

THE EFFECTIVENESS OF HERRINGBONE TECHNIQUE IN TEACHING READING COMPREHENSION AT VOCATIONAL HIGH SCHOOL

Trival Setyadik¹, Audi Yundayani², Suratinah³

¹Universitas Terbuka,
Jakarta, Indonesia
Sekolah Usaha Perikanan
Menengah Tegal,
Tegal, Indonesia
caktrival@gmail.com

²STKIP Kusuma Negara
Jakarta, Indonesia
audi_yundayani@stkipkusum
anegara.ac.id

³Universitas Terbuka,
Jakarta, Indonesia
etinsuratinah@gmail.com

ABSTRACT

An efficient method of reading comprehension instruction is required for students to comprehend a text. This study's objectives were to examine if the Herringbone technique helps teach reading comprehension to vocational high school students majoring in fisheries and to explain the students' perceptions of the technique. This study's sample comprised students from the fisheries aquaculture technology department at Sekolah Usaha Perikanan Menengah (SUPM) in Pontianak. This study utilized a mixed-methods research approach. The researcher obtained data from the students by pre-test and post-test, observation, questionnaire, and interview. The Herringbone approach significantly impacts reading comprehension, as determined by statistical analysis. This research also demonstrated that the Herringbone approach was 14% effective in improving students' reading comprehension. Then, based on the students' perceptions of the Herringbone technique, it can be concluded that the students have a positive perception of reading comprehension while utilizing the Herringbone technique and the 5W1H method. In other words, the herringbone method significantly enhances students' reading comprehension in vocational high schools.

Keywords : herringbone technique, reading comprehension, vocational high school.

INTRODUCTION

The purpose of teaching English in vocational high school is to develop the potential of the students in order to have good communication competence in interpersonal, transactional and functional. At the end of the program in vocational high school, students are required to master four language skills: listening, speaking, reading, and writing. In reading, the students must comprehend all the contents and the information of the text clearly. However, some students do not really understand what they read. Reading comprehension is an ability to read, to get information and to gain the idea from the written text.^[1] It is a combination of identification and interpretation skill.^[2] It gives a big contribution to students to perform their communication skill better. By having good reading comprehension skills, students can catch the information in text explicitly and implicitly as well.

The biggest problem appearing in teaching reading comprehension is students are not able to construct the main idea in paragraphs. In reading comprehension, the students must understand the structure of the text. That is, how the main ideas and supporting details of the text are organized. The supporting ideas are more specific sentences that help to describe, clarify, prove or suggest the topic sentence by providing examples, definitions, and reasons.^[3] The problems of teaching reading occurred in fisheries vocational high school in Pontianak. In order to solve the problem, the teachers need to review and revise their teaching methods and incorporate reading strategy instruction in their lesson plans.^[4] Therefore, teaching technique plays an important role to support the students in achieving the learning goals. Herringbone technique is a technique that helps students to develop their reading comprehension through a visual diagram of a fish skeleton. This technique can be used by the students in vocational high school in reading comprehension. It can help the students to gain the main idea of the text easily. Besides that, this technique will help the students to comprehend and understand the text. In further, the applying Herringbone technique engages the students to be actively involved. They are very enthusiastic and more active in learning English because this technique allows the students to explore their ideas while doing reading activity.^[5]

The use of Herringbone technique in teaching reading has been explored through the previous study.^{[6][7][8][9]} However, the application of Herringbone technique in teaching reading for the fisheries vocational high school students has been found. Based on the results of the research above, there are similarities of the study. The similarities are mostly the use of Herringbone technique in teaching reading comprehension. The differences are mostly in case of the object and subject. The research design is also

different with each previous research above. The previous research above supported this research by giving the important information about the advantages of Herringbone technique in teaching reading comprehension. At last, this research is worth conducting based on the previous study above. Then, the researcher is interested to find whether the application of Herringbone technique is effective or not on students' reading comprehension skills. This current research was guided by the following research questions:

1. Is it effective to employ the Herringbone technique to teach fisheries vocational high school students' reading comprehension?
2. What are the student's perceptions of the use of the Herringbone technique of WH (who, what, when, where, why, and how) questions to teach reading comprehension in fisheries vocational high school?

