

**TEACHING AND LEARNING READING COMPREHENSION
THROUGH HERRINGBONE TO THE FIRST SEMESTER
OF THE ELEVENTH GRADE STUDENTS OF MAN 1
PESISIR BARAT IN THE ACADEMIC
YEAR OF 2016/2017**

A Thesis

Submitted as a Partial Fulfillment of the
Requirements for S-1 Degree

By

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**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG**

2017

**TEACHING AND LEARNING READING COMPREHENSION THROUGH
HERRINGBONE TO THE FIRST SEMESTER OF THE ELEVENTH
GRADE STUDENTS OF MAN 1 PESISIR BARAT
IN THE ACADEMIC YEAR OF 2016/2017**

ABSTRACT

Reading is a complex process which involves instruction among the readers, language and ideas of the text. Teaching reading comprehension is the process of helping, facilitating, guiding students to comprehend the text and providing students with many opportunities to practice it. This research is about Teaching and Learning Reading Comprehension Through Herringbone to the First Semester of the Eleventh Grade Students of MAN 1 Pesisir Barat in the Academic Year of 2016/2017. The objectives of this research were to know the process of teaching and learning reading comprehension through herringbone, to know the teacher's problems in teaching reading comprehension through herringbone and to know the students' problems in learning reading comprehension through herringbone.

This research was qualitative research. The subject of this research was eleventh grade students of MAN 1 Pesisir Barat. The Researcher applied purposive sampling technique to determine the sample. The researcher chose class IPA 1 along with the English teacher as the subject. The total number of student in this research were 33 students. The techniques of collecting data were observation, interview, and questionnaire.

From the data analysis, the researcher found some conclusions in teaching and learning reading comprehension through herringbone at MAN 1 Pesisir Barat as follows: first, teaching and learning reading using herringbone proces was done in two meetings but the teacher did not apply the steps of teaching reading comprehension through herringbone well. Second, the problems faced by the teacher in teaching reading through herringbone were the students' lack mastery of the basic, the students' habit of reading slowly, the students' inability to figure out inferences, implications, main ideas, and text selection. Moreover, the problems faced by students were about the speed of reading, the students have no many vocabulary and difficult to remember the text. By seeing the problems, solution which may be taken by the teacher are; the teacher has to manage the time as good as possible, give an attracting brainstorming that raises students' interest in learning reading comprehension, and review the reading selection.

Keyword: teaching and learning reading, reading comprehension, herringbone.



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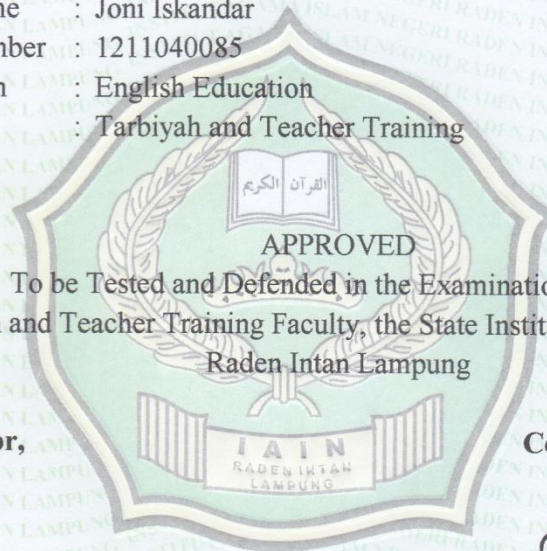
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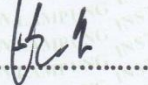
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DECLARATION

I hereby certify that this thesis is completely in my work. I am fully aware that i have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar lampung, February 27 2017

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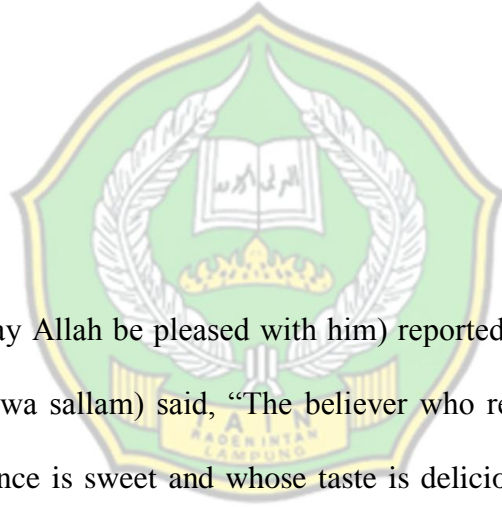


Joni Iskandar

MOTTO

عَنْ أَبِي مُوسَى رَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَثَلُ
الْمُؤْمِنِ الَّذِي يَقْرَأُ الْقُرْآنَ مَثَلُ الْأَنْجُورِ رِيحُهَا طَيِّبٌ وَطَعْمُهَا طَيِّبٌ وَمَثَلُ الْمُؤْمِنِ الَّذِي
لَا يَقْرَأُ الْقُرْآنَ كَمَثَلِ التَّمْرَةِ لَا رِيحَ لَهَا وَطَعْمُهَا حُلْوٌ وَمَثَلُ الْمُنَافِقِ الَّذِي يَقْرَأُ الْقُرْآنَ مَثَلُ
الرَّيْحَانَةِ رِيحُهَا طَيِّبٌ وَطَعْمُهَا مُرٌّ وَمَثَلُ الْمُنَافِقِ الَّذِي لَا يَقْرَأُ الْقُرْآنَ كَمَثَلِ الْحَنْظَلَةِ
لَيْسَ لَهَا رِيحٌ وَطَعْمُهَا مُرٌّ.

متفق عليه



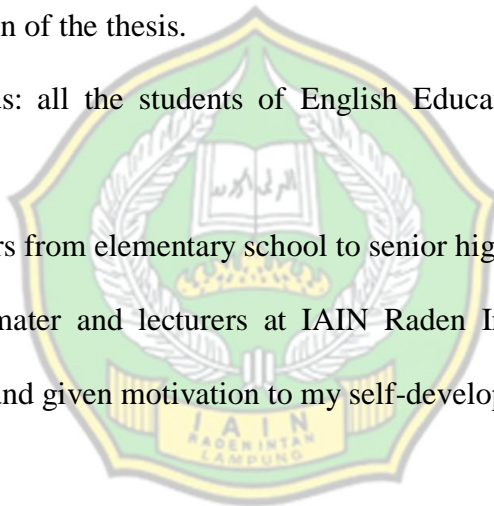
Abu Musa Al-Ash'ari (May Allah be pleased with him) reported: The Messenger of Allah (sallallahu 'alayhi wa sallam) said, "The believer who recites the Qur'an is like a citron whose fragrance is sweet and whose taste is delicious. A believer who does not recite the Qur'an is like a date-fruit which has no fragrance but has a sweet taste. The hypocrite who recites the Qur'an is like a colocynth whose fragrance is so sweet, but its taste is bitter. The hypocrite who does not recite the Qur'an is like basil which has no fragrance and its taste is bitter." ¹ (Narrated by Bukhari and Muslim)

¹ Umm Sulaym, Multaqa Ahl Hadeeth, Rasulallah Salallahu 'Alayhi Wasalam's Narration Reported by Abu Musa Al Ash'air RA (Al-Bukhari, Volume 6, Book 61, Number 538). Available on <http://www.ahlalhodeeth.com/vbe/index.php?s=19e82b96b1e3eaecd252687877a8666b>. Accessed on November 6th 2016.

DEDICATION

This thesis is dedicated to:

1. My beloved parents Mr. Ahmad Zikri, the late Mrs. Soripah and Mrs. Maisaroh who keep on praying and always give motivation for my life.
2. My beloved brothers and sisters: Syahroni, Murpandi, Erna Dewi, Jumroh, Yunita Sari, Tri Ulandari, Sofi Yani who always support and cheer me up untill the completion of the thesis.
3. My beloved friends: all the students of English Education Study Program especially Class C.
4. My beloved teachers from elementary school to senior high school.
5. My beloved alمامater and lecturers at IAIN Raden Intan Lampung who made me grow up and given motivation to my self-development.



CURRICULUM VITAE

The researcher's name is Joni Iskandar, He was born in Sukaraja, on June 10 1993. He is the fourth of four children of Ahmad Zikri and the late Soripah. He has two brothers named Syahroni and Murpandi and has one sister named Erna Dewi. From his step mother, he has four sisters: Jumroh, Yunita Sari, Tri Ulandari, and Sofi Yani.

The researcher started his study at Elementary School of MIN 1 Pesisir Barat and graduated in 2005. After finishing his study at elementary school, the researcher continued his study at Junior High School of MTs NU Pesisir Barat and graduated in 2008. Then, he continued in senior high school of MAN 1 Pesisir Barat and graduated in 2011. After that, in 2012 he continued in IAIN Raden Intan Lampung and took English Education Study Program of Tarbiyah and Teacher Training Faculty.

During studying at IAIN Raden Intan Lampung, the researcher followed organization of Student Activity Unit Volunteer Corps Indonesian Red Cross of State Institute of Islamic Studies Raden Intan Lampung (KSR PMI IAIN Lampung) and as a trainer of Youth Red Cross (PMR).

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First of all, all praise be to Allah the Almighty for giving mercy and blessing to the researcher during study and in completing this thesis. The best wishes and salutation be upon the great messenger prophet Muhammad Peace be upon Him.

This thesis is presented to the English Education Study Program at IAIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task as partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for completing this thesis:

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Finally, none or nothing is perfect and neither is thesis. Any corrections, comments, and critics for the betterment of this thesis are always open-heartly welcome.

Bandar lampung, February 2017

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF APPENDICES	xv

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Formulation of the Problem	5
E. Objective of the Research	6
F. Use of the Research.....	6
G. Scope of the Research	7

CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Teaching and Learning English.....	8
1. Concept of TEFL.....	8
2. Concept of Learning	10
B. Concept of Reading.....	11
1. Models of Reading	12
2. Types of Reading.....	13
3. Purpose of Reading.....	15
C. Concept of Teaching Reading.....	16
D. Concept of Reading Comprhension	19
E. Concept of Teaching Reading Comprehension.....	23
F. Concept of Learning Reading Comprehension	24
G. Problem in Teaching and Learning Reading Comprehension	25
1. Problem in Teaching Reading Comprehension	25
2. Problem in Learning Reading Comprehension	27

H. Concept of Herringbone	29
1. Herringbone Technique.....	29
2. Advantages of Herringbone	32
3. Disadvantages of Herringbone	33
I. Teaching Reading by Using Herringbone.....	34

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	37
B. Research Subject.....	38
C. Data Collecting Technique.....	39
1. Observation	39
2. Interview	39
3. Questionnaire	40
D. Research Instrument	41
E. Research Prosedure.....	48
F. Trustworthiness of Data	52
G. Data of the Analysis.....	53
1. Data Reduction.....	53
2. Data Display.....	53
3. Data Conclusion.....	54

CHAPTER IV RESULT AND DISCUSSION

A. Data Analysis	55
1. Data Reduction.....	56
2. Data display.....	57
B. Data Conclusion.....	66
C. Discussion	69

CHAPTER V CONCLUSION AND SUGGESTION

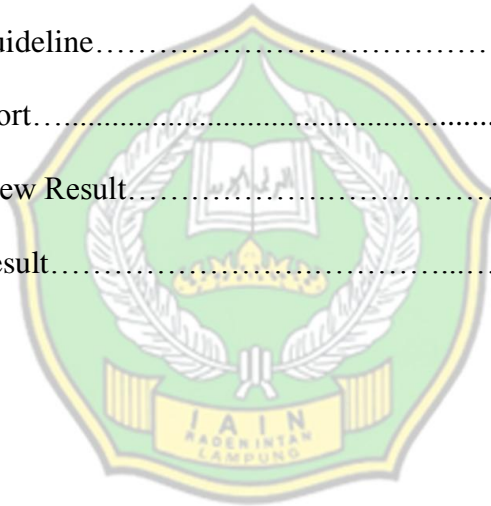
A. Conclusion.....	75
B. Suggestion.....	77
1. Suggestion for the Teacher.....	77
2. Suggestion for the Students.....	78
3. Suggestion for the Further Researcher.....	78

REFERENCES	79
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LIST OF THE TABLES

Table 1	Students' Reading Score at the Second Semester of the Eleventh Grade of MAN 1 Pesisir Barat in the Academic Year of 2015/2016.....	4
Table 2	The Number of Students at the First Semester of the Eleventh Grade of MAN 1 Pesisir Barat	38
Table 3	Observation Guideline	41
Table 4	Interview Guideline.....	43
Table 5	Questionnaire Guideline.....	48
Table 6	Observation Report.....	57
Table 7	Teacher's Interview Result.....	62
Table 8	Questionnaire Result.....	63



LIST OF APPENDICES

Appendix 1	The result of interview for teacher in the preliminary research....	82
appendix 2	Observation Report.....	84
Appendix 2	Teacher’s Interview Result.....	89
Appendix 3	Questionnaire Report	93
Appendix 4	Lesson plan.....	94
Appendix 5	Students Score....	105
Appendix 6	General Description of the Research Place.....	111
Appendix 6	Documentation of Photograph.....	116
Appendix 7	The Research Permission from IAIN Raden Intan Lampung.....	117
Appendix 8	The Research Permission from MAN 1 Pesisir Barat.....	118
Appendix 9	Control Card.....	119



CHAPTER I INTRODUCTION

A. Background of the Problem

Language is very important in human life, because it is used in all aspects. As human being people use language to communicate with one and another. People use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture.¹ Language is used to deliver message or ideas from the speaker to the listener and writer to the reader in interaction among themselves or with their environment. Without language, it is impossible for people or everyone to join interaction each other in daily life or learning something and also the human activities cannot run well without language.

English an international language is used by many people in the world and in many areas of life. It is learned by most of people in the world. In Indonesia, English is as the foreign language that is not used every day. Indonesians only learn English from the school or course. Moreover, English is a compulsory subject which should be mastered by students of senior high school. There are four skills in English they are listening, speaking, reading and writing. These skills are closely related one to another. In this research, the researcher will focus on reading

¹ Jeremy Harmer, *The Practice of English Language Teaching*. (Cambridge: Longman, 2007), p.295

skill. Reading is a way to get meaning or knowledge from textbook, newspaper, magazines, novels and another source like website internet.

By reading, people can get the meaning or the purpose of the writer. Reading is useful skill for students, for example students can get many important information and knowledge from what the students read.

Reading is very important for our language capability. According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, more they read, the better they get at it.² So when people read, they must understand what they read. When they read and do not get something their activity is useless.

Reading is a complex process which involves instruction between the reader and language and ideas of the text.³ It means that reading is the good way to catch all of direction between the reader and writer. Every text of course has the ideas so get the idea in the text is a way to know what the text means.

In teaching and learning reading there are many techniques; one of the techniques is herringbone. The herringbone technique is a technique that used to find main idea and important information in the text by asking six comprehend questions: who, what, when, where, why and how. Herringbone technique is one graphic

²Jeremy Harmer, *How to Teach English* (Cambridge: Longman Pearson, 2007),p.99

³*Ibid.*

organizer strategy used in reading comprehension, this technique is designed like a fishbone where the main idea is put in central of herringbone pattern and information that support the main idea. Moreover this technique facilities the students with an interesting pattern which looks like fishbone where the students can put information that have been got in which are suitable with the question.⁴

Based on the preliminary research in MAN 1 Pesisir Barat that was conducted at the second semester of eleventh grade in the academic year of 2015/2016 on January 27th by interviewing the English teacher Mrs. Egra Betaria, S.Pd, the researcher found that teaching and learning reading through herringbone has been applied there.⁵ But the researcher found that the students' reading comprehension was still low although the teacher had used herringbone.

