Use of noun groups, e.g. <i>best president, a good public image</i></p> <p>Use of abstract words, e.g. attention</p>

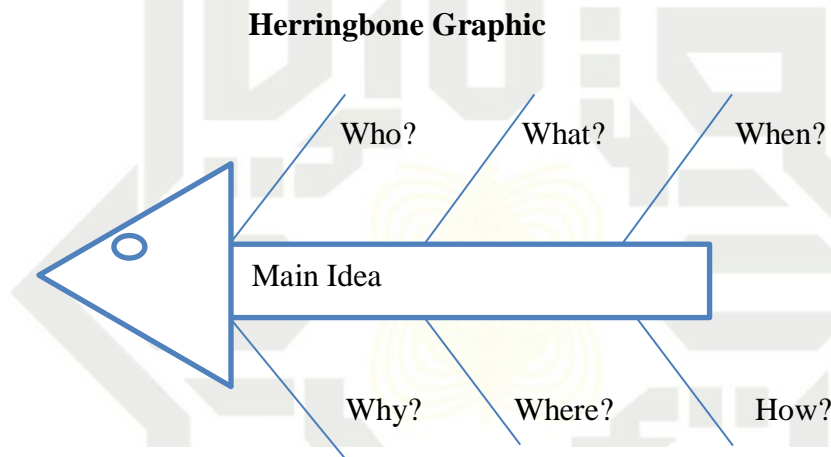
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good public image in his community. He also re-married. His second wife was a widow herself, as well as his first wife's niece. He and Mary Scott Lord Dimmick Harrison had a daughter together. the child was only four when Harrison died from pneumonia, aged 67.

**Source:**  
<https://learningenglish.voanews.com/a/americas-presidents-benjamin-harrison/3963345.html>

Adapted from: **SPLASH (Smart Path to Learning English) SMK/MAK Grade X (Kurikulum Merdeka)**



The herringbone diagram is design to help students locate the main idea of the selection. Also, herringbone technique is a structured outlining procedure designed to help students organized important information in a text (Tierney, Readence, & Dishner, 1985). Herringbone technique helps students to understand the connections between supporting details to identify the main idea. The students can refer to their outlines for future study (Herber, 1978). The herringbone technique is useful graphic organizer for students to organize the information (Tierney, Readence, & Dishner, 1985).

**Between Recount and Narrative**

Something which happened in the past is the main resource to compose both recount and narrative text. In writer's point of view, the thing is an experience. It can be what the writer has done, hear, read, and felt. Composing recount and narrative is retelling the experiences of the past event to be a present event.

**What does recount differ from narrative?**

The easiest way to catch the difference is analyzing the generic structure. Recount text presents the past experiences in order of time or place; what happened on

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Sunday, then on Monday, the on Tuesday. In simple way, recount describes series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly. On the other hand, narrative introduces crises and how to solve them. Narrative text always appear as a hard potrait of participant's past experience. It reveals the conflict among the participants. Cinderella's conflicts with her step mother and sister are the example. The conflict is the most important element in a narrative text. Narrative without conflicts is not narrative any more.

**Pronoun**

According to the Collins Dictionary, 'A pronoun is a word that you use to refer to someone or something when you do not need to use a noun, often because the person or thing has been mentioned earlier. Examples are 'it', 'she', 'something', and 'myself.'

**Simple Past Tense**

The simple past tense is used to describe a completed activity that happened in the past. In other words, it started in the past and ended in the past. For example:

- John baked a cake.
- They painted the fence.

**Forming the Simple Past Tense**

If dealing with a regular verb, the simple past tense is formed like this: base form of verb + "ed"

- jump > jumped
- paint > painted

However, there are some spelling rules.

**Spelling Rules**

If a verb of one syllable ends [consonant-vowel-consonant], double the final consonant and add "ed":

- chat > chatted
- stop > stopped

If the final consonant is w, x, or y, don't double it:

- sew > sewed
- play > played
- fix > fixed

If last syllable of a longer verb is stressed and ends [consonant-vowel-consonant], double the last consonant and add "ed":

- incur > incurred
- prefer > preferred

If the first syllable of a longer verb is stressed and the verb ends [consonant-vowel-consonant], just add "ed":

- open > opened
- enter > entered
- swallow > swallowed

If the verb ends "e", just add "d":



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thrive > thrived guzzle > guzzled If the verb ends [consonant + "y"], change the "y" to an "i" and add "ed": cry > cried fry > fried Forming the Simple Past Tense of Irregular Verbs If it's an <u>irregular verb</u> , the simple past tense is formed in all sorts of different ways. Here are some examples: break > broke catch > caught find > found see > saw	
<b>C. BRIGHTER QUESTION</b>	
<ul style="list-style-type: none"> <li>• Who is a famous figure that you admire?</li> </ul>	
<b>D. STUDY PREPARATION</b>	
<ul style="list-style-type: none"> <li>• The teacher composes LKPD</li> <li>• The teacher arranges the assessment instrument used</li> <li>• The teacher performs a diagnostic test</li> </ul>	
<b>E. LEARNING ACTIVITIES</b>	
<b>MEETING 1</b>	
Introduction	1. Greetings and prayers 2. Doing attendance 3. Discuss the class agreement that has been done before to recall 4. Give a brighter question
Core	<b><i>Student Orientation on Problems</i></b> 1. Teacher explain briefly about the recount text material. 2. Explain the definition, the structure, functional text, linguistics related to the recount text. 3. Provide examples for students' understanding of recount texts. 4. Students listen to the example of recount text. 3. Students observe and gather information about the definition and generic structure of recount text. 4. Students look for as much information as possible related to the recount text. 5. Students complete the multiple choice about recount text on their own.
Closing	1. Reflect and draw conclusions with students 2. Close the lesson. 3. Teacher and students pray together.
<b>MEETING 2</b>	
Introduction	1. Greetings and prayers 2. Doing attendance