LITERATURE REVIEW

Reading comprehension is an ability to read, to get information and to gain the idea from the written text.^[1] Reading comprehension gives a big contribution to students to perform their communication skill better. Nunan^[10] said that reading is an activity when students comprehend text based on what they read. The process is not spontaneously to understand the content of the text but must comprehend the text. Since reading is related to getting the message of text.

Assessment of reading comprehension proficiency is a very essential way to measure students' reading ability. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance.^[11] It can be conducted in the middle or end of the teaching and learning program.

Reading assessment are used to provide information and make inference about students' ability or the success of teaching process on the basis of various source evidence. According to Klinger, Vaughn, Boardman^[12] Reading comprehension assessment generally focus on the primary indicator of students' understanding. Furthermore, they stated that there are three purposes of reading comprehension assessment. First, it compares students' comprehension level to those students in a norming sample. Second, it is used to evaluate if students have filled the standard of their grade level. Third, it is used to inform instruction by determining when students understand what they have read and how effective the method they use in learning process.

In reading comprehension, by using the WH questions, the students understand the main idea across the backbone fish diagram. The information can also bring the students to get the main idea of the text that they read. This is one of the techniques that help students in understanding and comprehending the text.^[13] Further, the Herringbone technique can be seen as a graphic organizer which is used in order to establish some supporting details to the main idea. This technique helps the students to recognize the important information in the material of reading texts^{[14][7]} It is also used to find the important information (explicit and implicit) and the main idea by asking six comprehension questions: Who?, Where?, Why?, What?, When?, and How? questions in a graphic diagram of a fish skeleton.^{[15][16]} Herringbone technique (HT) is a structured outlining procedure designed to help students organize important information in a text chapter. So, Herringbone technique can help students to understand the idea of the text. Teaching reading using Herringbone technique is effective.^[17] It is also concluded that Herringbone technique is a helpful technique in teaching reading descriptive text to the eight grade students.^[18] Students are able to have better comprehension in reading skill since Herringbone technique facilitated students to improve the reading comprehension.

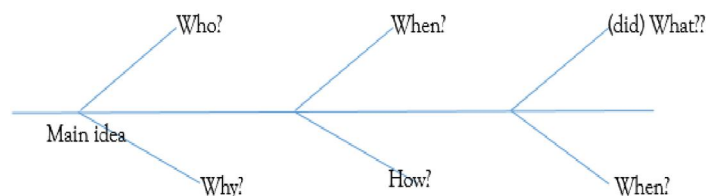


Figure 1. Herringbone Technique Diagram
(Source: Deegan, 2006)

Herringbone technique was also successful in developing their comprehension by increasing attention to detail information. This is because the interesting patterns of graphic diagrams help students to organize and classify information on the assigned reading text (McKnight, 2010). Moreover, the Herringbone technique facilitates students to encode the information, enhancing their ability to answer essay questions. It also helps students to draw a relationship between facts and the main idea in the text, so they can find facts and put them into the diagram. The students can also construct a main idea from the facts in the paragraph. By the end, they are more active in a group discussion after using the Herringbone diagram (Suriani, 2013). The Herringbone technique helps students to find detailed information needed to understand the text and the questions.

Based on the conceptual framework there are two hypotheses:

1. H_0 : The use of Herringbone technique is ineffective to teach fisheries vocational high school students' reading comprehension.
2. H_a : The use of Herringbone technique is effective to teach fisheries vocational high school students' reading comprehension.

Since the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, it shows that there is significant result in the achievement of students who are taught using Herringbone technique and those who are not. On the contrary, since the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted, it shows that there is not significant result in the achievement of students who are taught using Herringbone technique and those who are not.