According to students, the researcher also found that most students at second semester of eleventh grade had many problems in learning English, such as: first, most of the students at the eleventh grade still had difficulties in comprehending the text when the students read book, article, magazine, and novel. Second, the students were lazy to read English material. Third, the teacher did not apply all of steps in teaching herringbone. Fourth, sometimes they also did not focus on their

⁴Ari Dio Putra, *et.al*, *Improving Reading Skill By Using Herringbone Technique in Recount Text For Senior High School*. English Jurnal, Vol 3, No 6 (Padang: Universitas Bung Hatta, 2014), p.3. available at [http // ejournal.bunghatta.ac.id /index.php? journal= JFKIP&page= article&op= view &path \[\] = 3524 & path\[\]3023](http://ejournal.bunghatta.ac.id/index.php?journal=JFKIP&page=article&op=view&path[]=3524&path[]=3023), accessed on march 26th, 2016.

⁵Egra Betaria, *Interview with English teacher*. (Man 1 Pesisir Barat, in January 27th2015), Unpublished

lesson because they lost motivation in learning and they felt so difficult to learn. The researcher got data of score of the second semester of eleventh grade students; the table below describes the students' score.⁶

Table 1
The Students' Reading Comprehension Score at the First Semester of the Eleventh Grade of MAN 1 Pesisir Barat in the Academic Year of 2015/2016

No.	Score	The Total of Students	Percentage
1	≥ 77	46	45%
2	< 77	57	55%
Total		103	100%

Source: *English Teacher at the Second Semester of Eleventh Grade Students of MAN 1 Pesisir Barat*

Based on the data, the total numbers of students are 103 students. Passing grade that must be achieved by students was 77. The students who got score under 77 were 57 of 103 students. It means that the students who felt difficulty in reading are 55%. It could be inferred that students' reading comprehension was still low.

The researcher concluded that most of students find difficulty in reading. From the data that the researcher has got, the researcher found out that most of the students' reading ability was still low. Many students had difficulties in comprehending the text. Then most of them were only reading without knowing what they read.

The researcher conducted a research about teaching and learning reading through herringbone. The researcher concerned to observe the process of teaching and

⁶Egra Betaria, *The Students' Reading Score at the Second Semester of the Eleventh Grade of Man 1 Pesisir Barat*. (Krui, MAN 1 Pesisir Barat, in January 27th 2015), Unpublished.

learning of reading, and found out more obstacles faced by both the teachers and the students through research entitled: “Teaching and Learning Reading through Herringbone to the First Semester of the Eleventh Grade Students of MAN 1 Pesisir Barat in the Academic Year of 2016/2017”.

B. Identification of the Problem

Based on the background above the researcher identified the problems as follows.

1. The students found difficulty to comprehend the text.
2. The students were lazy to read English material.
3. The herringbone technique had been applied but the result was not optimal yet.

C. Limitation of the Problem

In this research, the researcher focused on the process of teaching and learning reading through herringbone, and the problems faced by the teacher and the students in teaching reading through herringbone to the first semester of the eleventh grade of MAN 1 Pesisir Barat in the academic year of 2016/2017.

D. Formulation of the Problem

Based on the limitation above, the researcher formulated the problem as follows.

1. How is the process of teaching and learning reading by using herringbone to the first semester of the eleventh grade of MAN 1 Pesisir Barat in the academic year of 2016/2017?
2. What is the students' problem in learning reading by using herringbone?

3. What is the teacher's problem in teaching reading comprehension by using herringbone at the eleventh grade of MAN 1 Pesisir Barat in the academic year of 2016/2017?

E. Objective of the Research

Based on formulation of the problems, the objectives of the research were as follows.

1. To describe the process of teaching and learning reading comprehension through herringbone to the first semester of the eleventh grade of MAN 1 Pesisir Barat in the academic year of 2016/2017.
2. To know and describe students' problem in learning reading comprehension through herringbone to the first semester of the eleventh grade of MAN 1 Pesisir Barat in the academic year of 2016/2017.
3. To know the teacher's problem in applying herringbone to the first semester of the eleventh grade of MAN 1 Pesisir Barat in the academic year of 2016/2017.

F. Use of the Research

The researcher expects that there were some uses of the research as follows.

1. Theoretical Contribution:
 - a. The result of the research can be used as an input in English teaching and learning process especially in teaching reading.

- b. The result of the research can be used as the reference for those who want to conduct a research in English teaching reading process.
2. Practical contribution:
- a. The result of the research is useful both for students and teachers to reduce the problem in the teaching and learning reading.
 - b. Other teachers can adopt this technique.
 - c. For the others researchers, it provides them basic information of teaching reading by using herringbone.

G. Scope of the Research

1. Subject of the Research

The subject in this research were an English teacher and the students of the eleventh grade of MAN 1 Pesisir Barat in the academic year of 2016/2017.

2. Object of the Research

Object of the research was teaching reading by using herringbone.

3. Place of the Research

The researcher conducted the research at MAN 1 Pesisir Barat, on LabuhanJukung Street, Pesisir Tengah Districts, Pesisir Barat.

4. Time of the Research

The research was conducted at the first semester of the academic year of 2016/2017.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Teaching and Learning English

1. Concept of Teaching English as a Foreign Language (TEFL)

Teaching is process that done by the teacher to share their knowledge, experience and material preparation the aim of teaching can be reached. Teaching can also defined as providing opportunities for students to learn. However, students may not always learn what the teacher intend to teach about and sometimes they may also learn notion which teacher do not intend them to learn.

According to Brown, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.¹ Moreover, Suzanne states that teaching is shared work between students and teachers.² Then, it can be interpreted that teaching is process that done by the teacher to share their knowledge, experience and the material to students. In this activity the teacher who provides education to students to learn is not limited only share their knowledge but also it is possible to share their experience as well. Teaching also is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is

¹ H. Douglas Brown, *Principles of Language Learning and Teaching*. (New Jersey: Longman, 2000). p. 7

² Suzanne L. Miller and Penelope, *Theories of Learning and Teaching What Do They Mean for Educators?* (Washington DC: NEA, 2006), p. 11

necessary for having a good management in teaching. It should be considered about ability of the teacher in managing the class and also the professionalism of the teacher so that teaching goal can be achieved. And also teaching is guiding and facilitating learning, enabling the learning to learn, setting the condition for learning. Our understanding of how the learners learn will determine our philosophy of education, teaching style, Approach, methods, and classroom technique

English is a foreign language in Indonesia. Wilkins also says that teaching English as foreign language is not the mother tongue of any group within the country where it is being learned.³ It means that the students who learned English as foreign language have a little opportunity to use their English in real life situation. Teaching a foreign language is to provide the students with the skills which enable to communicate orally with speakers of other nationalities who also learn this language.

Based on the explanation above the researcher concludes that the teaching English as foreign language is a systematic activity which includes many components to share knowledge, experience and also building their attitude, character and change somebody's ideas and manage three elements: transmitting knowledge, teaching of process inquiry and encouraging interpersonal relationship.

³ D.A Wilkins, *Linguistics in Language Teaching* (London: Edward Arnold Publisher,1980),p.7

2. Concept of Learning

Learning is a process of change from not knowing to knowing. Particularly, this research discusses the learning process of reading comprehension in English through herringbone technique. According to Kimble in Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and a result of reinforced practice.⁴ In addition, learning involves activeness, conscious focus on and acting upon events outside or inside the organism, and also some forms of practices, perhaps reinforced practices. It means that learning is an activity for getting knowledge, skill, and experience about subject learning which need practice to improve the understanding of its. It can be seen that learning can be defined as change in behavior. This change occurs as a consequence of experience in some specify situation. The change brought about by developing a new skill and changing attitude.

Based on statement above, it can be concluded that learning is the process of getting knowledge and understand the lesson or the subject.

⁴H. Douglas Brown, *Loc. Cit.*

B. Concept of Reading

There are four skills in English that must be mastered by the students included listening, speaking, reading and writing. Reading is about understanding written texts. From this definition researcher can describe that purpose of the reading is to get meaning or to understand what the writer has write and we know what writer wanted.

Furthermore, Harmer states that reading is useful for language acquisition. Provided that students more or less understand what they read, more they read, the better they get it.⁵In addition, Patel and Praveen states that reading is an important activity in life with which one can update his/her knowledge.⁶It means that reading has usefulness for providing more understanding in subject learning and it has important part in life which can update our knowledge.

Reading is a complex process which involves instruction between the reader and language and ideas of the text.⁷ It means that reading is the good way to catch all of direction between us as the reader with the text. Every text of course has the ideas so get the idea in the text is a way to know what the text means.

⁵Jeremy Harmer. *How to Teach English*(Cambridge: Longman,2007,p.99

p.113
⁶M. F. Patel, Praveen M. Jain, *English Language Teaching*, (Velahall Nagor: Sunrise, 2007),

⁷*Ibid*,p.7

Reading is a way of getting the meaning or knowledge from the printed page such as textbook, newspaper, magazines and novel.⁸ Its means from the text that we have read we can get meaning or the knowledge which we need. We try to understand the meaning that writer write in his book. Not only from the educational book we get knowledge but also from newspaper for example we can get the important information which very uses for our live because content announcement about job, good occasional, etc.

From the statement above, it can be concluded that reading is getting a meaning from writen text. Reading is also connected between the writer and reader, the writer explains the statement and knowledge, while the reader accepts meaning and the information.

1. Models of Reading

There are some models that can be used to help the reader in reading. Find out appropriate models will make people easier in reading. According to the Nuttal there are two models as bellows.

1). Top-Down Models

In the top down processing the reader draw on their intelligence, experience prediction to understand the text. This processing is used when the reader interpretation assumption and draw inferences try to see the overall purpose of the

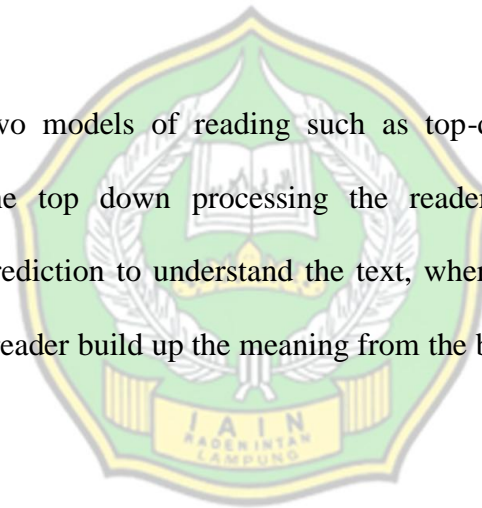
⁸Team of Five. *Improving Reading Skill in English* (Jakarta: Kencana,2006), p.51

text. In this process the reader adopts an eagle's eye view of the text when people consider it as a whole and relates the own and experience of the reader.

2) Bottom-Up Models

In the bottom-up models processing the reader build up the meaning from the black marks on the page, recognizing letters and words, working out sentences structure. Our image of bottom-up processing might be a scientist with a magnifying glass examining the ecology of a transect a tiny part of the landscape the eagle surveys.⁹

In summary, there are two models of reading such as top-down models and bottom-up models. In the top down processing the readers draw on their intelligence, experience prediction to understand the text, whereas in the bottom up models processing the reader build up the meaning from the black marks on the page.



2. Types of Reading

According to Brown there are three types of reading as below.

1). Perceptive Reading

Perceptive readings involve attending to the components of larger stretch of discourse: letters, word, punctuation and other graphemes' symbols. Bottom-up processing is implied.

⁹Christine Nuttal. *Teaching Reading, Skillin a Foreign Language*, (Mexico City: Heineman, 1996) p.17

2).Selective Reading

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical grammatical or discourse features of language within a very short.

3).Interactive Reading

Interactive reading types are stretches of language of several paragraph to one pages or more in which the reader must, in psycholinguistic sense, interact with the text. Bottom-up processing may be used.

4).Extensive Reading

Extensive reading as longer stretches of discourse, such as: a long article, and books that are usually read outside a classroom hour.¹⁰

Based on statement above, we know that there are four types of reading included perceptive reading, selective reading, interactive reading and extensive reading. Perceptive reading is ask the students to analyze the letter, word and symbol separately. Selective reading is the process to know the grammatical or the paragraph in the short passage. Interactive reading ask the students to read some text and find the information from the text. Meanwhile extensive reading deals with longer text, this requires students ability to understand the whole text.

¹⁰H. Douglas Brown. *Language Assessment Principle and Classroom Practices* (New York: Longman Person,2014), p.186

3. Purpose of Reading

The purpose of reading is to connect the ideas on the page to what you already know. There are the aims of the reading:

1). Reading for Pleasure

If you read for pleasure you have enjoyment and you can prepare for read such as you decide sit on your comfortable chair or prop yourself up on bed ready to relax with your book and you can find out what happens.¹¹ It means that when people read to enjoy they have to get comfortable place. They can read in bedroom or wherever which makes relax.

2). Reading for Meaning.

Reading for meaning used to get something or message from the writer.¹² It means reading use to get something from the text.

Reading is an activity to relate the ideas that has two aims. They are reading for pleasure and reading for meaning. Reading for pleasure means when people read to enjoy they have to get comfortable place. Reading for meaning means reading use to get something from the text.

¹¹*Ibid*, p.99

¹²*Ibid*, p.3

C. Concept of Teaching Reading

Teaching reading seems to have its own importance in language teaching.

Teaching reading usually has at least two aspects. First, who are learning to read for the very first time. Second, who already have reading skills in their first language.¹³ There are six basic reasons to teach reading:

- (1) Reading is not passive skill.
- (2) Students need to be engaged with what they are reading
- (3) Students should be encouraged to respond the content of reading text
- (4) Prediction is a major factor in reading.
- (5) Match the task to the topic.
- (6) Good teachers exploit reading texts to the full.¹⁴

It means in teaching reading there are two aspects that must be considered. The first who are the learner and the second who have reading skills. Also reading is an active skill. So, the teacher should encourage the students to respond the content of reading text. And a good teacher should give appropriate task with topic.

¹³David Nunan, *Practical English Language Teaching*(New York:Hill Companies,2003),p. 68

¹⁴Jeremy Harmer. *How Teach English* (Kuala Lumpur, Longman, 2003),p.70

1. Steps of Teaching Reading

There are three stages of lesson methodology of reading, they are:

a. The Pre-/Before Reading

- 1) Simulating students' curiosity
 - a) Students answer questions about the topic
 - b) Students predict what will they read
- 2) Activating relevant schema
 - a) Students explore the theme individually
 - b) Students explore the theme together
- 3) Explaining the task
 - a) Teacher explains the goal
 - b) Teacher explains the conditions
- 4) Facilitating the task
 - a) The teacher presents the background information
 - b) The teacher presents key language
 - c) The teacher explains cultural reference



a. The During/While Reading Stage

- 1) Reading
 - a) Sustained silent reading
 - b) silent reading of short segments
 - c) silent reading of sentences

- d) oral reading
- 2) checking comprehension
 - a) students answer questions
 - b) students take notes
 - c) students translite
- 3) facilitating comprehension
 - a) the teacher simplifies
 - b) the teacher guides
 - c) the teacher explains
 - d) the teacher translites



C. The Post-/After Reading

- 1) students summarize the text
- 2) students compare several text
- 3) students match with the title/picture,etc.
- 4) Students resequence resembled the texts
- 5) Practising reading skill
- 6) Practising other language skill.¹⁵

¹⁵David Peaty, a Taxonomy of Procedures for Teaching EFL Reading. Available on http://www.ritsumeai.ac.jp/acd/re/k-rsc/lcs/kiyou/8-1/RitsIILCS_8.1pp.183-193Peaty.pdf on June 28 2016

Based on steps above, it can be concluded that steps of teaching reading there are three steps include before reading, while reading stage and after reading. In before reading stage there are many activities that can be done by the teacher such as: simulating students' curiosity, teacher explains the goal and teacher presents the background information. In while reading, the students read the sentences, students answer the question and the teacher guides the students. Then in the after reading stage, students summarize the text, students compare several text, practising reading skill.