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	<ol style="list-style-type: none"> <li>3. Discuss the class agreement that has been done before to recall</li> <li>4. Give a brighter question</li> </ol>
Core	<p><b><i>Student Orientation on Problems</i></b></p> <ol style="list-style-type: none"> <li>1. Briefly explain the recount text material.</li> <li>2. Teacher explain about recount text along with generic structure using herringbone technique.</li> <li>3. Students listen to the example of recount text using herringbone technique.</li> <li>3. Students observe and gather information about the definition and generic structure of recount text using herringbone technique</li> <li>4. Students look for as much information as possible related to the recount text using herringbone technique.</li> <li>5. Students complete the diagram herringbone on their own.</li> </ol>
Closing	<ol style="list-style-type: none"> <li>1. The teacher facilitates students to review the lessons that have been implemented</li> <li>2. The teacher informs the activities that will be carried out at the next meeting</li> <li>3. Teachers and students pray together.</li> </ol>
<b>MEETING 3</b>	
Introduction	<ol style="list-style-type: none"> <li>1. Greetings and prayers</li> <li>2. Doing attendance</li> <li>3. Discuss the class agreement that has been done before to recall</li> <li>4. Give a brighter question</li> </ol>
Core	<p><b><i>Analyze and Evaluate the Problem Solving Process</i></b></p> <ol style="list-style-type: none"> <li>1. Briefly explain the recount text material.</li> <li>2. Teacher explain about recount text along with generic structure using herringbone technique.</li> <li>3. Students listen to the example of recount text using herringbone technique.</li> <li>3. Students observe and gather information about the definition and generic structure of recount text using herringbone technique</li> <li>4. Students look for as much information as possible related to the recount text using herringbone technique.</li> <li>5. Students complete the diagram herringbone on their own.</li> </ol>
Closing	<ol style="list-style-type: none"> <li>1. The teacher facilitates students to review the lessons that have been implemented</li> <li>2. The teacher informs the activities that will be carried out at the next meeting</li> </ol>



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	3. Teacher and students pray together.
<b>MEETING 4</b>	
Introduction	<ol style="list-style-type: none"> <li>1. Greetings and prayers</li> <li>2. Doing attendance</li> <li>3. Discuss the class agreement that has been done before to recall</li> <li>4. Give a brighter question</li> </ol>
Core	<ol style="list-style-type: none"> <li>1. Briefly explain the recount text material.</li> <li>2. Teacher explain about recount text along with generic structure using herringbone technique.</li> <li>3. Students listen to the example of recount text using herringbone technique.</li> <li>3. Students observe and gather information about the definition and generic structure of recount text using herringbone technique</li> <li>4. Students look for as much information as possible related to the recount text using herringbone technique.</li> <li>5. Students complete the diagram herringbone on their own.</li> </ol>
	<ol style="list-style-type: none"> <li>1. The teacher facilitates students to review the lessons that have been implemented</li> <li>2. The teacher informs the activities that will be carried out at the next meeting</li> <li>3. Teachers and students pray together.</li> </ol>
<b>F. ASSESSMENT</b>	
Non-cognitive Assessment	<ul style="list-style-type: none"> <li>• What are you feeling right now?</li> <li>• How do you feel when you study alone at home?</li> <li>• What is the most pleasant and the most unpleasant?</li> <li>• What do you want in today's lesson?</li> </ul>
Cognitive Assessment	<ul style="list-style-type: none"> <li>• What is the moral value from the recount text about your favourite figure?</li> </ul>
Formative Assessment	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Daily Test</li> </ul>
Summative Assessment	<ul style="list-style-type: none"> <li>• Final Examination</li> </ul>
<b>G. ENRICHMENT AND REMEDIAL</b>	
	<ol style="list-style-type: none"> <li>1. Students who score above the KKM are given more level questions with the same material.</li> <li>2. Students who do not complete the KKM will be given different questions with the same material.</li> </ol>
<b>H. REFLECTION OF STUDENTS AND TEACHERS</b>	
	<ul style="list-style-type: none"> <li>• Is the learning model that I use in accordance with the material and characteristics of students?</li> </ul>

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<p>Are all students comfortable studying in their groups?          In which part of this material is it easy for students to understand?          How is the suitability of the duration of time and the learning objectives to be achieved in this lesson?</p>	
<b>ATTACHMENT</b>	
<b>A. STUDENT WORKSHEET</b>	
Attached	
<b>B. TEACHERS AND STUDENTS READING MATERIALS</b>	
<ul style="list-style-type: none"> <li>• English Book Grade X</li> <li>• Student Worksheets</li> </ul>	
<b>C. GLOSSARY</b>	
Recount Text	Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.
<b>D. BIBLIOGRAPHY</b>	
ENGLISH SMK/MAK Grade X	
SPLASH (Smart Path to Learning English) SMK/MAK Grade X	

### Assessment rubric

Type of question : Multiple choice  
Number of questions : 20  
Score of each item : 5  
Maximum score : 100  
Score =  $\frac{\text{Score obtained}}{\text{Maximum score}} \times 100$

### Criteria

#### Scoring Grade

Criteria of Mastery	Grade
86 – 100	Very Good
76 – 85	Good
56 – 75	Fair
36 – 55	Poor
0 – 35	Very Poor

Source: Arikunto (2010)

English Teacher of

The Researcher,

Winda Ikhwani Rachman, S.Pd

Prianti Wakhadiningrum

Knowing by,

Principal of Tigama Vocational High School

Fina Varita, S.Pd.I

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## APPENDIX 3

### Instrument of Research



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## RESEARCH INSTRUMENT READING COMPREHENSION TEST (PRE-TEST)

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Date :

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### Choose the correct answer!