RESEARCH METHODOLOGY

Design of Research

The mixed method research design was applied in this study. This design first begins with the collection and analysis of quantitative data and followed by the collection and analysis of qualitative data. In order to be able to explore in depth the quantitative data, the researcher then gathered qualitative data from participants who could assist explain these results.

There is a pretest conducted before the data is collected to measure students' initial reading comprehension skill. The research design of this research used Randomized Pretest-Posttest Control Group Design^[19] The research design is as the Figure 2:

Group	Pretest	Treatment	Posttest
Experimental Group	O1	X	O2
Control Group	O3	-----	O4

Figure 2. Randomized Pretest-Posttest Control Group Design
(Source : Campbell & Stanley, 1966)

The data from the pre-test and post-test were analyzed quantitatively using statistical method. Then, the findings of the questionnaire, observation and the interview were analyzed qualitatively to examine the student's perceptions of the use of the Herringbone technique of WH (who, what, when, where, why, and how) questions to teach reading comprehension in vocational school.

Population & Sample

The population in the study are all students of Pontianak Fisheries Vocational High School. The sample of this research is the students of fisheries aquaculture technology department. The researcher used purposive sampling in this research. Purposive sampling also known as judgment, selective or subjective sampling is used as a sampling technique in which researcher relies on the researcher own judgment when choosing members of population to participate in this study. There are class A as control group dan class B as experimental group.

Research Instrument

The researcher used several instruments to measure the effectiveness of Herringbone technique on students' reading comprehension. The instruments will be used are pre-test and post-test, questionnaire and interview. Pre-test is given to determine student achievement in reading comprehension before being given treatment, while post-test is proposed to find out whether Herringbone technique is effective or not to teach reading comprehension. Beside Pre-test and Post-test, researchers also used questionnaires, observation sheets and Interview. The researcher gives questionnaire to the students in experimental group in order to know students' response towards the strategy/treatment given. The questionnaire is containing a list of questions or items used to gather data from students about their attitudes, experiences, or opinions while being treatment using Herringbone technique and conventional method. Then, twenty students will be interviewed through focus group discussion. Thus, there were three groups of FGDs consisting of six to seven students. The researcher interview some of students in order to get deeper information dealing with the process of using Herringbone technique in reading comprehension.

Procedure of Collecting Data

The researcher will collect the data from the students with four main activities namely pre-test and post-test, observation, questionnaire and interview. First, the researcher gives a pre-test to the experimental group and the control group. Then the researcher gives a treatment to the students by using Herringbone technique to the experimental group. During the treatment, there is the other English teacher as observer who observes and takes a field note and fills the observation checklist based on the activities done in the class. Then, the next activity is a post-test. The results of the pre-test and post-test were then used to compare the results of the tests. Next activities, the researcher gives a questionnaire to the students in order to know students' response towards the strategy/treatment given. Furthermore, the researcher interview some of students in order to get deeper information dealing with the process of using Herringbone technique in reading comprehension.

Data Analysis

In this study, the data obtained from the research results were the results of the students' pre-test and post-test which were analyzed quantitatively. This research was analyzing the data using SPSS version 20. Firstly, to determine what kind of t-test formula will be used, the researcher should calculate normality test, homogeneity test and linearity test. The data analysis in this research included accounting the mean score, variance, standard deviation, normality test, homogeneity test, linearity test and t-test. In this case, the null hypothesis (H_0) states that there is no significant effect in students' reading comprehension after being taught using the Herringbone technique, while the alternative hypothesis (H_a) states that there is a significant difference in students' reading comprehension between before and after carrying out learning using the Herringbone technique. The t-test is performed by comparing the

results of the paired sample t-test with a significance level of 0.050. The criteria for accepting the hypothesis are as follows:

If $\text{sig} < 0,050 = H_0$ accepted

If $\text{sig} > 0,050 = H_0$ rejected and H_a accepted

Paired sample t-test is carried out using the SPSS version 20 statistical software application. The effectiveness of using Herringbone technique in developing students' reading comprehension can be known based on the results of tests conducted by students by using SPSS.