D. Concept of Reading Comprehension

Before dealing with the definition of reading comprehension it is necessary to define the meaning of comprehension itself. Comprehension is the intentional thinking process that occurs as we read.¹⁶ In addition, Tankersley states that comprehension is the center of reading.¹⁷ She also says that comprehension is the hearth of reading process and we bring our life experience to the act of reading.¹⁸ It can be seen that comprehension is obe part which become important in reading, this process need intentional thinking, students as the readers need more focus to able comprehend the text. By the statements above, it can be concluded

¹⁶The National Reading Panel: *Five Components of Reading Instruction Frequently Asked Questions*, pp.1-3. Available Online http://www.google.co.id.url?saFnationalreadingpanel_faq.pdf. Accessed on 14th of January 20016, p. 2

¹⁷Karen Tankersley, *The Threads of Reading*, (Alexandria: ASCD, 2003), p.90

¹⁸*Ibid*, p.114

that reading comprehension is the center of reading that need intentional thinking process to understand the text.

Moreover, Tankersley states that when comprehension is deep and through, a reader is able to understand, evaluating, synthesizing, and analyzing of information and gaining through an interaction between reader and author.¹⁹

Reading comprehension is a highly interactive process that takes place between a reader an a text. It means that the main point of reading comprehension is at the interaction between reader and author. How reader's understanding can be constructed to catch the meaning of the author want to explain on the text.

Furthermore, succesful comprehension enables reader (or listener) to acquire information, to experience and be aware of another words (including fictional ones), to communicate succesfully, and to achieve academic success.²⁰ These purposes of reading comprehension can be achieved if the reader have good interaction with the text. It is influenced by many factors, one of them is the background knowledge of reader about the text that will be read, students who has known the background knowledge about the text will be easier to understand the text. Hence, giving information and background knowledge about the text to the students is needed, so students can understand the meaning of what they read and can comprehend the text well.

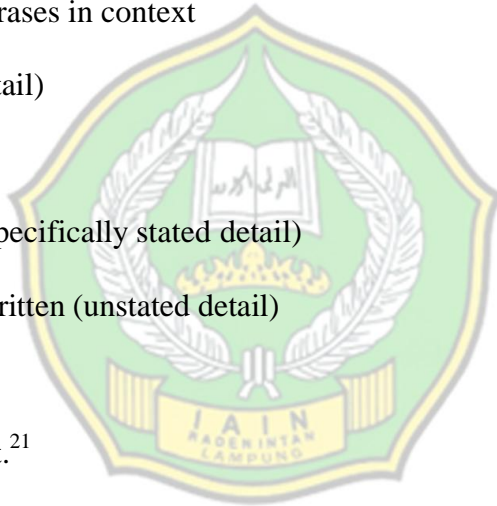
¹⁹*Ibid*, p.116

²⁰ESRC, *Reading Comprehension: Nature, Assesment, and TeachingComprehension*. Available online, <https://www.unige.ch/fapse/logopedie/files/2814/1285/1088/cain-article2bis.pdf>. Accessed on 14 of January 2016, p.2

Based on the statements above, it can be seen that reading comprehension is a process of deep interaction between reader and author to communicate successfully in gaining what the author means on the text. The students as readers can comprehend the text based on their ability to recognize the text.

Furthermore, there are some criteria commonly used in measuring students' reading comprehension ability, they are:

1. Main idea (topic)
2. Expression/idioms/phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for specifically stated detail)
6. Excluding facts not written (unstated detail)
7. Supporting ideas
8. Vocabulary in context.²¹



To satisfy the criteria above, there are some strategies for reading comprehension that can be used by the teacher, they are as follows.

1. Identifying the purpose in reading
2. Using graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)

²¹H. Douglas Brown. *Op.Cit* , p. 206

3. Using efficient silent reading technique for relatively rapid comprehension
(intermediate to advanced levels)
4. Skimming the text for main ideas
5. Skimming the text for specific information
6. Use semantic mapping or clustering
7. Guessing when you aren't certain
8. Analyzing vocabulary
9. Distinguishing between literal and implied meaning
10. Capitalizing on discourse markers to process relationship.²²

In conclusion, the teacher is suggested to use strategy in teaching reading comprehension. By using strategy, it is expected that students will be better to engage interaction to the author and to communicate successfully in gaining what the author mean on the text and achieve the goal of reading which is to make students able comprehend the text. While, teacher also needs to measure students' reading comprehension ability by using criteria commonly used in measuring students' reading comprehension.

²²H. Douglas Brown, *Teaching By Principle: An Interactive Approach to Language Pedagogy*, (California: Longman,2000), pp.306-310

E. Concept of Teaching Reading Comprehension

Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.²³ Teaching can be defined as providing opportunities to learn. However, the result of the teaching depends on the students it self. But, teachers as the facilitator of teaching must give best effort for guiding students to make them get the best result. In the other hand, reading comprehension is a process of interaction between reader and author to communicate successfully in gaining what the author means on the text. So, by teaching reading comprehension, students are expected to able comprehend the text.

However, sometimes students still have difficulties to comprehend what they read in English, so teacher must help them to comprehend the text by using strategy which offers simple lesson design and can drill them to able memorize the text. It is like herringbone, a teaching reading comprehension strategy which is not difficult to be understood and can help students to comprehend the text.

Based on the explanation above, it can be concluded that teaching reading comprehension is the process of helping, facilitating, guiding students to comprehend the text and providing students with many opportunities for practice it

²³ *Ibid*, p.7.

to make them can acquire the meaning and information from the author on the text.

F. Concept of Learning Comprehension

According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is relatively permanent change in a behavioral tendency and the result of reinforced practice.²⁴ In addition, learning is an activity for getting knowledge, skill and experience about subject learning which needs practice to improve the understanding of its.

Moreover, Tankersley states when comprehension is deep and through, reader is able to process make meaning by evaluating, synthesizing, analyzing, and interpreting the text.²⁵ Students in learning reading need to give more effort to get information and understand the means of the text. Therefore, the goal is to gain an overall understanding of what has been read.

Based on the statements above, it can be concluded that learning reading comprehension is the process of of students to understand in gaining infomation of the text. Students can be successful in learning reading comprehension if they acquire the information and understand the text.

²⁴H.Douglas Brown, 2000. *Op.Cit.*, p. 7

²⁵Karen Tankersley, *Op.Cit.* p. 116

G. Problem in Teaching and Learning Reading Comprehension

1. Problem in Teaching Reading Comprehension

Problem is the deviation between that should be and what actually happened, theory and practice, the rules and implementation, or between the plan and implementation.²⁶ It can be seen, that problem is response that happen differs from that is expected, it could be happen because there is deviation from what has been planned. In this case, the problems are usually faced by students in reading comprehension.

The problems in teaching reading comprehension deal with the teaching strategy, and selection of teaching materials. Moreover, according to Baradja in Budiharso, there are five facts that exist as issues in teaching reading. The problems in teaching reading are as follows.

- a. The students' lack of mastery of the basic

The basic knowledge of reading consists of the mastery of basic structural patterns and sufficient vocabulary items. The basic knowledge is the 'foundation of reading'. It is quite logic that the learners of reading must achieve the basic knowledge at appropriate levels. If this is not available, how we can be built a house without foundation.

²⁶ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung:Alfabeta, 2015), p. 52

b. The students' habit of slow reading

Slow readers generally have poor comprehension. Therefore, slow readers are at a disadvantage in many ways. In Indonesian context, students try to read very slowly as if they want to understand a word of the passage. If they do not understand a word or an expression, they do not look up word by word in dictionary, so that they read very slowly.

c. The students' inability to figure out inferences, implications and main ideas

In reading an English text, students are concerned with two factors, to decode the text as what the writer says and to be familiar with content schema, that include culture and background knowledge. The mastery on these factors will provide students with accurate inferences, determining implications of what have been read, and identifying accurately main ideas of the text. Most students do not understand the text properly because they could not identify the main idea, make correct inferences, and understand accurate implication.

d. Text selection

In the text selection, teachers are not confident to choose the reading materials. Teachers mostly really upon English textbook available by which modifications are not required. To use the textbook, the teachers follow the contents and exercises on the book.

e. Exercise to include

Exercises following the reading passage have been questioned as they impose the teachers to implement teaching. Strategies at some artificial ways to format exercises in the traditional comprehension follow a passage. The writer provides some comprehension question text.²⁷

Based on the explanation above, it can be concluded that there are still many of problems which might be faced in teaching reading comprehension including: the students' lack of mastery of the basic, the student's habit of slow reading, the students's inability to figures out inferences, implications and main ideas, text selection, and exercise to include. Teacher who guides students in learning reading comprehension is demanded to choose material wisely for decreasing the problems that could be faced.

2. Problem in Learning Reading Comprehension

Students with reading problems lack many of the basic components of reading. They cannot read well, even to comprehend the text. They demonstrate multiple problems associated with low comprehension, including poor decoding, fluency (accuracy and speed of reading), and vocabulary.²⁸ While, vocabulary is the meaning and pronunciation of words that we use in communication.²⁹ Therefore,

²⁷Teguh Budiharso, *Prinsip dan Strategi Pengajaran Bahasa*, (Surabaya: LutfiansyahMediatama, 2004),p. 54.

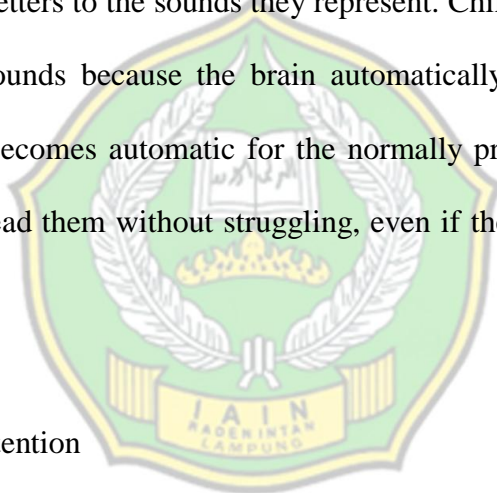
²⁸JanetK. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: the Guilford Press,2007),p.4.

²⁹Karen Tankersley, *Loc. Cit*

in teaching and learning reading comprehension there are some problems that will be faced by the students, they are as follows.

a. Decoding

Decoding is being able to use visual, syntactic, or semantic cues to make meaning from words and sentences.³⁰ Students with reading problems have difficulty decoding words and sentences. At a basic level, children recognize that letters represent the sounds of spoken words. As children master each letter of the alphabet, they map these letters to the sounds they represent. Children who decode easily hear these three sounds because the brain automatically separates them. With practice, decoding becomes automatic for the normally progressing reader. Children see words and read them without struggling, even if they don't know the meaning of every word.



b. Comprehension and Retention

Students with reading problems have difficulty comprehending material that they read. Comprehension ultimately depends on the ability to decode and master sight words. When that word recognition becomes automatic, young readers are better able to concentrate on the meaning of whole sentences and paragraphs while they read. As they read, children also learn to simultaneously connect information of what they are reading into what they already know, and stay focused. Children must also be able to organize and summarize the content and readily connect it to

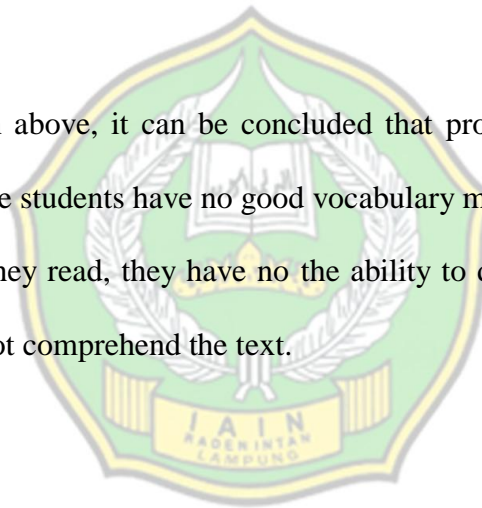
³⁰ *Ibid.* p.31.

what they already know. Reading retention enables children to keep information in their long-term memories and to call upon and apply it in the future.³¹

Besides, the problems in learning reading are:

1. The students need to be able to decode and comprehend what they are reading.
2. The students do not understand what they read.
3. The difficult language in historical texts and poor question design in the book.
4. The students are struggling readers. They cannot correctly identify the main idea when they read.³²

Based on the explanation above, it can be concluded that problems in learning reading comprehension are students have no good vocabulary mastery, the student do not understand what they read, they have no the ability to decode and master sight words, so they cannot comprehend the text.



H. Concept of Herringbone

1. Herringbone Technique

The herringbone technique, so named because it resembles a fish skeleton, is useful for analyzing a single idea. Herringbone technique is a structured outlining procedure to get the important in a text by using six basic comprehension questions (who, what, when, where, how, and why). More ever this technique

³¹ LearningRx Program, *Students with Reading Problems*, available online, <http://www.learningrx.com/students-with-reading-problems-faq.htm> accessed on January 05th 2016, p. 1

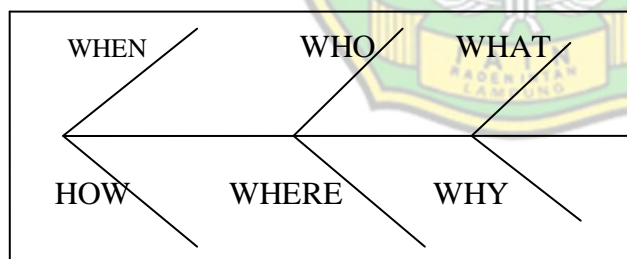
³² Linane, *Problem in Teaching Reading*, Available Online, [Http://Www.Coolcatteacher.Com/6-Reading-Comprehension-Problems/](http://Www.Coolcatteacher.Com/6-Reading-Comprehension-Problems/) Accesed On January 16th 2016 , p.3.

facilities the students with an interesting pattern which looks like fishbone where the students can put information that have been got in which are suitable with the question.³³ This technique is designed like a fishbone where the main idea is put in central of herringbone and information that support the main idea by telling what, who, where, when, why and how.

Herringbone pattern is used for synthesizing information after pre-reading skimming, a chapter. Pre- reading is an important tool for understanding what each reading is going to be about, what the main ideas are going to be, and for getting a general ideas of what will be discussed in each reading.

The technique is implemented by:

- a. An appropriate reading level expository text is selected.
- b. A visual diagram of herringbone is provided below



(Source: Tierney et al.³⁴, 1998: 83)

- c. The students read to find the answer to the following questions and record them on a larger version of the diagram at above:

³³ Barbara J Walker, *Techniques for Reading Assessment and Instruction* (New York, 2005),p.67

³⁴ Tierney, Readence, and Dishner, *Reading Strategies And Practices, Guide for Improving Instruction*, Boston, MA: Allyn and Bacon, Inc, 1980, xi

1. WHO was involved? (answer should yield the name of one or more persons or groups.)
 2. WHAT did this person or group do?
 3. WHEN was it done (the event discovered in question 2) ?
 4. WHERE was it done?
 5. HOW was it accomplished?
 6. WHY did happen?
- d. After the students has recorded has answers to the questions, he uses the information to write a sentence about the main idea. The tutor should guide the students through his process until the student is able to do it independently. Younger students might dictate their answers to the tutor who could copy them for the students.
- e. The diagram is then used as a tool for discussion of the material.³⁵

On the other hands, there are some steps of herringbone in teaching reading:

1. The students fill in all the lines of the pattern with six questions.
2. They will search and identify the answer of six questions while they are reading the text.
3. When modelling, the teacher have to remind students who? Will not always be answered with a person's name, proper noun, then they will discuss topics that may be consideres a character or subject of the text.