#### The following text is for questions 1 to 5.

Last Saturday, I went to Wonosobo with my family. We went there by car. My mother booked two hotel rooms for us. One room was for my mother, my sister, and my little brother and the other was for me and my father. The rooms had two beds, television, AC, hair drier, refrigerator, and a safe deposit box. The most interesting thing I got from hotel room. It was an unforgettable experience when you open your window curtain to see Mount Dieng not far away from you.

1. What can be learned from the text?
  - A. The author was having fun on Monday.
  - B. The author stayed in a hotel last Saturday.
  - C. The author went to Wonosobo with his friends.
  - D. The author went to Wonosobo to attend a party.
  - E. The author stayed in a hotel near Mount Merbabu.
2. Where is the hotel?
  - A. It is in Wonosobo.
  - B. It is near Jakarta.
  - C. It is near Yogyakarta.
  - D. It is far from Wonosobo.
  - E. It is under Mount Slamet.
3. Who booked the hotel?
  - A. The author's mother.
  - B. The author's father.
  - C. The author's sister
  - D. The author.
  - E. The author's brother.
4. "It was an unforgettable experience when you open your window curtain to see Mount Dieng **not far away**". The words in bold can be replaced with...
  - A. Next
  - B. Beside
  - C. In front of

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- D. Near
- E. After

5. According to the text, how many beds were they sleeping on (in each room)?
  - A. 2
  - B. 3
  - C. 4
  - D. 5
  - E. 6

The following dialogue is for questions 6-10

Farah : Do you know Elon Musk?  
 Rio : No, I don't. Who is he?  
 Farah : He was the the richest man in the world in 2021.  
 Rio : Wow. What does he do?  
 Farah : He is working to revolutionize transportation both on Earth and in space.  
 Rio : What kind of transportation is it?  
 Farah : It is the Tesla electric car and the SpaceX rocket.  
 Rio : Where was he born?  
 Farah : He was born in Pretoria, South Africa.  
 Rio : How much is SpaceX worth?  
 Farah : It was valued at \$74 billion after its latest funding.

6. What are they talking about?
  - A. The richest man in US.
  - B. The founder of paypal.
  - C. SpaceX.
  - D. The husband of Talulah Riley.
  - E. Elon Musk.
7. "What does he do?" has the same meaning as ...
  - A. What does he do for a living
  - B. Where does he work?
  - C. How was he living?
  - D. How did he find a job?
  - E. What does he look like?
8. "He was working to revolutionize transportation both on **Earth** and space." The word in bold has the meaning as...
  - A. Outer space
  - B. Continent
  - C. Land
  - D. World

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E. Word

9. "It was valued at \$74 billion after its latest funding round in February 2021." The word "it" refers to...

- A. Tesla
- B. SpaceX
- C. Paypal
- D. Neuralink
- E. The Boring Company

10. "It is Tesla electric car and the SpaceX rocket."

Change the sentence above into past tense.

- A. It has Tesla electric car and SpaceX rocket.
- B. It was Tesla electric car and the SpaceX rocket.
- C. It has to be Tesla electric car and SpaceX rocket.
- D. It is not Tesla electric car and SpaceX rocket.
- E. It was not Tesla electric car and SpaceX rocket.

**The following text is for questions number 11-14.**

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945.

The bloody battle took place because Indonesians refused to surrender their weaponry to British army. British army at that time was part of the Allied Forces. The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle. It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A. W. WS. Maallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons. However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflets told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesians troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia.

Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcement to siege the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered



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within 3 days and the whole battle lasted for 3 weeks. In total, between 6000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

Adapted from: <https://bit.ly/3mYUgYV>

11. The text tell us about?
  - A. Heroes Day
  - B. The Battle of Surabaya
  - C. Brigadier Mallaby
  - D. Jembatan Merah
  - E. Bung Tomo struggle
12. Who was killed on October 1945?
  - A. Bung Tomo
  - B. Mallaby
  - C. Surya
  - D. Philip Christian
  - E. Sir Philips
13. "...the Brigadier murdered by Indonesian militia." (paragraph 3)  
The similar meaning of murdered is ...
  - A. Executed
  - B. Liquidated
  - C. Eliminated
  - D. Assassinated
  - E. Killed
14. "Indonesia celebrates Heroes Day"  
The main idea is in...
  - A. Paragraph 1
  - B. Paragraph 2
  - C. Paragraph 3
  - D. Paragraph 4
  - E. Paragraph 5
15. The two things that are important for an appointment are the the time and place. You say, "Let's meet next Sunday ..... 2 o'clock".
  - A. on
  - B. in
  - C. at
  - D. of



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E. for

The following text is for questions number 16-20.

**K. H. Agus Salim**

K. H. Agus Salim (Koto Gadang, West Sumatra, 8 October 1884-Jakarta, 4 November 1954) was an Indonesian Independence fighter. He was listed as a National Hero on 27 December 1961.

He was the best graduate of all HBS (Dutch High School) all over Nederland-Indische (now Indonesia).

After graduation, he worked as a translator and a notary assistant in a mining partnership in Indragiri, Riau. In 1906, he worked in Dutch Consulate in Jeddah, Saudi Arabia. In 1915, Agus Salim worked in the journalism world as an Editor II in Harian Neratja.

Then he was appointed as a Chief Editor. In that year, he also joined Sarekat Islam/SI (Islamic Union) and became the vice leader after HOS Cokroaminoto.