FINDINGS AND DISCUSSIONS

Findings

1. The effectiveness of Employing the Herringbone Technique to Teach Fisheries Vocational High School Students' Reading Comprehension

Based on the result of the pre-test in the experimental class and control class, the pre-test mean showed was 49,2 in the experimental class while in the control class was 49,8. The data showed that the mean score of both classes were slightly different. After that, the mean score in the posttest was 64,4 in the experimental class while in the control class was 55,8. It means the result of the post-test score showed that the experimental class had higher improvement (49,2 to 64,4) than the improvement the control class had (49,8 to 55,8). It showed that the students who were taught by using herringbone technique got better result than the students who were taught by using semantic mapping technique.

Table 1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.374 ^a	.140	.117	10.94965	.140	6.169	1	38	.018

a. Predictors: (Constant), Groups

Then, based on the result of Regression as seen on the Table 1 Model Summary above, the correlation of effectiveness (R) is 0.374. It presented a significance of effectiveness of using Herringbone technique in reading comprehension. This data also showed that the effectiveness of using Herringbone technique in reading comprehension is 0.140 (14 %). It means there are some other factors that influence the effectiveness of Herringbone technique in reading comprehension. On the analysis of the data above and the testing of hypothesis, the result of T-test null hypothesis (H_0) is refused, and alternative hypothesis (H_a) is accepted. It means that the students who are taught Herringbone technique got better results than the students who are taught by using Semantic Mapping technique.

2. The Student's Perceptions of The Use of The Herringbone Technique of WH (Who, What, When, Where, Why, and How) Questions to Teach Reading Comprehension in Fisheries Vocational High School

a. Result of Students' Questionnaire

Based on the result analysis of students' questionnaire in experimental group, it showed the student perception related to the students' opinions that many students (85%) felt it was easy to predict the main idea of all sentences in the text by using 5W1H questions and Herringbone technique diagrams. Then, there are many students (60 %) also felt easy to understand the text by using the 5W1H questions and Herringbone technique diagrams. After that, there are many students agree (55%) and strongly agree (40%) that by using 5W1H questions and Herringbone technique diagrams they are easy to answer questions. Related to the students' attitude, many students (70%) felt it was easy to answer questions

using 5W1H questions and Herringbone technique diagrams. Then, there are many students (80%) felt more active in class when reading by applying the steps using 5W1H questions and HT diagrams. Next, related to the students' experience, there are many students (45% students strongly agree and 55% students agree) felt that the use of HT diagrams helped them to understand the reading text given. Then, many students (60%) felt that 5W1H questions on the Herringbone technique help them as a reference for understanding the text given.

b. Result of Observation Checklist

During this activity, there was another English teacher as observer who observed students' attitude and all activities happened in the class. The observer noted that students gave very good attention to the teacher explanation dealing with Herringbone technique. They showed very good enthusiasm in trying to practice making the Herringbone technique. This technique stimulated the students to be very active to draw Herringbone diagram after reading the text. Herringbone technique let the students good in reading the text. Then they were able to read and answer the questions well. After that the students record their answer 5W1H on the Herringbone diagram. They did it good and enthusiastically. The students were good in filling the slot of the Herringbone diagram. After filling the by answering 5W1H, the students were good in writing down the main ideas based on the information in Herringbone diagram. In the discussion session, the teacher was good in implementing Herringbone diagram. Students had a chance to compare their answers to other classmates.

c. Result of Students' Interview

Based on the result of students' interview, the researcher noted the students respond related to students' perceptions of the process of predicting and getting the main idea. The researcher also noted students' perceptions related to understanding the meaning of certain words and information in the text and answering questions. Then, the researcher noted students' perceptions related to the steps of using the Herringbone diagram in reading comprehension. Related to students' perceptions regarding the process of using 5W1H questions in the Herringbone technique, upper group said that since using 5W1H and Herringbone diagram they were able to understand the text well. The researcher also noted students' perceptions toward the process of learning to read English text using 5W1H questions and HT diagrams. Related to Students' perceptions regarding the obstacles and difficulties experienced by students, the researcher noted that upper group stated that when they are using Herringbone technique and 5W1H they get difficulties in acquiring vocabularies and finding information behind the text. Finally, the researcher noted students' perceptions related to the convenience felt by students.