³⁵ Raghuram Rajan, *The True Lessons, Foreign Affairs* (New Jersey, 2006),p.174

4. After reading, the students should fill in the answers to six questions, such as:
who is the author talking about?, where did they do?, what did they do?, when did they do?, how did they do?, why did they do?
5. After all six questions have been answered, the students should create a main idea from the information they have organized.
6. Then, the teacher duplicates sheets with the diagram and students complete the diagram on their own.
7. The diagram becomes a tool for story discussion and during the discussion the teacher and the students compare their answers and their rationales.
8. Besides, the implementation of the herringbone technique can be changed from finding the facts first to the main idea and then looking for the facts that support this main idea.³⁶

2. The Advantages of Using Herringbone

Putra explains the advantages of using herringbone are:

- a. Herringbone technique facilitates the student a fishbone pattern that makes students active in learning process. By using this learning tool, students are required to find the important information while reading a text. The herringbone technique allows them to take a note and sort information on their paper using herringbone format.

³⁶ Barbara J Walker, *Op.Cit.* p.71

- b. Herringbone technique are used to help the students in organizing information of the text. As one of graphic organizer reading strategies, herringbone technique provides the student with a framework for making them easier to arrange their thoughts either in the form of supporting information or main idea of the reading material that they are reading.³⁷

It can be seen that the advantages of using herringbone are facilitates the student a fishbone pattern that makes students active in learning process because the students are required to find the important information. Then herringbone provides the students with a framework for making them easier to arrange their thought either in the form of supporting information.

3. The Disadvantages of Using Herringbone

While the disadvantages of the herringbone technique is when students learn material with the help of graphic presentation. Note taking will be decreased. As a result, the lack of comprehensive guide the students can refer to when revising material may affect their performance.³⁸

³⁷ *Ibid.*p.82

³⁸ Tierney, Readence and Dishner, *Op.Cit.*p.112

From the problem above, in order to make students easier when revising the material it will be better when the students make the graphic then they have to make a simple note. The simple note will help them in revising the material.

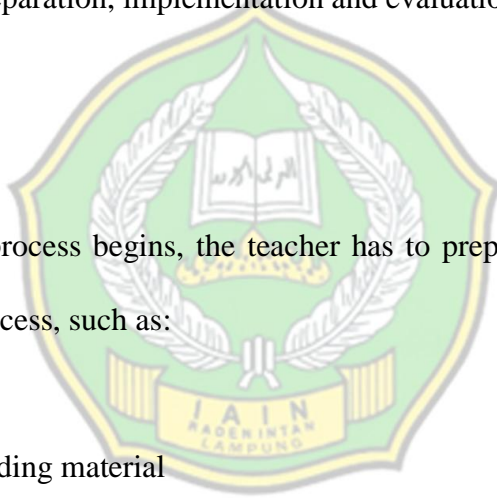
H. Teaching Reading by Using Herringbone

The following are the steps of teaching reading using herringbonemodified from the theory of teaching reading by Paety³⁹ and theory of concept of herringbone by Asnita⁴⁰ including: preparation, implementation and evaluation.

1. Preparation:

Before teaching reading process begins, the teacher has to prepare everything to make teaching reading success, such as:

- a. Prepare the lesson plan
- b. Choosing a topic or reading material
- c. Time allocation
- d. Media



³⁹ David Peaty, a Taxonomy of Procedures for Teaching EFL Reading. Available on: http://www.ritsumei.ac.jp/acd/re/k-rsc/lcs/kiyou/8-1/RitsIILCS_8.1pp.183-193Peaty.pdf, accessed on June 28 2016

⁴⁰ Raghuram Rajan, *Op. Cit.* p. 4

2. Implementation

a.Pre-Teaching Activities

The teacher should do some activities such as:

- 1) Greet the whole class
- 2) Check the students attendance list
- 3) Give motivation
- 4) Then ask some questions to the students in order to make a good relationship among them or to create a good atmosphere in the class
- 5) And the last brainstorming.

b. While-Teaching Activities

- 1) The teacher explains the task to be discussed before the class break into groups.
- 2) The teacher organizes the pupils into mixed ability groups or same ability groups as need be.
- 3) The teacher constructs a herringbone outline with the 5W+H (who, when, where, why, what, how) and the main idea.
- 4) The teacher asks students to read and write important information about the story in their notebook.
- 5) The teacher rotates the group leadership roles regularly.
- 6) The teacher supervises the discussion in the groups so as to encourage and help pupils in difficulty.
- 7) The teacher manage feedback concisely when discussion.
- 8) The teacher remind the time to the students.

9) The students write answers on the herringbone outline.

10) The teacher asks students to discuss answer in their group.

c. Post-Teaching Activities

The herringbone outline is used for the revision of the story. In post-teaching activities the teacher evaluates and concludes the lesson and closes the meeting.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research. Qualitative research is descriptive research. The collecting data is in the form of words or pictures rather than number.¹ Moreover, Setiyadi states that Qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.² Qualitative research is naturalistic research method because the research did on natural setting.³ By those theories it can be seen that qualitative research use descriptive data in the form of written or oral, and it is important to pursue the goal of the research to get the deep understanding of what the researcher observed.

By this qualitative research, the researcher focused on the process of teaching and learning reading by using herringbone at the eleventh grade students of MAN 1 Pesisir Barat. During the research, the researcher was an observer. The researcher observed the teaching and learning reading process starting from pre-activity, while-activity and post-activity of teaching and learning reading.

¹ Robert C. Bogdan And Sari Knopp Bilkq, *Qualitative Research for Education an Introduction to Theories and Models*. p. 1

² Ag. BambangSetiyadi, *Metode Penelitian Untuk Penelitian Bahasa Asing* (Yogyakarta: GrahaIlmu, 2006),p.219

³ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2012), p.7

B. Research Subject

The researcher selected the people or participants who know the phenomenon of the problem. The researcher used purposive sampling technique to choose the participants. Purposive sampling technique is the technique of selecting participants and sites intentionally to learn or understand the central phenomenon.⁴

In this research, the researcher chose the eleventh grade students of MAN 1 Pesisir Barat as the subject of the research. The number of subject were 98 students that was divided into 3 classes and one English teacher. The table of class distribution of eleventh grade students is displayed below:

Table 2
The Number of Students at the First Semester of the Eleventh Grade of MAN 1 Pesisir Barat in 2016/2017 Academic year

No	Class	Gender		Total	Average Score
		Male	Female		
1	IPA 1	13	20	33	78
2	IPA 2	18	16	34	65
3	IPS 1	16	15	31	70
Total				98	

Source: Documentation of MAN 1 Pesisir Barat in 2016/2017 Academic Year

From the table above, the researcher chose class IPA 1 as a subject, because the teacher used herringbone technique and the average score of class IPA 1 was the highest. It consisted of 33 students and one English teacher. The research subject was taken by using purposive sampling technique.

⁴ John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2002), p.205

C. Data Collecting Technique

In this research, there were some steps that had applied with intention of gaining the data from beginning until end of teaching learning process. The steps are as follows.

1.Observation

Observation is a way of collecting data in the research which the researcher observes in the field. According to Sugiono, observation is collecting data process, which in this research the researcher observes the situation of teaching learning process in the class.⁵ Observation is proper to be used this research, which relate with teaching learning process, students activity, and problem, which may arise.

In this research, the researcher was an observer. The researcher was not involved directly in the classroom activity. The researcher made a note during the teaching learning process. In this case the researcher only noted, analyzed and made inference about object under study.

2.Interview

Interview is meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Interviewing provides the researcher a mean to

⁵Sugiono, *Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung:Alfabeta,2012), p.217

gain deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation.⁶

The interview was used in collecting the data from the teacher. The researcher asked the teacher about her opinion of the activity in teaching learning process including problem in teaching reading. The intended of interview was to gain deeper understanding from the teacher of students' problem in reading.

3.Questionnaire

Questionnaire is a list of questions used by researcher to get data from the source directly through a process of communication or to ask questions.⁷ The researcher gave questionnaire to the students in order to know the further opinions and to know the aspect that may influent the students learning process and to confirm the answer given by their teacher. From collecting data through questionnaire, the researcher found out the students respond toward the teaching and learning process.

The researcher distributed the questionnaire after the process of teaching reading by using herringbone. The aim was to find out the problems faced by the students in learning reading comprehension by using herringbone technique. Furthermore, in this research the researcher used open-ended questions and gave the

⁶ *Ibid.* p.318

⁷John Hendri, *Merancang Kuesioner Research Pemasaran*.[http://www.stm.kuesioner Riset Pemasaran Universitas Guna Darma.edu.pdf](http://www.stm.kuesioner-riset-pemasaran-universitas-guna-darma.edu.pdf). accessed on December 2 2012p.1

questionnaire to the students. An open-ended question is a question format that allows students to give a free-form answer.

D. Research Instrument

In this research, the researcher was the key instrument.⁸ The instrument in naturalistic inquiry is the human.⁹ Thus, the researcher was as the main instrument in the research. Moreover, there were some instruments used in collecting the data as follows.

1. Observation

Observation is the process of gathering open-end, first hand information by observing people and place at a research sites.¹⁰ This research was used observation that the researcher prepared it in advanced. The researcher observed the process of teaching and learning reading through herringbone and problem faced by the teacher and students.

The aspects of teaching and learning process were described as follows.

Table 3
Observation Guideline

Subject	Pointer(s)
Pre- activities (teacher)	1. Teacher greet the whole class
	2. Teacher checks the students attendance list
	3. Teacher gives motivation
	4. Then ask some questions to the students in order to make a good relationship among them or to create a good

⁸Sugiono, *Op.Cit*, p.223

⁹*Ibid*,

¹⁰John W. Cresswell, *Op. Cit*, p.212

	atmosphere in the class
	5. The last brainstorming
While-activities (teacher and students)	1. The teacher explains the task to be discussed before the class breaks into groups
	2. The teacher organizes the pupils into mixed ability groups same ability groups as need be
	3. The teacher constructs a herringbone outline with the 5+W+H (who, when, where, why, what, how) and the main idea.
	4. The teacher asks students to read and write important information about the story in their notebook
	5. The teacher rotates the groups leadership roles regularly
	6. The teacher supervises the discussion in the groups so as to encourage and help pupils in difficulty
	7. The teacher manages feedback concisely when discussion
	8. The teacher remind the time to the students
	9. The students write answers on the herringbone outline
	10. The teacher asks students to discuss answer in their group
Post-activities (teacher)	1. The teacher evaluates and concludes the lesson and closes the meeting.
Teachers and Students' Problem	
Teacher's problems in teaching reading comprehension	1. The students' lack mastery of the basic
	2. The students' habit of slow reading
	3. The students' inability to figure out inferences, implication, and main ideas
	4. Text selection
	5. Exercise to include
Students' problems in learning reading comprehension	1. Decoding
	2. comprehension and retention

The researcher observed the process of teaching and learning reading comprehension through herringbone, the students and teacher's problems during teaching and learning reading comprehension through herringbone. In the

observation process, the researcher prepared the observation checklist. The data of observation had been identified as described in the following discussion.

1). First Observation

In the first meeting the process of teaching learning by using herringbone was as follows.

a. Pre-activity

In pre-activity, the teacher greeted the whole class. The class was opened by that was responded by all students. The students gave a good responded, all of them enthusiasm. After that, she checked the students' attendance list and a few of students absent because there is the other agenda of extracurricular. Then, she gave some motivations to the students as building character. The teacher gave motivation how to be a good student, a good child and to make their dreams come true. She took the story of Prophet Muhammad SAW, companion of Prophet Muhammad SAW, etch. She tried to make the atmosphere of the class be the better condition.

b. Whilst Activity

The teacher told to the students that they would discuss. Before they discussed, the teachers divided the students into six groups. Each group consists of five or six students. Then, the teacher told the students that she would present information about the text that they will learn and the students were asked to listen her carefully to get brief information of the text. The teacher explained

about herringbone clearly and slowly. She gave definition of herringbone, how to use herringbone in the text in order to comprehend the text. She repeats until twice about herringbone and gave the different example.

After the teacher explained, she gave the text and asked them to read the text. The teacher gave 30 minutes to answer the questions in the text. Some of the students were very serious write the question and the other look up the dictionary to find the meaning every word. In some groups, there were some students that cheat on exams from the other groups. As long as the students answer the questions, the teacher was sit and did not supervise the activity of the students but she managed feedback when the students asked about some things.

After that, the teacher told that the time to discuss was over. It means that the teacher and students had to discuss the answer together. Each group prepared their answer in the paper. The teacher asked the third group to answer the first question, continued fifth group, second group, first group and fourth group was the last. Even many corrections from the teacher when they read the text but the teacher gave big appreciation on their serious in learning English.

c. Post-Activity

In the post activity, the teacher evaluated and concluded the material about herringbone. One of the evaluation was the students must increase team work and

read more, learn more and practice more. And the last the teacher closed the meeting.

2) Second Observation

In second the processes of teaching and learning by using Herringbone as follows.

a. Pre-Activity

In pre-activity, the class was opened with greeting that was responded by all students. Many of them responded loudly with enthusiasm but some of them less responded. Then, the teacher checked the attendance list. After that, she asked the students about the text that had been discussed in last meeting, almost all the students had forget the material had been discussed before and looked for the material in their books. Then, she gave some motivations to the students as building character. The teacher gave motivation how to be a good student, a good child and to make their dreams come true. She took the story of Prophet Muhammad SAW, companion of Prophet Muhammad SAW, etc. She try to make the atmosphere of the class be the better condition.

d. Whilst Activity

The teacher told to the students that they would discuss. Before they discussed, the teachers divided the students into six groups. Each group consisted of five or six students. Then, the teacher told the students that she would present information about the text that they will learn and the students were asked to listening her

carefully to get brief information of the text. The teacher explained about herringbone clearly and slowly. She gave definition of herringbone, how to use herringbone in the text in order to comprehend the text. She repeated twice about herringbone and gave the different example.

After the teacher explained, she gave the text and asked them to read the text. The teacher gave 30 minutes to answer the questions in the text. Some of the students were very serious write the question and the other look up the dictionary to find the meaning every word. In some groups, there are some students that cheat on exams from the other groups, chat with his friend, even some of them were sleep. As long as the students answer the questions, the teacher was sat and do not supervise the activity of the students. She was not managed feedback when the students ask about some things.

After that, the teacher told that the time to discuss was over. It means that the teacher and students have to discuss the answer together. Each group prepared their answer in the paper. The teacher asked the second group to answer the first question, continued fourth group, third group, fifth group and first group was the last. Even many corrections from the teacher when they read the text but the teacher gave big appreciation on their serious in learning English.

d. Post-Activity

In the post activity, the teacher evaluated and concluded the material about herringbone. One of the evaluation was the students must increase team work and read more, learn more and practice more. And the last the teacher closed the meeting.

6. Interview

This interview was aimed to make sure about the observation and to get more data related to this research. The aim was to find out problems faced by the teacher and students in teaching and learning reading through herringbone.