16. When did K. H. Agus Salim become the National Hero?

- A. On 27 August 1945
- B. On 27 December 1945
- C. On 27 October 1961
- D. On 27 December 1961
- E. On 27 November 1961

17. Where was Agus Salim from?

- A. Koto Gadang
- B. Jakarta
- C. Tasikmalaya
- D. Gresik
- E. Payakumbuh

18. What did Agus Salim do in 1906?

- A. He was graduate from HBS.
- B. He was listed as a National Hero.
- C. He worked in Dutch Consulate in Jeddah, Saudi Arabia.
- D. He was appointed as a Chief Editor
- E. He joined Sarekat Islam/SI (Islamic Union)

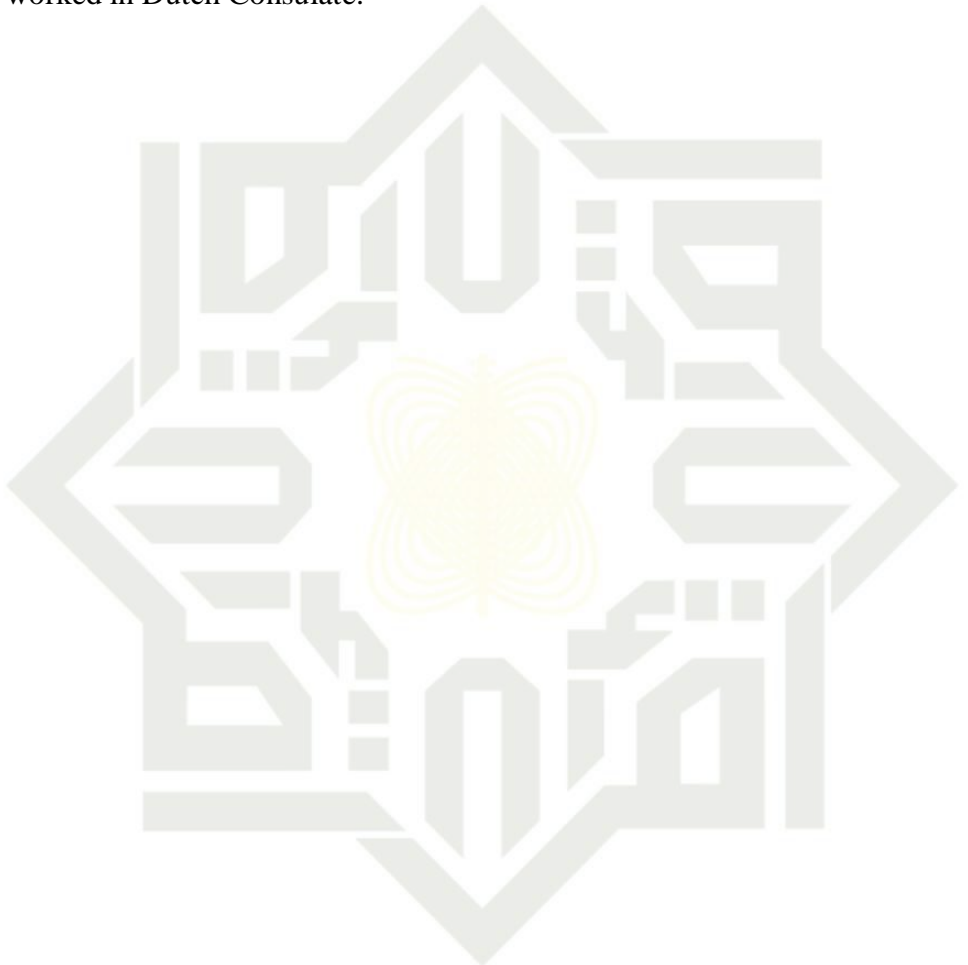
19. Who was Cokroaminoto?

- A. Chief editor in Harian Neratja.
- B. Vice leader in Harian Neratja.
- C. Translator.
- D. Vice leader in Sarekat Islam/SI.
- E. Chief Editor in Sarekat Islam/SI.

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20. What did Agus Salim do in 1915?
- A. He worked as a translator.
  - B. He worked as an Editor II in Harian Neratja.
  - C. He worked as a notary.
  - D. He was graduate from HBS(Dutch High School).
  - E. He worked in Dutch Consulate.



UIN SUSKA RIAU



## RESEARCH INSTRUMENT READING COMPREHENSION TEST (POST-TEST)

Name :  
Class :  
Date :

### Hak Cipta Dilindungi Undang-Undang

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### Choose the correct answer!

#### The following text is for questions 1 to 5.

Last Saturday, I went to Wonosobo with my family. We went there by car. My mother booked two hotel rooms for us. One room was for my mother, my sister, and my little brother and the other was for me and my father. The rooms had two beds, television, AC, hair drier, refrigerator, and a safe deposit box. The most interesting thing I got from hotel room. It was an unforgettable experience when you open your window curtain to see Mount Dieng not far away from you.

1. What can be learned from the text?
  - A. The author was having fun on Monday.
  - B. The author stayed in a hotel last Saturday.
  - C. The author went to Wonosobo with his friends.
  - D. The author went to Wonosobo to attend a party.
  - E. The author stayed in a hotel near Mount Merbabu.
2. Where is the hotel?
  - A. It is in Wonosobo.
  - B. It is near Jakarta.
  - C. It is near Yogyakarta.
  - D. It is far from Wonosobo.
  - E. It is under Mount Slamet.
3. Who booked the hotel?
  - A. The author's mother.
  - B. The author's father.
  - C. The author's sister
  - D. The author.
  - E. The author's brother.
4. "It was an unforgettable experience when you open your window curtain to see Mount Dieng **not far away**". The words in bold can be replaced with...
  - A. Next
  - B. Beside
  - C. In front of

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- D. Near
- E. After

5. According to the text, how many beds were they sleeping on (in each room)?

- A. 2
- B. 3
- C. 4
- D. 5
- E. 6

**The following dialogue is for questions 6-10**

Farah : Do you know Elon Musk?  
 Rio : No, I don't. Who is he?  
 Farah : He was the the richest man in the world in 2021.  
 Rio : Wow. What does he do?  
 Farah : He is working to revolutionize transportation both on Earth and in space.  
 Rio : What kind of transportation is it?  
 Farah : It is the Tesla electric car and the SpaceX rocket.  
 Rio : Where was he born?  
 Farah : He was born in Pretoria, South Africa.  
 Rio : How much is SpaceX worth?  
 Farah : It was valued at \$74 billion after its latest funding.