Discussion

The result report that there is a significant effect of Herringbone in teaching reading comprehension compared to without using this technique. The students understand the meaning contextually related to social functions, text structure, and linguistic elements of the text. It can be seen from the result of the post-test score. This research showed that the experimental class had higher improvement (49,2 to 64,4) than the improvement the control class had (49,8 to 55,8). It is indicated the student's reading comprehension in News Item text was improve through Herringbone technique. It was proved that Herringbone is the technique to help student find important information and main idea in a text by seeking answer six comprehension question on a diagram. Moreover, this technique was recommended for the teacher to teach the students in vocational high school especially in reading comprehension because there is some significant effect of Herringbone on students' reading comprehension than teaching reading comprehension without using Herringbone^{[9][6]}

In this study, the students were easy for to predict the main idea of all sentences in the text by using 5W1H questions and HT diagrams. It also proved that Herringbone technique help the students understand the correlation of supporting details to identify a main idea. Supported by the result of interview, students stated that 5W1H and Herringbone diagram let the students find the detailed information in the text easier. It is clear that the Herringbone is a technique used to find the important

information (explicit and implicit) and the main idea by asking six comprehension questions: Who?, Where?, Why?, What?, When?, and How? questions in a graphic diagram of a fish skeleton^{[15][16]}

Next, many students agreed that the Herringbone technique could help them in understanding the text by using the 5W1H questions and HT diagrams. Supported by the result of interview, students stated that 5W1H and Herringbone diagram make them focus on the information needed so they can easier to understand the text. Besides that, the result of observation checklist showed that students were able to write down the main ideas using the information from the herringbone diagram appropriately. In line with previous study in journal article done by Rohmah (2018) showed that the students' responded toward the implementation of herringbone technique was very good, gave positive effect and helped them more easily in understanding the text.

The Herringbone diagram is designed to help students find the main idea of the selection. Balajth and Wade^[20] as quoted in^[18] state that they are looking for answers from the WH-Question which consists of who, what, where, when, why and how. It supported the questionnaire result that students felt easy to answer the question using 5W1H. In line with the questionnaire result, students stated in interview that since using 5W1H and Herringbone diagram they were able to understand the text well. They could find important information needed to answer the question or understanding the text. Besides that, the teacher noted that students were able to enter each answer into the slot correctly and write down the main ideas using the information from the herringbone diagram appropriately.

The use of Herringbone technique also facilitates the students to actively engage in the learning process. They are very enthusiastic and more active in learning English because this strategy allows the students to explore their ideas while doing reading activity.^[5] As the result of the study, most of students were more active, interested and motivated by applying the steps using 5W1H questions and HT diagrams in learning reading. This technique made the students more enthusiastic because it made them feel more curious to continue the reading text. Supported by the result of interview and observation checklist that Students showed enthusiasm in trying to practice making the Herringbone diagram technique explained by the teacher and they felt this technique is very interesting so it can avoid them from feeling bored.

Students stated that they felt more active when they were learning using 5W1H and Herringbone technique. The teacher noted that this technique stimulated the students to be very active to draw Herringbone diagram after reading the text. They were motivated and active in the class to develop their self.^[6] Besides, the students also stated that it was more interesting in learning News Item text when using 5W1H and Herringbone diagram because they don't need to read all the text and it also more attractive so it's made them more active in learning English.