Table 4
Interview Guideline for Teacher

Aspect	Indicator(s)	N0. Item	Total item
Teacher's problem	Ask the teacher whether she any problems in selecting the material that will be taught to the students	1	1
	Ask the teacher whether she has difficulties if the students cannot achieve the basic knowledge of the text, slow in reading, and inability of identify the main idea, make correct inferences, and understanding implication.	2	1
	Ask the teacher whether she has problem to modify or design the question and the exercise to students.	3	1
	Ask the teacher whether she has difficulties to choose the teaching material	4	1
	Ask the teacher whether she has problems in providing help and giving	5	1

	feedback to students in learning reading through herringbone		
	Ask the teacher whether she has problem in stimulating and lengaging the students to read the text	6	1
Students' problems	Ask the teacher what are the problems faced by students in learning reading comprehension	7	1

7. Questionnaire

The researcher gave questionnaire to the students in order to make sure what the aspects that might influence the students learning process and to confirm the answer given by their teacher. In learning reading process, there are many problems faced by students in learning reading. The questionnaire is given to take data in learning reading especially by using herringbone. The researcher used open-ended questionnaire in this research.

Table 5
Questionnaire Guideline

Aspect (s)	Indicator	No. Item	Total item
Implementation of Herringbone in learning reading comprehension	Students' response in learning reading through herringbone	1,2,3	3
	Students' practice in reading	9	1
Students' problems	Students problems in learning reading through herringbone	4,5,6,7,8	5

E. Research Procedure

to obtain the accurate data, the researcher followed the procedure of research in the following steps, such as:

1. Identifying a research problem
2. Reviewing the literature
3. Specifying a purpose for research
4. Collecting data (observation, interview and questionnaire)
5. Analyzing and interpreting the data
6. Reporting and evaluating research¹¹

From the steps above the researcher described the procedure of the research. Firstly, the researcher identified research problem. Here, the researcher found out the students' problem, the students' achievement in reading through herringbone technique. Secondly, the researcher reviewed the literature. It means that the researcher had some theories that relate to this research. The grand theories that used in this research were the theories of reading comprehension and concept of herringbone technique. The third procedure of this research was specifying a purpose for this research. The purpose of this research described the process of teaching and learning reading through herringbone technique, to describe the teacher's problems and students' problems in teaching and learning reading

¹¹*Ibid.*, p.7

through herringbone and to find the solution of the problem faced by the teacher and students in teaching and learning reading through herringbone.

The researcher collected the data by observing, interviewing, and giving questionnaire. Analyzing and interpreting the data were the fifth procedure of this research. This procedure had been done by the researcher after collecting the data. The last procedure was reporting and evaluating research. After conducting the research, the researcher developed a written report and distributed it to select audiences (such as; teachers, administrators, students) that can use the information.

F. Trustworthiness of the Data

Trustworthiness is demonstration that the evidence for the result reported is sound and when the argument made based on the result is strong. According to Sugiono trustworthiness has 4 criteria, such as: credibility (internal validity), transferability (external validity), dependability (realibility) and confirmability (objectivity).¹²

1.Credibility (Internal Validity)

In this verification there are six kind to verify credibility the result data of qualitative research. Such as: extension observation, upgrading diligence, triangulations, discussion with friend, analysis negative case and member check.

¹²Sugiono, *Loc.Cit.*

a. Extension Observation

To increase the credibility of the research, the researcher conducted extension observation. The researcher observed two times to the object of the research in order to the researcher get the perfect data and to be rapport. Rapport is a relationship of mutual trust and emotional affinity between two or more people.

b. Upgrading Diligence

Upgrading diligence is conducting the observation more accurately and continually. Therefore, the researcher tried to describe the data accurately and systematically about the object of the research.

c. Triangulation

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. There are three kinds of triangulation; triangulation sources, triangulation method and triangulation time. triangulation sources can be obtained from teacher, friend and parents. Triangulation technique are observation, interview and questionnaire. triangulation time are morning, daylight, and afternoon.

In this research, the researcher used triangulation method. In triangulation methods the researcher used three collecting techniques, they are: observation, questionnaire and interview. The observation was focused on the process of teaching and learning reading through herringbone. Questionnaire and interview

were conducted to get the data which used to make sure about the result of observation. By applying these triangulations techniques, the researcher expected the data is consistent, because the data were collected more than one time and data source.

d. Analysis Negative Case

Analysis negative case is finding different data from the data has been found. If the data there is no different from the data that has been found, therefore the data is reliable data. In this research, the researcher did not found the different data from the data has been found.

e. Using References

Using references is there are supporters to prove the data that has been found. Such as: photos, authentic document, record tools and camera. The researcher used authentic document, photos and camera as the references in this research.

2. Transferability (External Validity)

Transferability (external validity) determines validity of degree that the result of research can be applied to population where sample taken. In order to the the others people can understand the result of qualitative research, the researcher must make report clearm systematic, detail and reliable. If the reader get illustration clearly, so, the result of the research is transferability (external validity).

3. Dependability (Realibility)

Dependability (reliability) is conducted by audit to the whole process of research.

4. Confirmability (Objectivity)

Confirmability (objectivity) is quite same with dependability (reliability), so the verification can be conducted similarly.¹³

H. Data Analysis

Data analysis is the process of organizing the data in order to get the pattern of other explanation from, whereas data interpretation is the process of giving meaning to the result of data analysis.¹⁴ To analyze the data, the researcher observed all of the action during the class so that the researcher can explain how one aspect influences another aspect.

In this research, the researcher analyzed the data qualitatively by following steps:

1. Data Reduction

Data reduction means making summary, choosing the important things, so the data gave describing clearly and the researcher easily to collect the data. The researcher used data reduction as along as doing the research.

2. Data Display

Data display is used to explain the data in order to be meaningful. Data description finished in the form narrative, graphic or table. Through the presentation of these data, the data organized, arranged in a pattern of relationship, so it more easily

¹³*Ibid*, pp. 368-378

¹⁴Ag. Bambang Setiyadi, *Metode Penelitian Untuk Penelitian Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), p.94

understood. In this case, the researcher derived the data from observation on teaching and learning process, interview to the teacher and questionnaire to the students as the supporting data to the result of interview of the students.

3. Data Conclusion

The last steps in analyzing the data is concluding the data and verifying the data.¹⁵

In this step, the researcher drew the conclusion and verify the answer of research question that provided in displaying data by comparing the observation data, interview data, questionnaire data.



¹⁵Sugiono, *Op.Cit.* p.338

CHAPTER IV RESULT AND DISCUSSION

A. Data Analysis

In this case, there are three major data analysis: data reduction, data display, and conclusion drawing or verification.¹ The following paragraphs were the explanation about data, which was collected by the researcher.

1. Data Reduction

Data reduction refers to the process of selecting data, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions.² In this step, the researcher selected data that using in this research. There were three ways in collecting the data: observation, interview and questionnaire.

a). Observation Data

The researcher employed an observation (see appendix 2). The observation was conducted to know the process of teaching and learning reading comprehension through herringbone conducting in two meetings. Every meeting had the same activities but the title of materials was different. In the first meeting, the teacher conducted pre-activity, whilst-activity and post –activity. For the second meeting was the same from the first meeting.

¹ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan RnD*, (Bandung: Alfabeta, 2012), p.337

² *Ibid*, p.338

b) Interview Data

To support the data of the observation, the researcher employed interviews. The researcher interviewed the English teacher. The researcher aimed at knowing the teacher's problems and students' problem during teaching and learning reading comprehension by using herringbone. There were 7 questions that the researcher asked the English teacher (see Appendix 3). From the interview of English teacher, the researcher found that the English teacher had the problem in teaching reading comprehension.

2) Questionnaire Data

The researcher also employed a questionnaire to the students for supporting the result of the class observation and interview. The questionnaire aimed to get deeper understanding of students' problems and their opinions in learning reading comprehension by using herringbone. In addition, questionnaire consisted of nine questions (see appendix 4). The first until the third questions were to know the students' opinion about using herringbone in learning reading comprehension, then the fourth until the eighth questions were to know the students' problems and the ninth question was to know the students' problems and the ninth question were to know the students in practicing reading outside of the school. Questionnaire was given to the whole students in Class XI IPA1 which consisted of 33 students. Based on the result of questionnaire with the

students, the researcher concluded that herringbone did not help them in learning reading comprehension even more some of the students still found difficult.

2. Data Display

Data display is the second component or level in model of qualitative data analysis of Sugiyono's theory. A display can be an extended piece of text or diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. In this case, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

a. Observation Report

For collecting the data, the researcher used observation sheet based on the observation guideline and material. Here it is displayed the result of observation sheet based on the data showing in the data reduction, in this part the data were going to be identified and displayed for two meetings that can be as follows.

Table 6
Observation Report

Subject	Pointer(s)	Yes	No	Note
While-activities (teacher and students)	1.The teacher explains the task to be discussed before the students divided into groups	✓		The teacher told to the students that they would discuss about learning reading through herringbone. Before they discussed, the teacher divides the students into six groups. Each group consists of five or six students.
	2.The teacher organizes the pupils into	✓		The teacher divided the students into groups. Each group

	mixed ability groups same ability groups as need be			consists of five or six students. The process of making the groups was randomly chosen. The teacher asked the students to numbering from 1 until 5, and then they were grouped based on the number that they got.
	3. The teacher constructs a herringbone outline with the 5+W+H (who, when, where, why, what, how) and the main idea.	✓		The teacher constructed a herringbone outline with the 5+W+H. She gave definition of herringbone, how to use herringbone in the text in order to comprehend the text. She repeated until two times about herringbone and gave the different example.
	4.the teacher asks students to read and write important information about the story in their notebook		✓	After the teacher explains, she gave the text and asked them to read the text only but she does not ask the students to write important information.
	5.the teacher rotates the groups leadership roles regularly		✓	The teacher does not rotate the groups' leadership roles regularly.
	6.the teacher supervises the discussion in the groups so as to encourage and help pupils in difficulty		✓	The teacher does not supervise the discussion in the groups so as to encourage and help pupils in difficulty.
	7.the teacher manages feedback concisely when discussion	✓		The teacher managed feedback when the students ask about some things. She helps the students when found the difficult.
	8.the teacher reminds the time to the students	✓		The teacher told that the time to discuss was over. It means that the teacher and students have to discuss the answer together.
	8.the students write answers on the herringbone outline	✓		Each group prepared their answer in the paper. In the group they have determined who be a secretary and the other looking for the answer, check the meaning in the dictionary.
	9.the teacher asks students to discuss answer in their group	✓		The teacher asked the third group to answer the first question, continued fifth group, second group, first group and fourth group was the last.
Post-activities	1. The teacher evaluates and concludes	✓		The teacher evaluated and concluded the material about

(teacher)	the lesson and closes the meeting.			herringbone. One of the evaluation was the students must increase team work and read more, learn more and practice more.
Teachers and Students' Problems				
Teacher's problems	1. The teacher has difficulties if the students cannot achieve mastery of the basics, the students read very slowly and the students cannot figure out inferences, implications and main ideas.	✓		Teacher had difficulty to manage the time, because the students read the text very slow. The teacher looked difficult to control the students and to explain about the text to the students because the students cannot achieve basic knowledge of the text and figure out inference or to determine the main idea of the text. It can be seen by the students' answer when the teacher gave them question about the text.
	2. The teacher difficult to achieve basic knowledge of the text.	✓		The teacher had problem to understand the text. It was shown when the teacher had difficulty to present the material. There were many of words that were confusing to explained and translated by the teacher. It indicated that the teacher did not understand the text well.
	3. The teacher finds difficulties in modifying the exercise/exercise.	✓		Despite the teacher has used exercise with proper standard but the teacher only used exercise and questions which were available in the text book. The teacher did not make modification in the question or exercise.
Students' Problems	1. The students did not have good vocabulary mastery.			The students often asked the meaning of words to the teacher and look up in the dictionary if they did not know the meaning of the word in the text.
	2. students have difficulty to decode the word and sentence	✓		Students had problems to decode words and sentences. E.g. They know the meaning of a word "easy" but they did not know the meaning of "easier", or they had know the meaning of a word but they still had difficulty to translate it in a sentence.
	1. Students have			Students read the text very

	difficulty in speed of reading			slowly. They difficult to decode the words moreover when the words were new word them. They translate word by word by asking the teacher and looked up in dictionary, it waste many of times.
	2. Students have problems of inference making.	✓		The teacher asked the student to make inference of the text, but many of them could not make inference correctly.
	3. The students have problem to working memory the text.	✓		The students forgot the text that they bad discussed before in last meeting. Sometime they also difficult to remember the meaning of the words that they just translated.
	4. Students have lack Prior knowledge of the text.	✓		Before they read a text, the teacher provided listening session and the students listened the information about the text. It known as the prior knowledge of the text.

b. Interview Report

The researcher also employed interviews to support the data of the observation. The interviews were composed based on the stages of the teaching reading, teacher's problems and students' problems in teaching and learning reading. The interviews were intended to find out the teacher's and students' opinion about reading comprehension class and their problems in teaching and learning reading comprehension by using herringbone.

1) The Result of the Interview for the Teacher

There were seven questions that the researcher asked to the teacher about the problems and her opinion in teaching reading comprehension by using herringbone. It can be seen in the dialogue below:

- a. **Questions** : What are the problems that you find in understanding the reading material that will be taught to the students?

Answer : Actually sometimes I found the problems to understand the material that would be taught to the students. It was because I had lack reference. Sometimes I only chose the reading material just from one of teacher's book. I had no many reference to choose the material and I had problems to understand the text while I read or explained the material to the students.

- b. **Question** : What are the obstacles that you find if the students cannot achieve the basic of the knowledge, if the students slow in reading and the students cannot identify the main idea, make correct inferences, and understand accurate implication?

Answer : I taught that caused them cannot achieve the basic knowledge was their interested in reading is low. So they had problems and the students could not identify the main idea or make correct inferences. I had to explain more and more to make them could understand the text, it waste of many times and made me tired. The students read very slowly. When they read the text, they often did not know the meaning of a word and a sentence. They looked up on the dictionary and asked to me the meaning of the word or sentence. Those were waste so many of time. I could not manage the time well because those problems.

- c. **Question** : How did you establish exercise or questions to students?

Answer : I used the question or exercise only from the book that I used in teaching and learning process. I did not design new question or modify the question. It was because I did not have any references to make it.

- d. **Question** : What are the problems that you find in determining the reading material?

Answer : Most of the students were low interesting in reading. It would be most difficulty if they had to read a long text or read the text that difficult to be understood, the worse they did not want read the text because it was long and difficult to be understood. Because I haven't many teachers' book so I used the text in the book although the material or the text was difficult.

- e. **Question** : What are the obstacles that you find in giving a feedback for the students in the process of teaching reading comprehension through herringbone?

Answer : Sometimes I did not have time to give feedback to the students about what we had discussed. The times often up when I would give feedback to the students. It was because the students read the text and understand the text very slowly.

f. Question : What are the obstacles that you find in stimulating and engaging the students to read the text?

Answer : Almost of them were done not serious in learning. I had not any ideas to make them become motivated to learn English especially in reading comprehension. For them reading was a boring activity. Sometimes they did not involve in discussion session or even they did not read the text. They did make noisy and chatted with another friend. Many of them felt shy, did not confidence and afraid if they made mistake in giving opinion in discussion session or even in answering the question in the text book.

g. Question : Based on your opinion, what are the text problems faced by students in learning reading through herringbone?

Answer : The students were slow in reading. Furthermore, they did not have good vocabulary mastery, they had problem to decode a word and a sentence. Students read the text very slowly. Besides, they could not make the inference correctly and the students hard to memorize and forgot the text or the words that they had discussed before in last meeting.