6. What are they talking about?

- A. The richest man in US.
- B. The founder of paypal.
- C. SpaceX.
- D. The husband of Talulah Riley.
- E. Elon Musk.

7. "What does he do?" has the same meaning as ...

- A. What does he do for a living
- B. Where does he work?
- C. How was he living?
- D. How did he find a job?
- E. What does he look like?

8. "He was working to revolutionize transportation both on **Earth** and space." The word in bold has the meaning as...

- A. Outer space
- B. Continent
- C. Land
- D. World

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E. Word

9. "It was valued at \$74 billion after its latest funding round in February 2021." The word "it" refers to...

- A. Tesla
- B. SpaceX
- C. Paypal
- D. Neuralink
- E. The Boring Company

10. "It is Tesla electric car and the SpaceX rocket."

Change the sentence above into past tense.

- A. It has Tesla electric car and SpaceX rocket.
- B. It was Tesla electric car and the SpaceX rocket.
- C. It has to be Tesla electric car and SpaceX rocket.
- D. It is not Tesla electric car and SpaceX rocket.
- E. It was not Tesla electric car and SpaceX rocket.

**The following text is for questions number 11-14.**

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945.

The bloody battle took place because Indonesians refused to surrender their weaponry to British army. British army at that time was part of the Allied Forces. The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle. It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A. W. WS. Maallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons. However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflets told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesians troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia.

Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcement to siege the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered

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within 3 days and the whole battle lasted for 3 weeks. In total, between 6000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

Adapted from: <https://bit.ly/3mYUgYV>

11. The text tell us about?
  - A. Heroes Day
  - B. The Battle of Surabaya
  - C. Brigadier Mallaby
  - D. Jembatan Merah
  - E. Bung Tomo struggle
12. Who was killed on October 1945?
  - A. Bung Tomo
  - B. Mallaby
  - C. Surya
  - D. Philip Christian
  - E. Sir Philips
13. "...the Brigadier murdered by Indonesian militia." (paragraph 3)  
The similar meaning of murdered is ...
  - A. Executed
  - B. Liquidated
  - C. Eliminated
  - D. Assassinated
  - E. Killed
14. "Indonesia celebrates Heroes Day"  
The main idea is in...
  - A. Paragraph 1
  - B. Paragraph 2
  - C. Paragraph 3
  - D. Paragraph 4
  - E. Paragraph 5
15. The two things that are important for an appointment are the the time and place. You say, "Let's meet next Sunday ..... 2 o'clock".
  - A. on
  - B. in
  - C. at
  - D. of



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E. for

The following text is for questions number 16-20.

**K. H. Agus Salim**

K. H. Agus Salim (Koto Gadang, West Sumatra, 8 October 1884-Jakarta, 4 November 1954) was an Indonesian Independence fighter. He was listed as a National Hero on 27 December 1961.

He was the best graduate of all HBS (Dutch High School) all over Nederland-Indische (now Indonesia).

After graduation, he worked as a translator and a notary assistant in a mining partnership in Indragiri, Riau. In 1906, he worked in Dutch Consulate in Jeddah, Saudi Arabia. In 1915, Agus Salim worked in the journalism world as an Editor II in Harian Neratja.

Then he was appointed as a Chief Editor. In that year, he also joined Sarekat Islam/SI (Islamic Union) and became the vice leader after HOS Cokroaminoto.

16. When did K. H. Agus Salim become the National Hero?

- A. On 27 August 1945
- B. On 27 December 1945
- C. On 27 October 1961
- D. On 27 December 1961
- E. On 27 November 1961

17. Where was Agus Salim from?

- A. Koto Gadang
- B. Jakarta
- C. Tasikmalaya
- D. Gresik
- E. Payakumbuh

18. What did Agus Salim do in 1906?

- A. He was graduate from HBS.
- B. He was listed as a National Hero.
- C. He worked in Dutch Consulate in Jeddah, Saudi Arabia.
- D. He was appointed as a Chief Editor
- E. He joined Sarekat Islam/SI (Islamic Union)

19. Who was Cokroaminoto?

- A. Chief editor in Harian Neratja.
- B. Vice leader in Harian Neratja.
- C. Translator.
- D. Vice leader in Sarekat Islam/SI.
- E. Chief Editor in Sarekat Islam/SI.