The Herringbone technique helps the students to recognize the important information in the material of reading texts. It can be used as a graphic organizer establish some supporting details to the main idea.^{[14][7]} It facilitates the students with an interesting pattern. Furthermore, the Herringbone technique was also successful in developing their comprehension by increasing attention to detail information.^[14] This is because the interesting patterns of graphic diagrams help students to organize and classify information on the assigned reading text. As the result of this research, the students said that they felt the use of diagram in herringbone technique helped them to comprehend the text well. The teacher also noted that students were able to write down the main ideas using the information from the herringbone diagram appropriately. Supporting the idea, Herringbone diagram helped the students to memorize and understand the material or information from the text. Next, the students stated that Herringbone diagram gave them chance to write down the information in the fish skeleton then they used it to understand the text and that they could understand the text easier because in each fish skeleton consist of detail information needed.

The students agreed that using 5W1H in Herringbone technique helped them to understand the text easier. It facilitates them to find the important information (explicit and implicit) and the main idea by asking six comprehension questions: Who?, Where?, Why?, What?, When?, and How? questions in a graphic diagram of a fish skeleton.^{[15][16]} Further, using 5W1H made the students are able to understand the text well. They could find important information needed to answer the question or understand the text and gave them guideline to find the main idea. The students could understand the text without reading a whole text. The students' struggle in reading comprehension can be supported through the use

of Herringbone technique since it helps students encoding the information in a manner that enhances their ability to answer essay questions. Moreover, it facilitates the students to draw the relationship between facts and main idea in the text. The students can find facts and put them into the diagram through the use of Herringbone technique. The students can also construct a main idea from the facts in the paragraph. The use of Herringbone technique makes the students are more active in a group discussion after using the Herringbone diagram. (Suriani, 2013). The Herringbone technique supports the students to be more active and get involved in learning process.

CONCLUSIONS

The Herringbone technique and 5W1H are effectively used in teaching reading comprehension. It helps the students to comprehend the reading text better. Students can answer the questions in the post-test well. It is shown by the data that students' scores in post-tests are increasing. They are better than before treated with the Herringbone technique.

Besides increasing the students' scores in the post-test, the Herringbone technique gives a positive perception towards the student. Based on the students' interview and questionnaire, the students have a positive perception of learning News Item text using the Herringbone technique and 5W1H. It stimulates the students to be active in the learning process. Moreover, they are interested in making and filling the Herringbone diagram. They are enthusiastic about practicing the Herringbone technique.

Furthermore, the scope of this research investigation only covers the effectiveness of employing the Herringbone technique to teach fisheries vocational high school students reading comprehension. It is necessary to investigate whether the Herringbone technique effectively teaches speaking, listening, and writing skills to fisheries vocational high school students.

The teachers are suggested to be more creative in the class. They have to improve their English skills and find the appropriate strategy or technique to be implemented in the classroom. An appropriate strategy or technique can help the students understand the material well. The Herringbone technique is recommended to be implemented in teaching reading comprehension. Students are also expected to be able to use the Herringbone technique in order to help them comprehend the text and answer the questions correctly. Besides that, the students also should be active in the learning process. It helps them to acquire reading skills well. Then, the next researcher must understand the problem profoundly to improve students' reading comprehension. Another important thing is that the researcher should try to implement the Herringbone technique in other English skills, such as in teaching students speaking, listening, and writing skills.

ACKNOWLEDGMENT

The researchers would like to thank the Principal of Indonesia Open University as the educational program organizer of the Master of English language education, SUPM Pontianak, as the place research is done to take the data and the Supervisors who have assisted in this research so this research can be carried out well.

REFERENCES

- [1] Yusuf, Y. Q., Fajrina, D., & Sari, I. (2016). Developing the EFL Students' Reading Comprehension by Employing Herringbone Technique. *Al-Ta Lim Journal*, 23(3), 183–190. <https://doi.org/10.15548/jt.v23i3.250>
- [2] Rosyida, F., & Ali Ghufro, M. (2018). Herringbone and tri focus steve snyder technique: The techniques for teaching reading comprehension viewed from students' reading habit. *International Journal of Instruction*, 11(3), 603–616. <https://doi.org/10.12973/iji.2018.11341a>
- [3] Flemming, L. E. (2011). *Reading for thinking*. Belmont, CA, United States: Cengage Learning.