From the result of interview to the teacher, the researcher concluded that teacher applied herringbone in teaching reading comprehension was not well. Even there were some weaknesses in many sides. The teacher had difficulties in applying the steps in teaching reading comprehension by using herringbone. Many of the problems that faced by teacher and the students. It can be explained as follows.

Table 7
Teacher's Interview Result

No	Problems
1	Teacher had problem to understand the reading materials that were taught to the students.
2	Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.
3	Teacher had problem in designing or modifying the question and the exercise to students in teaching reading comprehension.
4	Teacher had problems to establish or choose the teaching material.
5	Teacher had problem to give a feedback for the students in the process of teaching reading comprehension.
6	Teacher had problems in stimulating and engaging the students to read the text.
7	The students were slow in reading. Furthermore, they did not have good

vocabulary mastery, they had problem to decode a word and a sentence. Students read the text very slowly. Besides, they could not make inference correctly and the students had problems in working memory.

c. Questionnaire Report

The researcher also employed questionnaire to the students for supporting the result of the observation and interview. The questions in questionnaire were designed almost same with the question in interview to students. It is aimed to get deeper understanding of students' problems and their opinions in learning reading comprehension by using herringbone and as the proponent proof of the result interview to the students. Questionnaire was given to the whole students in class XI IPA 1 which consisted of 33 students.

1) Questionnaire Result

Based on the questionnaire filled by the students, the researcher could describe students response was varied and it was described in table as follows.

Table 8
Questionnaire Result

No	Question	Answer		Total	Percentage		Total
		Yes	No		Yes	No	
1	Do herringbone help you to comprehend the text?	15	18	33	45%	55%	100%
2	Do you have problem in learning reading comprehension by using herringbone?	28	5	33	85%	15%	100%
3	Do you think that your teacher is able to make you being active during learning reading comprehension by	22	11	33	67%	33%	100%

	using herringbone in the class?						
4	Do you have problem in understanding the meaning of a word or a sentence in the text?	26	7	33	79%	21%	100%
5	Do you have problem to comprehend and figuring out of the inference of the text?	25	8	33	76%	24%	100%
6	Do the texts that were given by the teacher can attract your interest?	24	9	33	73%	27%	100%
7	Do you need a long time to read and understand a text?	31	2	33	94%	6%	100%
8	Do you have problem to memorize words, sentences and the text that you had been discussed before?	25	8	33	76%	24%	100%
9	Except in the class, do you interest to use and practice to read English text?	10	23	33	30%	70%	100%

However, based on the questionnaire filled by the students, the researcher could explain as follows.

Based on the data number one, there were 45% students in XI IPA1 class that herringbone helped them to comprehend the text. Besides, there were 55% students argued that herringbone could not help them to comprehend the text. It can be concluded that most of students agreed that herringbone helped them to comprehend the text.

Referring the data number two, there were 85% had problem in learning reading comprehension by using herringbone, while 15% from the amount of the students did not have problem in learning reading comprehension by using herringbone. It can be concluded that majority of the students had problem in learning reading comprehension by using herringbone.

Based on the data number three, there were 67% from the total of the students stated that their teacher could not able engage them to be active in learning reading comprehension by using herringbone. But 33% of them stated that their teacher could be able engage them to be active in learning reading comprehension. It means that the teacher could not be able engage them to be active during learning process.

Referring to the data number four, it could be seen that 79% students in class XI IPA1 stated that they had difficulty to translate a word or sentence in the text. Besides, 21% of students did not have difficulty to translate a word or a sentence in the text. It can be concluded that most of the students have no good vocabulary mastery.

Number five, show that 76% students in 1x a class they had problem to comprehend and figuring out of the inference of the text. Beside 24% of students did not have problem to comprehend and figuring out of the inference of the text. It can be concluded that most of them still could not comprehend the text well. They had problem to comprehend and figuring out of the inference of the next.

Based on the data number six, there were 73% from the total of the students stated that the text where used in teaching and learning process could not able to attract their interest. Beside 27% of them stated that the text were used in teaching

learning process could attract their interest. It means that most of the students dislike with the texts that used in teaching and learning process.

Referring to the data number seven, there were 94 % students had problem in speed reading. While 6% did not have problem in speed reading. It can be concluded that most of them had problem in speed of reading; they had habit of slow reading.

Based on the data number eight, there were 76% students had problem to memorize word, sentence and the text that they had been discussed before, 24% students did not have problem to memorize word, sentence and the text that they had been discussed before. It mean that most of student had difficulties in working memory of the text from the result of the questionnaire number nine, it showed that only 30% students practice to read English text at outside of the school. Beside 70 % did not practice to read English text. It means that that they had low motivation to learning English more to practice their reading skill.

B. Data Conclusion

Conclusion drawing/verification is the third level in model of qualitative data analysis of Sugiono theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this case, the discussion and findings were divided into three parts: the process, the

teacher's problems, and the students' problems in teaching and learning reading comprehension by using herringbone.

During the observation of teaching and learning reading comprehension by using herringbone in the first and second meeting, the researcher found the problems as follow:

- a. The students did not have motivation. They did not pay attention to the teacher, to read the text and to discuss the material. Many of the students made noisy by themselves such as chatting with other friends.
- b. The teacher had difficulty to present and to explain the material to students, there were many words in the text that she could not translate or translated incorrectly. It indicated that teachers did not understand the text well.
- c. The students read the text very slowly as if they want to understand the text or even to decode and understand the meaning of the words that they had never seen before. They looked up word by word in dictionary or asked to the teacher, so that the reading was very slowly.
- d. Some of the students were passive, they looked did not interest in teaching learning process. The teacher seemed difficult to engage theirs' motivation.
- e. The students had forgotten the material that had been discussed before. It indicated that the students had problem in working memory, to memorize the text that they had discussed before.

- f. Many of the students still could not comprehend the text well, not to make inference of the text. It was shown by their answer of the questions from the teacher; most of them could not answer correctly.
- g. There were many of the students mentioned in the class that the text was so boring. While, many of them mentioned that the text was difficult to be understood.
- h. The teacher rushed to conduct discussion session with the students because the times were almost end.
- i. The students felt shy, did not have confidence and afraid if they made mistake.
- j. The teacher did not give feedback nor did reflection, because the time ended.
- k. From fifth teen the steps that have to applied in teaching reading comprehension through herringbone there are four steps which did not applied such as: the teacher does not ask some questions to the students in order to make good relationship among them or to create a good atmosphere in the class, After the teacher explained, she gave the text and asked them to read the text only but she does not asked the students to write important information, The teacher does not rotate the groups' leadership roles regularly, The teacher does not supervise the discussion in the groups so as to encourage and help pupils in difficulty.
- l. The English made the lesson plan but in the process of teaching and learning reading through herringbone did not based on the lesson plan.

C. Discussion

In this part, the researcher would like to discuss about the finding of the process of teaching and learning reading comprehension by using herringbone as the first formulation of the problem this research. Beside the process of teaching and learning, the researcher discussed the teacher's and the students' problems in teaching and learning reading comprehension by using herringbone as the second and the third formulation of the problem. This research was produced by the participants of the research; they were the English teacher and the students of XI IPA1 in the first semester in academic year 2016/2017 that had been observed.

1. Process of Teaching and Learning Reading Comprehension by using Herringbone

Teaching reading comprehension by using herringbone was assumed to be able to help the students in learning reading comprehension. But, in this research the teaching learning process by using herringbone was still less effective and not maximal. In this research the researcher expected to see the teaching and learning process and the problems in teaching learning reading comprehension by using herringbone.

In this research, the research observed the teaching and learning reading comprehension through herringbone process that was done by the teacher in two meetings. Based on the notes which were taken by the researcher, the teacher

started the lesson activity by greeting the whole class, which is the culture of Moslem. Then she checked her students' attendance list and gave her students' motivation. The motivations were about the story that arouse students' enthusiasm such as about the prophet Muhammad SAW or about the companion of Prophet Muhammad SAW. It can be seen in the appendix 2 for the result of the class observation. These activities were supported by Peaty and Tierney, they said that the steps of teaching and learning reading comprehension through herringbone such as: the first, the English teacher greets the whole class, the second is the English teacher checks the students' attendance list and the third is gives the students motivation.

After she gave motivations to the students, she told the students that they would discuss about learning reading using herringbone. She explained definition of herringbone, the function of herringbone and how to apply herringbone in learning reading comprehension through herringbone. See appendix 2 for the result of the observation during the activities of teaching and learning reading comprehension through herringbone at MAN 1 Pesisir Barat. This way was not in line with Peaty and Tierney's theory about the steps of teaching and learning reading comprehension through herringbone because there was one step which missed by the teacher that was the teacher gives some questions to the students in order to make a good relationship or to make a good condition in the class.

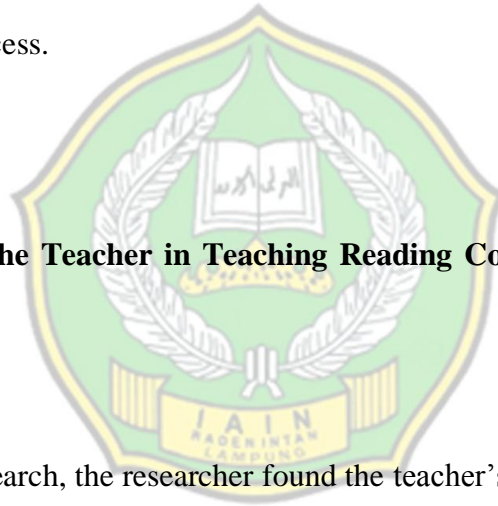
The next activities was done by the teacher were dividing the students into some groups, the students' total number were 33 so the teacher made six groups. Every group consists of five until six students. The technique of making the groups was the teacher asked the students to numbering 1- 5. Then the teacher gave an example of text and explained how to apply herringbone. The teacher repeated her explanations two times because some students were still confused. See appendix 2 for the steps of teaching and learning reading comprehension through herringbone was did by English teacher at MAN 1 Pesisir Barat. It was in line with theory of Peaty and Tierney which say that the second steps in while activities of teaching reading comprehension was the English teacher making the groups of discussion.

From the data gained through observation, the researcher assumed that the teaching learning reading comprehension by using herringbone was still less effective and maximal. The teacher did not follow all of the procedure based Paety and Tierney. Some steps in herringbone which was ignored by English teacher (see appendix 2), then sequences were done hastily by the teacher. Even the teacher did not have time to give feedback or reflection to the students. She only discussed the material without discussed about the students' difficulties in learning reading comprehension by using herringbone. In addition, the students looked bored the in teaching and learning process. That was indicated that the students had no interest in learning reading comprehension by using herringbone.

Therefore, the teacher should be able to attract the students' interest in learning reading comprehension by using herringbone in the teaching and learning process.

From the data gained through observation, the researcher assumed that the teaching and learning process especially reading comprehension by using herringbone was not well. Even more there were many obstacles faced by teacher and her students that made the teaching learning process by using herringbone was still less effective and not maximal. But, it did not give the big influence for the teaching and learning process.

2. Problem Faced by the Teacher in Teaching Reading Comprehension by Using Herringbone



Having conducted the research, the researcher found the teacher's problems during applying of herringbone in teaching reading comprehension at MAN 1 Krui Pesisir Barat. Based on the result of observation (see appendix 2) and interview report (see appendix 3), the researcher took some conclusion about teacher's problem in teaching reading comprehension though herringbone.

The problem that was found teacher had problem to understand the reading materials that were taught to the students. Based on the researcher's interview to

the English teacher, the researcher found that the teacher has difficulty in understanding the material because she does not have many references or teacher's books (see appendix 3, interview result). It was supported by Baradja that said one the problems of teaching reading is text selection.

Next problem was teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implication and main idea. Then, teacher had problem to design or modify the question and the exercise to engage students' interest in teaching reading comprehension, teacher had problem to choose the teaching material in teaching reading comprehension, teacher had problem to give a meaningful feedback for the students in the process of teaching reading comprehension (see appendix 3, the result of interview with English teacher). It was in line with Baradja, he said the problems in teaching reading are as follows: the students' lack mastery of the basic, the habit of slow reading, and inability of the students to figure out inferences, implication and main ideas.

In addition, the researcher found some problems of English teacher in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text, teacher had problem in time management manage the times (see appendix 2, result of observation). Moreover the English

teacher made the lesson plan that was different with the material that she taught to the students even though the lesson was the teacher guidance in teaching.

Based on the finding in the research above, it can be concluded that theory of Baradja was appropriate with the real condition. Moreover, an English teacher has to choose the interest material, stimulate, engage manages the class and the time as well, give a good feedback, etc.

3. Problem Faced by Students in Learning Reading Comprehension by Using Herringbone

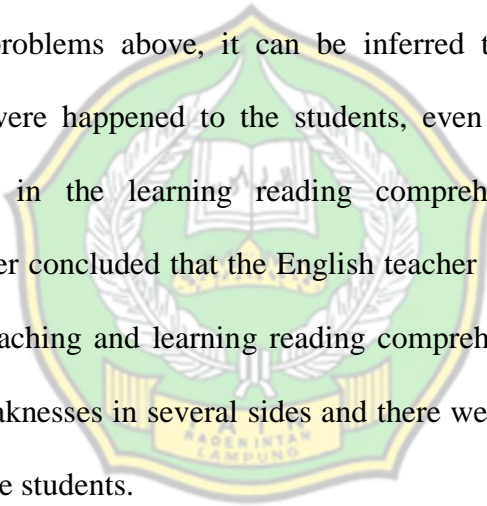
The researcher employed observation, interview and questionnaire to know the students' problems in learning reading comprehension by using herringbone. Having conducted the research, the researcher found the problems of students in learning reading comprehension through herringbone at MAN 1 Krui Pesisir Barat.

Some problems which the researcher found during conducting the research were appropriate to theory of Tankersley such as the students have no good vocabulary mastery, the students have problem to decode words and sentences, students have problem to get main idea of the text and to figure out the inference of the text,

students have problem in speed of reading, students have problem in working memory to remember the text. See appendix 4 for the questionnaire report.

In addition, during the research the researcher found that the students had problems with finding motivation and interest in learning reading comprehension. Then, they were being passive during learning process and they did not have confidence, they felt afraid to make a mistake in learning reading.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problems that happened in the learning reading comprehension by using herringbone. The researcher concluded that the English teacher still cannot do the steps of herringbone in teaching and learning reading comprehension well, even more there were some weaknesses in several sides and there were many obstacles faced by the teacher and the students.



CHAPTER V

CONCLUSION AND SUGESSTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusion and suggestion in teaching and learning reading comprehension through herringbone.

A. Conclusion

Having discussed the result of the research, it can be concluded that:

1. Teaching and learning processes in the class were not well. It could be seen by the teacher did herringbone steps based on the Peaty and Tierney's procedure of teaching and learning reading comprehension by using herringbone. Although there were some lack in several sides and there were some problems faced by the teacher and students. In other hand, the classroom atmosphere in teaching and learning reading comprehension by using herringbone were the students looked active in the learning reading comprehension by using herringbone. But, some of them were looked less respond and did not have motivation.
2. The problems faced by teacher in teaching reading comprehension by herringbone were:
 - a. Teacher had problem to manage the times
 - b. Teacher had problem to understand the reading materials that were taught to the students.