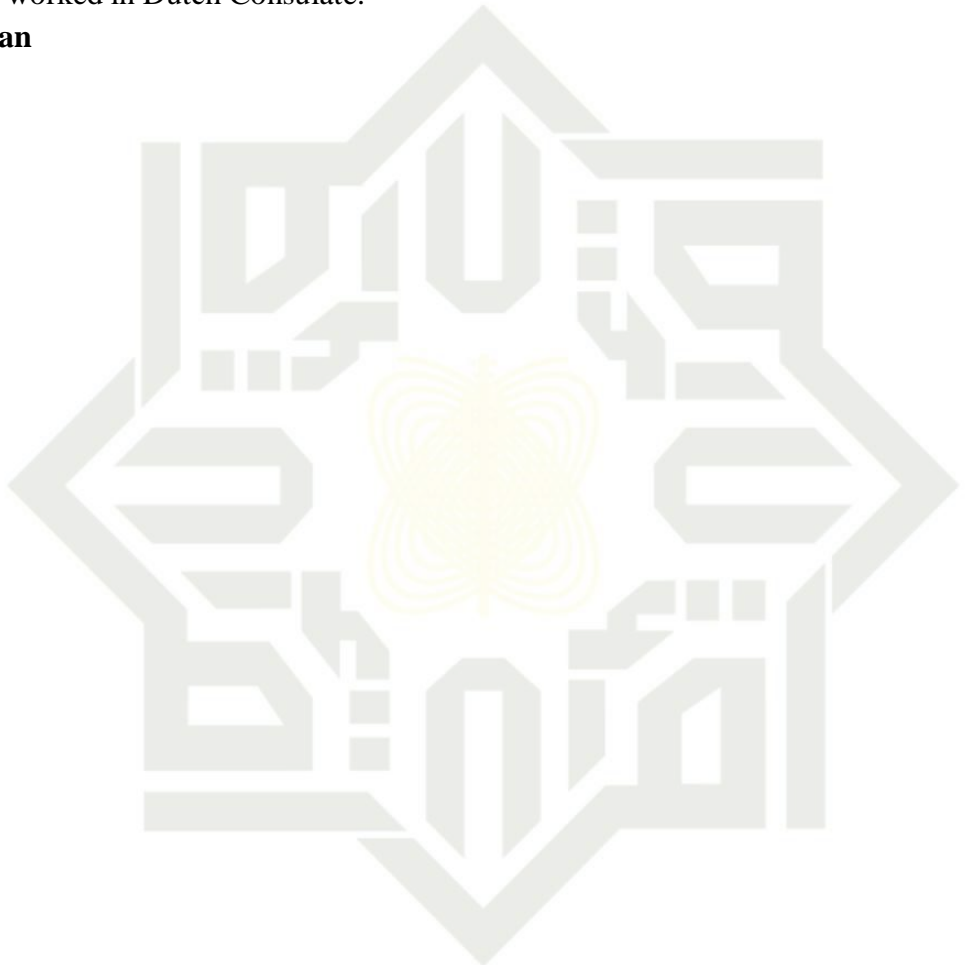
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20. What did Agus Salim do in 1915?
- A. He worked as a translator.
  - B. He worked as an Editor II in Harian Neratja.
  - C. He worked as a notary.
  - D. He was graduate from HBS(Dutch High School).
  - E. He worked in Dutch Consulate.

**Kunci Jawaban**

1. B
2. A
3. A
4. D
5. A
6. E
7. A
8. D
9. B
10. B
11. A
12. B
13. E
14. A
15. C
16. D
17. A
18. C
19. D
20. B



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## APPENDIX 4

### Students Score on Pre-Test and Post-Test



UIN SUSKA RIAU

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No	Students	Control class	
		pre-test	post-test
1	Student 1	45	60
2	Student 2	55	80
3	student 3	65	80
4	student 4	60	80
5	student 5	65	80
6	student 6	50	80
7	student 7	80	80
8	student 8	65	80
9	student 9	75	70
10	student 10	70	70
11	student 11	60	80
12	student 12	60	70
13	student 13	65	80
14	student 14	70	65
15	student 15	65	65
16	student 16	65	65
17	student 17	75	65
18	student 18	65	65
19	student 19	50	60
20	student 20	50	55
Total		1255	1430
Mean		62,75	71,5

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No	Students	Experiment class	
		pre-test	post-test
1	Student 1	90	95
2	Student 2	20	80
3	Student 3	55	90
4	Student 4	65	90
5	Student 5	90	95
6	Student 6	80	90
7	Student 7	70	100
8	Student 8	45	95
9	Student 9	55	100
10	Student 10	85	100
11	Student 11	40	90
12	Student 12	65	80
13	Student 13	75	85
14	Student 14	90	90
15	Student 15	90	95
16	Student 16	70	75
17	Student 17	75	90
18	Student 18	90	90
19	Student 19	35	80
20	Student 20	25	85
Total		1310	1795
Mean		65,5	89,75



## **APPENDIX 5**

### **Recommendation Letters**

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Fax. (0761) 561647 Web www.ik.unsuka.ac.id E-mail: etak\_unsuka@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/9832/2024  
Sifat : Biasa  
Lamp. : -  
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 06 Juni 2024

Kepada  
Yth. Kepala Sekolah  
SMK Tigama Pekanbaru  
di  
Tempat

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa

Nama : Prianti Wakhadiningrum  
NIM : 11910420239  
Semester/Tahun : X (Sepuluh)/ 2024  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam

a.n. Dekan  
Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001

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**YAYASAN PENDIDIKAN TIGAMA PEKANBARU**  
SEKOLAH MENENGAH KEJURUAN (SMK) TIGAMA PEKANBARU  
AKREDITASI : A

Jl. Taman Karya, Taman Karya XX Telp. +6285265915920 Panam Pekanbaru – Riau  
Email : [smk3mapekanbaru@yahoo.com](mailto:smk3mapekanbaru@yahoo.com)



Nomor : 1220/yapentigama/II.06/2024  
Lamp : -  
Perihal : ***Izin Melakukan Pra Riset / Pra Penelitian***

Pekanbaru, 07 Juni 2024

Kepada Yth  
Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau  
Di  
Tempat

*Assalamu 'alaikum warahmatullahi wabarakatuh.*

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau Nomor : Un.04/F.II.3/PP.00.9/9832/2024, Hal izin melaksanakan Prariset / Pra Penelitian. Maka bersama surat ini kami menyatakan menerima mahasiswa tersebut yaitu :

Nama : PRIANTI WAKHADININGRUM  
NIM : 11910420239  
Semester / Tahun : X (Sepuluh) / 2024  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Mahasiswa yang namanya tersebut diatas kami berikan izin untuk melaksanakan Observasi Pra Riset / Pra Penelitian di sekolah kami.