- [4] Amirian, S. (2013). Teaching reading strategies to ESP readers. *International Journal of Research Studies in Educational Technology*, 2(2), Consortia Academia Publishing. Retrieved February 18, 2023 from <https://www.learntechlib.org/p/148153/>
- [5] Kurniawan, Andi Yusuf and Drs. Indrawati, M. Hum. (2016). The Effectiveness of Herringbone Technique to Teach Reading of Narrative Text. *Journal of English Language Teaching*. *Journal of English Language Teaching*. Volume 5(2). <https://doi.org/10.15294/elt.v5i2.11229>
- [6] Amumpuni, R. (2021). The Effect of the Herringbone Technique on Reading Comprehension. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 7(1). 50-54. doi: <https://doi.org/10.33394/jk.v7i1.2677>
- [7] Fitriyani, N., Suwandi, & Sutopo, D. (2020). The effectiveness of herringbone and buzz group techniques to teach reading comprehension for students with high and low reading habits. *English Education Journal (EEJ)*, 10(3), 331–339.
- [8] Pratiwi, S.A. (2018). The Implementation of Herringbone in Teaching Reading Comprehension at SMK N 2 Kediri. *Simki-Pedagogia*. Vol. 02 No. 12 Tahun 2018. <http://simki.unpkediri.ac.id/detail/14.1.01.08.0058>
- [9] Nurhidayat & Suwandi. (2021). The effectiveness of herringbone and SQ4R as techniques in teaching reading comprehension to students with visual and auditory learning styles. *English Education Journal*, 11 (1), 56-70. Retrieved from <https://journal.unnes.ac.id/sju/index.php/eej/citationstylelanguage/get/associacao-brasileira-de-normas-tecnicas?submissionId=41912>
- [10] Nunan, D. (2003). *Practical English Language Teaching International Edition 1 st Edition*. In D. Nunan (Ed.), McGraw-Hill (FIRST EDIT). New York: McGraw-Hill.
- [11] Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, New York: Pearson Education.
- [12] Klingner, Janette K., Vaughn, Sharon., and Boardman, Alison. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guildford Press.
- [13] Rohmah, H. (2018). The Implementation of Herringbone Technique in Reading Comprehension at Second Semester of Non-English Department. *Celt: A Journal of Culture, English Language Teaching & Literature*, 18(1), 59. <https://doi.org/10.24167/celt.v18i1.555>
- [14] McKnight, K. S. (2010). *The teacher's big book of graphic organizers: 100 reproducible organizers that help kids with reading, writing, and the content areas*. San Fransisco, CS. John Wiley & Sons.
- [15] Deegan J. 2006. Herringbone Technique. *Translation Journal*, (Online) Volume A, No.1, (<http://www.teacherweb.com/HerringboneTechnique.doc> accessed on December 13, 2015)
- [16] Rahila, C. D. I., & Sakdiah, H. (2016). the Effectiveness of Herringbone Technique to Enhance Students' Ability in Comprehending Narrative Text of the Eighth Grade Students At. *Inovish Journal*, 1(2), 1–10.
- [17] Margaretta, Ihksanudin, & Husin, S. (2015). Teaching reading descriptive text using herringbone technique. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 4(3), 1–12.
- [18] Firda, N., Rasyidah, U., & Kasyulita, E. (2016). The effect of herringbone technique toward students reading comprehension of recount text at the grade VIII students of SMPN 4 Rambah Hilir. *Jurnal Ilmiah Mahasiswa Prodi Bahasa Inggris UPP*, 2(1), 1–7.
- [19] Campbell, D.T. & Stanley, J. C. (1966). *Experimental and quasi-experimental designs for research*. USA: Rand McNally & Company.
- [20] Balajthy, Ernest and Wade, Sally Lipa. 2003. *Struggling Readers*. New York: Guilford Press.