- c. Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main ideas.
 - d. Teacher had problem to design or modify the question and the exercise to students in teaching reading comprehension.
 - e. Teacher had problem to choose the material in teaching reading comprehension.
 - f. Teacher had problem to give a meaningful feedback or reflection for the students in the process of teaching reading comprehension.
 - g. Teacher had problems in supporting, simulating and engaging the students to listen the explanation from the teacher, read the text and discuss the text.
3. The problems faced by students in learning reading comprehension by herringbone were:
- a. The students have no good vocabulary mastery.
 - b. The students had problem to decode words and sentences.
 - c. The students had problem to get main idea of the text and to figure out the inference of the text.
 - d. The students had problem in speed of reading.
 - e. The students had problem in working memory to remember the text.
 - f. The students had problem with finding motivation and interest in learning reading comprehension. Then, they were being passive during learning

process and they did not confidence, they felt afraid to make a mistake in learning reading.

B. Suggestion

Considering the result of the research, the research would like to give some suggestion as follows.

1. For the English teacher

- a. The teacher should manage time as good as possible
- b. Give student time limit to read the text (7-10 minutes).
- c. Always give the students home work to practice reading in their home to increase their speed of reading and their vocabulary.
- d. Give an attracting brainstorming that raises students' interest in learning reading comprehension.
- e. Review the reading selection, and prepare a brief before start teaching.
- f. Use Variations or combine the herringbone with other strategy/technique during reading to make student more attract to read the text. E.g. teacher could organize the student into pair works.
- g. Record the discussion session to see as it discussed.
- h. Teacher should engage students' enthusiasm to the post-treading discussion. E.g. teacher gives bonus score and a prize for those who answer the question correctly.

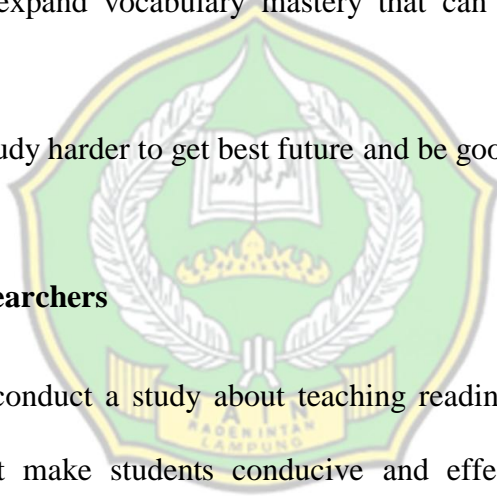
- i. The teacher is supposed to give feedback and does reflection for the students.

2. For the Students

- a. The students should know the important of English especially in reading comprehension.
- b. The students should have more time to practice reading, not only in school but also in their home.
- c. The students should expand vocabulary mastery that can be used in their reading activity.
- d. The students should study harder to get best future and be good students.

3. For the Further Researchers

The next researcher can conduct a study about teaching reading comprehension with other strategies that make students conducive and effective in learning reading comprehension to increase their reading comprehension.



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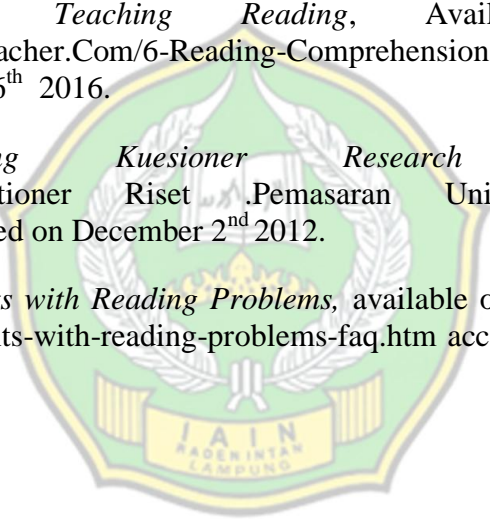
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Appendix 1 Preliminary Research's Interview

Question for teacher:

1. Berapa jumlah murid disekolah ini yang ibu ajar?
2. Bagaimana kemampuan bahasa Inggris siswa khususnya didalam pemahaman ketika membaca teks?
3. Apakah menurut anda pemilihan teknik atau metode yang tepat dalam pengajaran bahasa Inggris itu penting?
4. Teknik atau metode apa yang ibu gunakan dalam mengajar reading comprehension kepada siswa/i di sekolah ini?
5. Apa alasan anda menggunakan teknik ini?
6. Bagaimana dengan hasil nilai siswa setelah diajar dengan menggunakan teknik ini?
7. Menurut pandangan dan opini anda, kira-kira apakah yang membuat siswa tidak dapat menguasai pelajaran bahasa Inggris khususnya tentang reading comprehension dengan baik?
8. Mengapa tidak menggunakan metode atau teknik lain ketika anda sudah tahu bahwa kemampuan bahasa Inggris siswa/i masih rendah walaupun sudah diajarkan dengan metode yang anda biasa pakai?

Answer from teacher:

1. Jumlah murid keseluruhan adalah 103 siswa, dibagi menjadi 3 kelas yaitu IPA 1, IPA2, IPS 1.
2. Cukup baik namun di kelas dikelas IPS 1 memiliki nilai lebih kecil dibandingkan kelas IPA 1 dan IPA 2 pada mata pelajaran bahasa Inggris.
3. Penting karna itu bisa mempengaruhi kesuksesan dalam mengajar.
4. Saya menggunakan Herringbone Technique
5. Karena menurut saya teknik itu merupakan teknik yang mudah dipahami oleh murid.
6. Pada umumnya nilai mereka masih rendah.
7. Siswa saya pada umumnya kesulitan memahami arti dari teks yang mereka baca dan karena mereka kesulitan akhirnya mereka malas untuk membaca teks bahasa Inggris.
8. Saya masih berkeyakinan bahwa teknik ini sebenarnya sangat bagus untuk siswa, mengenai kenapa hasilnya masih belum maksimal itu jadi bahan evaluasi bagi diri saya kedepan.

Appendix 2
Observation Checklist

**Observation Report of Teaching and Learning Reading
Comprehension Process through Herringbone**

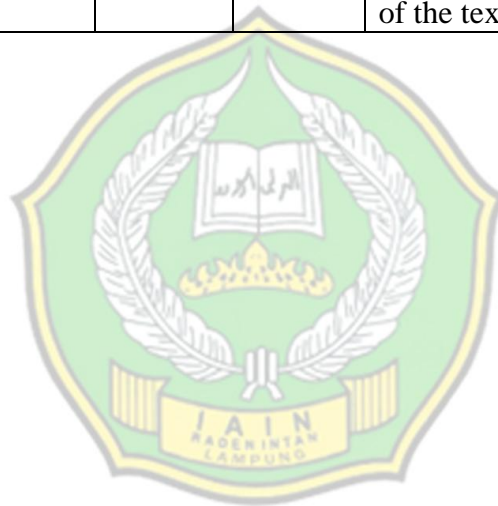
Subject	Pointer(s)	Yes	No	Note
Pre-activities (teacher)	1. Teacher greets the whole class	✓		The teacher greets the whole class. As the Muslim and Islamic high school it is an obligation to greet each other. The teacher as the educator has to help them in building character.
	2. Teacher checks the students attendance list	✓		In two meetings, when the teacher entered the class she always checked the attendance list. Check the preparedness all the students.
	3. Teacher gives motivation	✓		The teacher gave motivation to the students' motivation how to be a good student, a good child and to make their dreams come true. She took the story of Prophet Muhammad SAW, companion of Prophet Muhammad SAW, etc.
	4. Then ask some questions to the students in order to make a good relationship among them or to create a good atmosphere in the class		✓	The teacher does not ask some questions to the students in order to make a good relationship among them or to create a good atmosphere in the class. But in way gave the motivation that does create a good atmosphere also.
While-activities (teacher and students)	1. The teacher explains the task to be discussed before the students divided into the groups.	✓		The teacher told to the students that they would discuss about learning reading through herringbone. Before they discussed, the teacher divides the students into six groups. Each group consists of five or

				six students.
	2.The teacher organizes the pupils into mixed ability groups same ability groups as need be	✓		The teacher divided the students into groups. Each group consists of five or six students. The process of making the groups was randomly chosen. The teacher asked the students to numbering from 1 until 5, and then they were grouped based on the number that they got.
	3. The teacher constructs a herringbone outline with the 5+W+H (who, when, where, why, what, how) and the main idea.	✓		The teacher constructed a herringbone outline with the 5+W+H. She gave definition of herringbone, how to use herringbone in the text in order to comprehend the text. She repeated until two times about herringbone and gave the different example. Whereas in the lesson plan of the English teacher, she made the different material. So, she taught did not based on the lesson plan.
	4.the teacher asks students to read and write important information about the story in their notebook		✓	After the teacher explains, she gave the text and asks them to read the text only but she does not ask the students to write important information.
	5.the teacher rotates the groups leadership roles regularly		✓	The teacher does not rotate the groups' leadership roles regularly.
	6.the teacher supervises the discussion in the groups so as to encourage and help pupils in difficulty		✓	The teacher does not supervise the discussion in the groups to encourage and help pupils in difficulty.
	7.the teacher	✓		The teacher managed feedback

	manages feedback concisely when discussion			when the students ask about some things. She helps the students when found the difficult.
	8.the teacher remind the time to the sudents	✓		The teacher told that the time to discuss was over. It means that the teacher and students have to discuss the answer together.
	8.the students write answers on the herringbone outline	✓		Each group prepared their answer in the paper. In the group they have determined who be a secretary and the other looking for the answer, check the meaning in the dictionary.
	9.the teacher asks students to discuss answer in their group	✓		The teacher asked the third group to answer the first question, continued fifth group, second group, first group and fourth group was the last.
Post-activities (teacher)	1. The teacher evaluates and concludes the lesson and closes the meeting.	✓		The teacher evaluated and concluded the material about herringbone. One of the evaluation was the students must increase team work and read more, learn more and practice more.
Teachers and Students' Problems				
Teacher's problems	1. The teacher has difficulties if the students cannot achieve mastery of the basics, the students read very slowly and the students cannot figure out inferences, implications and main ideas.	✓		Teacher had difficulty to manage the time, because the students read the text very slow. The teacher looked difficult to control the students and to explain about the text to the students because the students cannot achieve basic knowledge of the text and figure out inference or to determine the main idea of the text. It can be seen by the students' answer when the teacher gave them question about the text.
	2. The teacher	✓		The teacher had problem to

	difficult to achieve basic knowledge of the text.			understand the text. It was shown when the teacher had difficulty to present the material. There were many of words that were confusing to explained and translated by the teacher. It indicated that the teacher did not understand the text well.
	3. The teacher finds difficulties in modifying the exercise/exercise.	✓		Despite the teacher has used exercise with proper standard but the teacher only used exercise and questions which were available in the text book. The teacher did not make modification in the question or exercise.
Students' Problems	1. The students did not have good vocabulary mastery.			The students often asked the meaning of words to the teacher and look up in the dictionary if they did not know the meaning of the word in the text.
	2. students have difficulty to decode the word and sentence	✓		Students had problems to decode words and sentences. E.g. They know the meaning of a word "easy" but they did not know the meaning of "easier", or they had know the meaning of a word but they still had difficulty to translate it in a sentence.
	1. Students have difficulty in speed of reading			Students read the text very slowly. They difficult to decode the words moreover when the words were new word them. They translate word by word by asking the teacher and looked up in dictionary, it waste many of times.
	2. Students have problems of			The teacher asked the student to make inference of the text, but many of them could not make

	inference making.			inference correctly.
	3. The students have problem to working memory the text.			The students forgot the text that they had discussed before in last meeting. Sometime they also difficult to remember the meaning of the words that they just translated.
	4. Students have lack Prior knowledge of the text.			Before they read a text, the teacher provided listening session and the students listened the information about the text. It known as the prior knowledge of the text.



Appendix 3

Teacher's Interview Result

Interviewer : The researcher
 Respondent : Mrs. Egra Betaria/ The English Teacher
 Day/Date/Year : Monday, November 28th 2016
 Place : MAN 1 Pesisir Barat

a. **Questions** : What are the problems that you find in understanding the reading material that will be taught to the students?

Answer : Actually sometimes I found the problems to understand the material that would be taught to the students. It was because I had lack reference. Sometimes I only chose the reading material just from one of teacher's book. I had no many reference to choose the material and I had problems to understand the text while I read or explained the material to the students.

b. **Question** : What are the obstacles that you find if the students cannot achieve the basic of the knowledge, if the students slow in reading and the students cannot identify the main idea, make correct inferences, and understand accurate implication?

Answer : Taught that caused them cannot achieve the basic knowledge was their interested in reading is low. So they had problems and the students

could not identify the main idea or make correct inferences. I had to explain more and more to make them could understand the text, it waste of many times and made me tired. The students read very slowly. When they read the text, they often did not know the meaning of a word and a sentence. They looked up on the dictionary and asked to me the meaning of the word or sentence. Those were waste so many of time. I could not manage the time well because those problems.

c. **Question** : How did you establish exercise or questions to students?

Answer : I used the question or exercise only from the book that I used in teaching and learning process. I did not design new question or modify the question. It was because I did not have any references to make it.

d. **Question** : What are the problems that you find in determining the reading material?

Answer : most of the students were low interesting in reading. It would be most difficulty if they had to read a long text or read the text that difficult to be understood, the worse they did not want read the text because it was long and difficult to be understood. Because I haven't many teachers' book so I used the text in the book although the material or the text was difficult.

e. Question : What are the obstacles that you find in giving a feedback for the students in the process of teaching reading comprehension through herringbone?

Answer : Sometimes I did not have time to give feedback to the students about what we had discussed. The times often up when I would give feedback to the students. It was because the students read the text and understand the text very slowly.

f. Question : What are the obstacles that you find in stimulating and engaging the students to read the text?

Answer : Almost of them were done not serious in learning. I had not any ideas to make them become motivated to learn English especially in reading comprehension. For them reading was a boring activity. Sometimes they did not involve in discussion session or even they did not read the text. They did make noisy and chatted with another friend. Many of them felt shy, did not confidence and afraid if they made mistake in giving opinion in discussion session or even in answering the question in the text book.

g. Question : Based on your opinion, what are the text problems faced by students in learning reading through herringbone?

Answer : The students were slow in reading. Furthermore, they did not have good vocabulary mastery, they had problem to decode a word and a sentence. Students read the text very slowly. Besides, they could not make the inference correctly and the students hard to memorize and forgot the text or the words that they had discussed before in last meeting.



Appendix 4

Questionnaire Report

Respondent : 33 students at XI IPA1

Day/date/year : Saturday, November 26th 2016

Place : MAN 1 Pesisir Barat

No	Question	Answer		Total	Percentage		Total
		Yes	No		Yes	No	
1	Do herringbone help you to comprehend the text?	15	18	33	45%	55%	100%
2	Do you have problem in learning reading comprehension by using herringbone?	28	5	33	85%	15%	100%
3	Do you think that your teacher is able to make you being active during learning reading comprehension by using herringbone in the class?	22	11	33	67%	33%	100%
4	Do you have problem in understanding the meaning of a word or a sentence in the text?	26	7	33	79%	21%	100%
5	Do you have problem to comprehend and figuring out of the inference of the text?	25	8	33	76%	24%	100%
6	Do the texts that were given by the teacher can attract your interest?	24	9	33	73%	27%	100%
7	Do you need a long time to read and understand a text?	31	2	33	94%	6%	100%
8	Do you have problem to memorize words, sentences and the text that you had been discussed before?	25	8	33	76%	24%	100%
9	Except in the class, do you interest to use and practice to read English text?	10	23	33	30%	70%	100%

Appendix 5 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MAN 1 Pesisir Barat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/1
Materi Pokok : Narrative text
Alokasi waktu : 2 jam pelajaran

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.
Indikator:
 - 3.1.1 Mencirikan kata-kata kerja past tense dalam text narrative.
 - 3.1.2 Merinci kata-kata kerja past tense dalam text narrative.
 - 3.1.3 Melafalkan dan menterjemahkan kata-kata kerja past yang telah dicirikan dan dirinci.