Demikian disampaikan. Atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Mengetahui,  
Kepala SMK Tigama  
  
**Fina Varita, S.Pd.I**



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**FACULTY OF EDUCATION AND TEACHER TRAINING**  
 Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA  
 UJIAN PROPOSAL**

Nama : Prianti Walhadningrum  
 Nomor Induk Mahasiswa : 1190420233  
 Hari/ Tanggal : Senin / 29 Juli 2024  
 Judul Proposal Penelitian : An Experimental Research of Using Herringbone Technique for Students' Reading Comprehension on Recount Text at Tenth Grade in Tigama Vocational High School

NO	URAIAN PERBAIKAN
1.	Revise title
2.	Revise Limitation of the problem
3.	Revise numbering system
4.	Revise background
5.	Revise definition of the problem
6.	Revise relevant research
7.	Revise assumption and hypothesis
8.	Revise tense on Chapter III
9.	Revise research design
10.	Revise references
11.	Add blueprint on technique of collecting data
12.	See examiner notes.

Penguji I  
  
 Abdul Hadi, M.A., Ph.D

Pekanbaru, 29 Juli 2024  
 Penguji II

Rizki Amelia, M.Pd

Note:  
 Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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**PENGESAHAN PERBAIKAN  
 UJIAN PROPOSAL**

Nama Mahasiswa : Prianti Wakhadiningrum  
 Nomor Induk Mahasiswa : 11910920239  
 Hari/Tanggal Ujian : Senin, 29 Juli 2024  
 Judul Proposal Ujian : The Use of Hersingbone Technique on Teaching Reading Comprehension at Tenth Grade Students in Tigama Vocational High School Pekanbaru  
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Abdul Hadi, M.A, Ph.D	PENGUJI I		
2.	Rizki Amelia, M.Pd	PENGUJI II		

Mengetahui  
 dan Dekan  
 Wakil Dekan I  
  
 Dr. Zarkasih, M.Ag.  
 NIP. 19721017 199703 1 004

Pekanbaru, 6 Agustus 2024  
 Peserta Ujian Proposal

  
 Prianti Wakhadiningrum  
 NIM. 11910920239



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Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : B-18099/Un.04/F.II/PP.00.9/08/2024  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 09 Agustus 2024 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Prianti Wakhadiningrum  
NIM : 11910420239  
Semester/Tahun : XI (Sebelas)/ 2024  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Use Of Herringbone Technique For Teaching Reading Comprehension At Tenth Grade Students In Tigama Vocational High School Pekanbaru  
Lokasi Penelitian : SMK Tigama Pekanbaru  
Waktu Penelitian : 3 Bulan (09 Agustus 2024 s.d 09 November 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Wassalam  
a.n. Rektor  
Dekan

Dr. H. Kadar, M.Ag.  
NIP.19650521 199402 1 001

Tembusan :  
Rektor UIN Suska Riau

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**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
Email : [dpmtsp@riau.go.id](mailto:dpmtsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMTSP/NON IZIN-RISET/68340  
T E N T A N G



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-18099/Un.04/F.II/PP.00.9/08/2024 Tanggal 9 Agustus 2024**, dengan ini memberikan rekomendasi kepada:

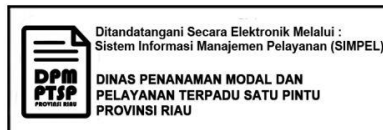
1. Nama	: <b>PRIANTI WAKHADININGRUM</b>
2. NIM / KTP	: 119104202390
3. Program Studi	: PENDIDIKAN BAHASA INGGRIS
4. Jenjang	: S1
5. Alamat	: PEKANBARU
6. Judul Penelitian	: <b>THE USE OF HERRINGBONE TECHNIQUE FOR TEACHING READING COMPREHENSION AT TENTH GRADE STUDENTS IN TIGAMA VOCATIONAL HIGH SCHOOL PEKANBARU</b>
7. Lokasi Penelitian	: TIGAMA VOCATIONAL HIGH SCHOOL PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 16 Agustus 2024



**Tembusan :**  
**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



- Hak Cipta Dilindungi Undang-Undang**
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**PEMERINTAH PROVINSI RIAU**  
**DINAS PENDIDIKAN**  
JL. CUT NYAK DIEN NO. 3 TELP. (0761) 22552 / 21553  
PEKANBARU

Pekanbaru, 10 2 DEC 2024

Nomor : 400.3.11.2/Disdik/1.3/2024/ 19329  
Sifat : Biasa  
Lampiran :  
Hal : **Izin Riset / Penelitian**

Yth. Kepala SMK Tigama Pekanbaru

di-  
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISSET/68340 Tanggal 16 Agustus 2024 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **PRIANTI WAKHADININGRUM**  
NIM/KTP : 11910420239  
Program Studi : **PENDIDIKAN BAHASA INGGRIS**  
Jenjang : **S1**  
Alamat : **PEKANBARU**  
Judul Penelitian : **THE USE OF HERRINGBONE TECHNIQUE FOR TEACHING READING COMPREHENSION AT TENTH GRADE STUDENTS IN TIGAMA VOCATIONAL HIGH SCHOOL PEKANBARU**  
Lokasi Penelitian : **SMK TIGAMA PEKANBARU**

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.



**Pt. KEPALA DINAS PENDIDIKAN  
PROVINSI RIAU**

**EDI RUSMA DINATA, S.Pd,M.Pd**  
Pembina Tingkat I (IV/b)  
NIP. 19720822 199702 1 001

Tembusan:  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru



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PEMERINTAH PROVINSI RIAU  
 DINAS PENDIDIKAN PROVINSI RIAU  
**YAYASAN PENDIDIKAN TIGAMA PEKANBARU**  
 SEKOLAH MENENGAH KEJURUAN (SMK) TIGAMA PEKANBARU  
 AKREDITASI : A



Jl. Taman Karya, Taman Karya XX Telp. +6285265915920 Panam Pekanbaru – Riau  
 Email : smk3mapekanbaru@yahoo.com

**SURAT KETERANGAN**

Nomor: 1366/yapentigama/II.11/2024

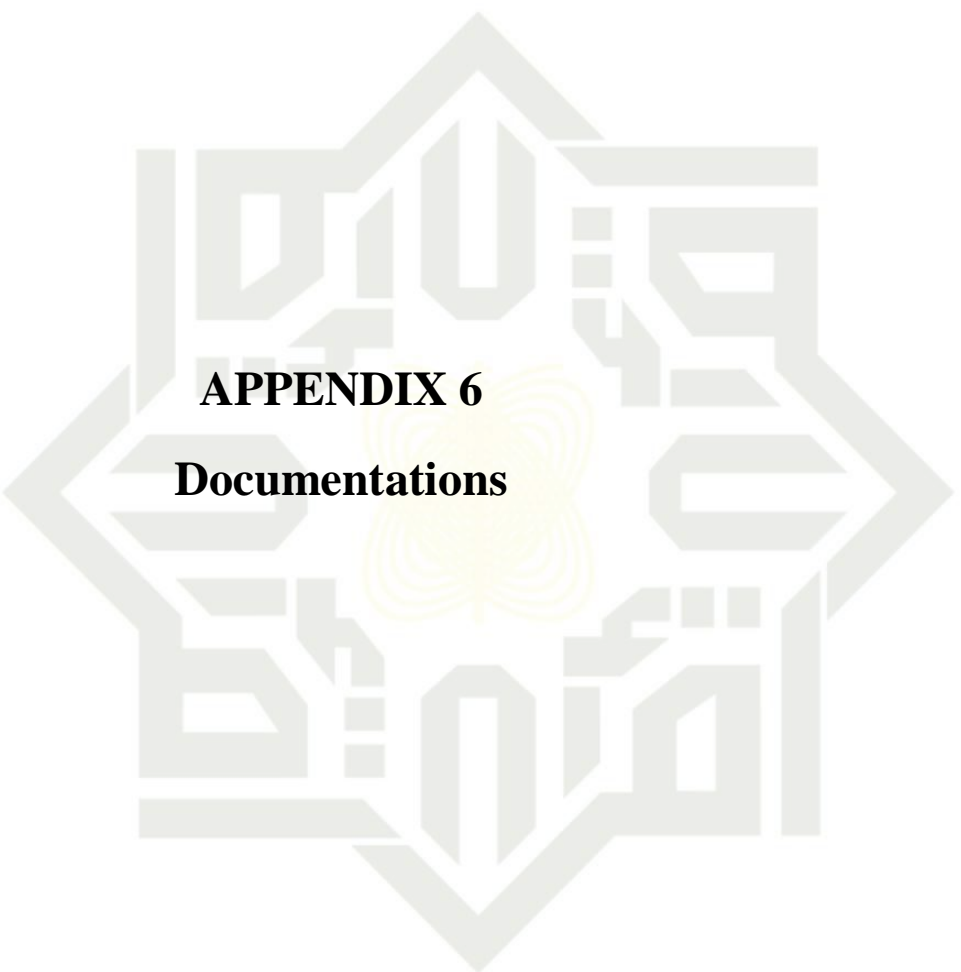
Yang bertanda tangan dibawah ini kepala SMK Tigama Pekanbaru dengan ini menerangkan:

Nama : PRIANTI WAKHADININGRUM  
 NIM : 11910420239  
 Jenjang : S1  
 Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMK TIGAMA Pekanbaru mulai tanggal 8 November s/d 15 November 2024 dengan judul “ **The use of herringbone technique for teaching reading comprehension at tenth grade students in Tigama vocational high school Pekanbaru**”

Demikian surat keterangan ini diberikan agar dapat dipergunakan untuk sebagaimana mestinya





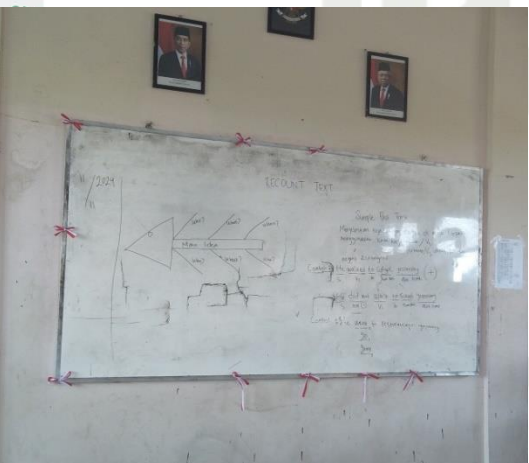
UIN SUSKA RIAU

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arif Kasim Riau



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## CURRICULUM VITAE

**Prianti Wakhadiningrum**, was born on April, 17<sup>th</sup> 2001 in Pekanbaru, Riau. She is the second daughter of Mr. Andi Sulistio and Mrs. Suryati. She has 3 siblings, her older sisters' name is Siti Nawaita Putri, her younger sisters' name is Dita Hafizah, and her younger brothers' name is Muhammad Restu Kurniawan. She and her family lives in Pekanbaru, Riau.



She had finished her study in TK Kartika 1-21 (2006-2007), then she continued her study in SDN 115 Pekanbaru (2007-2013), and then she continued to MtsN 3 Pekanbaru (2013-2016), after finished her study in MtsN 3 Pekanbaru, she continued to MAN 1 Pekanbaru (2016-2019).

Then, she was accepted as one of the students in Department of English Education, Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau in 2019. On July – August 2022, she was doing KKN (Kuliah Kerja Nyata) in Pasar Inuman, Teluk Kuantan. After that, she enrolled Pre-Service Teacher Practice Program at SMK Tigama Pekanbaru.

Finally, she followed thesis examination entitled “The Use of Herringbone Technique for Teaching Reading Comprehension at Tenth Grade Students in Tigama Vocational High School Pekanbaru”.