C. Tujuan Pembelajaran

1. Melalui Video text narrative yang ditayangkan, siswa mampu mencirikan kata-kata kerja past tense dalam text narrative secara lisan dan tertulis dengan baik.
2. Melalui kerja kelompok, siswa mampu mencari kata-kata kerja past tense dalam text narrative secara lisan dan tertulis dengan baik.
3. Melalui presentasi siswa mampu melafalkan dan menterjemahkan kata-kata kerja past tense yang telah dicirikan dan dirinci dengan tepat.

D. Materi Pembelajaran

Video film Puss in Boots.

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Strategi : Discovery learning

Pertemuan 1

Kegiatan awal:

- Siswa merespon salam yang diberikan guru.
- Siswa terlibat dalam zona alfa melalui musik dan alunan lagu yang telah disiapkan.
- Siswa menerima keterkaitan pembelajaran sebelumnya yaitu tentang kata kerja past.

Kegiatan inti:

- Siswa bersama-sama guru mencirikan bentuk-bentuk kata kerja past.
- Siswa menyebutkan beberapa contoh kata kerja Verb.
- Siswa berkelompok
- Dalam kelompok siswa mengamati dan menemukan kata-kata kerja past yang terdapat dalam film yang ditayangkan.
- Dalam kelompok siswa berlatih mengucapkan dan menemukan arti kata-kata kerja yang sudah ditemukan.
- Dalam kelompok siswa bermain tebak kata.
- Siswa mempresentasikan kata-kata kerja past yang sudah ditemukan.

Kegiatan Akhir:

- Sebagai evaluasi singkat, guru melakukan tebak kata seputar kata kerja yang sudah dipelajari.
- Guru memberikan pujian atas prestasi siswa.
- Siswa diingatkan bahwa materi seputar film masih akan dipelajari di pertemuan yang akan datang.
- Pelajaran ditutup dengan doa dan salam.

F. Media, alat, dan sumber pembelajaran

LCD, Video film Puss in Boots.

1. Penilaian Observation Spiritual

Petunjuk :

Lembaran ini diisi oleh guru untuk menilai sikap spiritual peserta didik. Berilah tanda cek (v) pada kolom skor sesuai sikap spiritual yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut :

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

Observasi Sikap Spiritual

Nama Peserta Didik :

Kelas :

Tanggal Pengamatan :

Materi Pokok :

No	Aspek Pengamatan	Skor			
		1	2	3	4
1	Menjawab salam dengan baik, sopan, dan ikhlas				
2	Berdoa sebelum dan sesudah belajar				
2	Mengucapkan rasa syukur atas karunia Tuhan				
3	Memberi salam sebelum dan sesudah menyampaikan pendapat/presentasi				
4	Mengungkapkan kekaguman secara lisan maupun tulisan terhadap Tuhan saat melihat kebesaran Tuhan				
5	Merasakan keberadaan dan kebesaran Tuhan saat mempelajari ilmu pengetahuan				
Jumlah Skor					

Penskoran :

Skor akhir menggunakan skala 1 sampai 4

Perhitungan skor akhir menggunakan rumus :

$$\frac{\text{Skor diperoleh}}{\text{Skor Maksimal}} \times 4 = \text{skor akhir}$$

Contoh :

Skor diperoleh 14, skor maksimal 4 x 5 pernyataan = 20, maka skor akhir :

$$\frac{14}{20} \times 4 = 2,8$$

Sesuai Permendikbud No 81A Tahun 2013 peserta didik memperoleh nilai

Sangat Baik : apabila memperoleh skor : $3,33 < \text{skor} \leq 4,00$

Baik : apabila memperoleh skor : $2,33 < \text{skor} \leq 3,33$

Cukup : apabila memperoleh skor : $1,33 < \text{skor} \leq 2,33$

Kurang : apabila memperoleh skor: $\text{skor} \leq 1,33$

2. Penilaian Diri Sikap Jujur

Nama Peserta Didik :

Kelas :

Materi Pokok :

Tanggal :

PETUNJUK

1. Bacalah pernyataan yang ada di dalam kolom dengan teliti
2. berilah tanda cek (√) sesuai dengan kondisi dan keadaan kalian sehari-hari

No	Pernyataan	TP	KD	SR	SL
1	Saya mengerjakan sendiri semua ulangan, PR, dan tugas lainnya.				
2	Saya mengutip karya orang lain dengan menyebutkan sumbernya pada saat mengerjakan tugas.				
3	Saya melaporkan kepada yang berwenang jika menemukan barang				
4	Saya berani mengakui kesalahan yang saya lakukan				
5	Saya mengerjakan soal ujian tanpa melihat jawaban teman yang lain				

Keterangan :

- SL = selalu, apabila selalu melakukan sesuai pernyataan
- SR = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan
- KD = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan
- TP = tidak pernah, apabila tidak pernah melakukan

Petunjuk Penskoran :

Lihat petunjuk penskoran pada pedoman observasi sikap spiritual

3. Lembar Penilaian Antarpeserta Didik Sikap Disiplin

Petunjuk :

Lembaran ini diisi oleh peserta didik untuk menilai sikap sosial peserta didik lain dalam kedisiplinan. Berilah tanda cek (v) pada kolom skor sesuai sikap disiplin yang ditampilkan oleh peserta didik, dengan kriteria sebagai berikut :

Ya = apabila peserta didik menunjukkan perbuatan sesuai aspek pengamatan

Tidak = apabila peserta didik tidak menunjukkan perbuatan sesuai aspek pengamatan.

Nama penilai : Tidak diisi

Nama peserta didik yang dinilai :

Kelas :

Mata pelajaran :


No	Sikap yang diamati	Melakukan	
		Ya	Tidak
1	Masuk kelas dan pulang tepat waktu		
2	Mengumpulkan tugas tepat waktu		
3	Memakai seragam sesuai tata tertib		
4	Mengerjakan tugas yang diberikan		
5	Tertib dalam mengikuti pembelajaran		
6	Mengikuti praktikum sesuai dengan langkah yang ditetapkan		
7	Membawa buku tulis sesuai mata pelajaran		
8	Membawa buku teks mata pelajaran		
9	Mengikuti kegiatan yang sudah diprogramkan oleh sekolah		
Jumlah			

4. Journal

Petunjuk pengisian jurnal (diisi oleh guru):

- Tulislah identitas peserta didik yang diamati
- Tulislah tanggal pengamatan.
- Tulislah aspek yang diamati oleh guru.
- Ceritakan kejadian-kejadian yang dialami oleh Peserta didik baik yang merupakan kekuatan Peserta didik maupun kelemahan Peserta didik sesuai dengan pengamatan guru terkait dengan Kompetensi Inti.
- Tulislah dengan segera kejadian
- Setiap kejadian per anak ditulis pada kartu yang berbeda.
- Simpanlah kartu tersebut di dalam folder masing-masing Peserta didik

Format:

Jurnal	
Nama Peserta Didik	:
Nomor peserta Didik	:
Tanggal	:
Aspek yang diamati	:
Kejadian	:
Guru:	
.....	
.....	
.....	

Appendix 6
Students' Reading Score

DAFTAR NILAI READING MAN 1 PESISIR BARAT
SEMESTER GANJIL TAHUN PELAJARAN 2016/2017

Nilai Reading Kelas XI IPA 1

NO	RESPONDEN	L/P	SCORE
1	Siswa 1	L	60
2	Siswa 2	P	82
3	Siswa 3	P	78
4	Siswa 4	L	75
5	Siswa 5	L	78
6	Siswa 6	L	45
7	Siswa 7	P	80
8	Siswa 8	P	75
9	Siswa 9	L	80
10	Siswa10	P	78
11	Siswa 11	L	77
12	Siswa 12	L	88
13	Siswa 13	P	78
14	Siswa 14	P	76
15	Siswa 15	P	81
16	Siswa 16	P	76
17	Siswa 17	P	75
18	Siswa 18	P	66
19	Siswa 19	P	67
20	Siswa 20	L	50
21	Siswa 21	P	90
22	Siswa 22	L	45
23	Siswa 23	P	77
24	Siswa 24	P	79
25	Siswa 25	P	76
26	Siswa 26	P	76
27	Siswa 27	L	86
28	Siswa 28	L	76
29	Siswa 29	L	89
30	Siswa 30	P	86
31	Siswa 31	L	40

32	Siswa 32	L	82
33	Siswa 33	L	92
34	Siswa 34	L	79
35	Siswa 35	P	65
36	Siswa 35	L	90
Rata-rata			78

Ket:

L : 15

P : 21

Pesisir Barat,..... 2016

Guru Mata
Pelajaran

Egra Betaria,S.Pd



Nilai Reading Semester Ganjil Tahun Pelajaran 2016/2017 Kelas XI IPA2

NO	RESPONDEN	L/P	SCORE
1	Siswa 1	P	74
2	Siswa 2	L	66
3	Siswa 3	P	90
4	Siswa 4	L	96
5	Siswa 5	L	92
6	Siswa 6	L	44
7	Siswa 7	L	82
8	Siswa 8	P	65
9	Siswa 9	P	79
10	Siswa 10	L	75
11	Siswa 11	L	77
12	Siswa 12	L	79
13	Siswa 13	P	70
14	Siswa 14	L	50
15	Siswa 15	L	80
16	Siswa 16	L	45
17	Siswa 17	P	80
18	Siswa 18	L	80
19	Siswa 19	L	54
20	Siswa 20	P	78
21	Siswa 21	L	59
22	Siswa 22	L	79
23	Siswa 23	P	65
24	Siswa 24	L	60
25	Siswa 25	P	80
26	Siswa 26	L	78
27	Siswa 27	P	80
28	Siswa 28	L	84
29	Siswa 29	P	75
30	Siswa 30	L	80
31	Siswa 31	P	79
32	Siswa 32	P	69
33	Siswa 33	P	63
34	Siswa 34	P	68
35	Siswa 35	P	82
Rata-rata			65

Ket:

L : 19

P : 16

Pesisir Barat,.....2016

Guru Mata Pelajaran

Egra Betaria,S.Pd



Nilai Reading Semester Ganjil Tahun Pelajaran 2016/2017 Kelas IPS1

NO	RESPONDEN	L/P	SCORE
1	Siswa 1	L	80
2	Siswa 2	L	78
3	Siswa 3	L	76
4	Siswa 4	L	87
5	Siswa 5	P	79
6	Siswa 6	P	78
7	Siswa 7	L	70
8	Siswa 8	P	84
9	Siswa 9	L	88
10	Siswa 10	L	70
11	Siswa 11	P	89
12	Siswa 12	L	65
13	Siswa 13	L	75
14	Siswa 14	L	50
15	Siswa 15	L	40
16	Siswa 16	P	74
17	Siswa 17	L	50
18	Siswa 18	L	62
19	Siswa 19	P	75
20	Siswa 20	P	75
21	Siswa 21	P	87
22	Siswa 22	P	58
23	Siswa 23	P	62
24	Siswa 24	P	60
25	Siswa 25	P	90
26	Siswa 26	L	75
27	Siswa 27	L	50
28	Siswa 28	P	83
29	Siswa 29	L	50
30	Siswa 30	L	40
31	Siswa 31	P	52
32	Siswa 32	P	78
Rata-rata			70

Ket:

L : 17

P : 15

Pesisir Barat,.....2016

Guru Mata Pelajaran

Egra
Betaria,S.Pd



Appendix 7

General Description of the Research Place

1. Brief Story of MAN I Pesisir Barat

MAN 1 Pesisir Barat is located on Jalan Labuhan Jukung-Kampung Jawa Kecamatan Pesisir Tengah, Pesisir Barat Lampung Province. It was built in 1972 because there was no Islamic high school in Krui, so the graduation from PGA four year, MTs Muhammadiyah and MTs Nadhlatul Ulama cannot continue their study. MAN 1 Pesisir Barat was built near from the beach and in the capital city of Pesisir Barat.

Furthermore, teaching and learning process was started in 1975. Teaching and learning was done in the morning. Here is detail information of MAN 1 Pesisir Barat:



School's Name : MAN 1 Pesisir Barat

NSS : 131118040001

Type of School : B

Address : JL. Labuhan Jukung Kampung Jawa, Kecamatan Pesisir Tengah,
Pesisir Barat Lampung Province.

School category : Islamic Senior High School

Postal : 34874

Teaching and learning activities in MAN 1 Pesisir Barat start at 07.15 and finish at 14.30 except Friday, from 07.15 to 13.45. The situation of MAN 1 Pesisir Barat has high discipline religious. This school has 506 students and 34 teachers. Based on the data above, the researcher concluded the location and schedule of teaching and learning in MAN 1 Pesisir Barat were common with other school.

2. The Condition of the Teachers, Students, Staffs and Facilitates MAN 1 Pesisir Barat

The condition of the teachers, students, staffs and facilitates in MAN 1 Pesisir Barat could be described through two tables as follow:¹

Table 6
Number of the Teachers at MAN 1 Pesisir Barat in Academic Year of 2016/2017

Gender		Alumnus					
Male	Female	D1	D2	D3	S1	S2	S3
17	22	-	-	-	26	7	1

Source: Documentation of Man 1 Pesisir Barat

Based on the table six, it seen that the teachers in MAN 1 Pesisir Barat had good education. About 76% of the teacher was S1, 21% was S2 and 3% was S3. It can be concluded that the teachers in MAN 1 Pesisir Barat were good and can teach optimally.

¹ MAN 1 Pesisir Barat, *Profil MAN 1 Pesisir Barat* (Krui, MAN 1 Pesisir Barat, in December 3rd 2016), Unpublished.

Table 7
Teachers and Staff of MAN 1 Pesisir Barat in the Academic Year of 2016/2017

No	Subject	Total
1	Science	6
2	Mathematics	4
3	Bahasa Indonesia	3
4	English	3
5	Religion	7
6	Social Science	3
7	Physical Education	3
8	Art Education	3
9	IT	3
10	Counseling Guidance	3
11	Staff	8
Total		46

Source: Documentation of Man 1 Pesisir Barat

Based on the data above, in MAN 1 Pesisir Barat had many teacher and staff. The entire subject of study consisted of not less than three teachers. Especially in English subject covered of three English's teacher.

Table 8
Number of Students at MAN 1 Pesisir Barat
In Academic Year of 2016/2017

No	Class	Gender		Total
		Male	Female	
1	X	31	91	122
2	XI	140	43	183
3	XII	162	39	201
Total		333	173	506

Source: Documentation of Man 1 Pesisir Barat

The numbers of the students based on the table 8 were 506 students. It divided on 3 levels; ten classes, eleventh class and twelve classes. It consisted of 333 male and 173 female.

Table 9
The Facilities of the School MAN 1 Pesisir Barat

No	Room Name	Total	Condition
1	Headmaster's Room	1	Good
2	Teachers' Room	1	Good
3	Administration Room	1	Good
4	Classroom	21	Good
5	Library	1	Good
6	Computer Laboratory	1	Good
7	Multimedia Laboratory	1	Good
8	Language Laboratory	1	Good
9	IPA Laboratory	1	Good
10	Art Room	1	Good
11	Scout's Room	1	Good
12	Youth Red Cross's Room	1	Good
13	UKS Room	1	Good
14	Hall	1	Good
15	OSIS Room	1	Good
16	Mosque	1	Good
16	Toilet For Teacher	2	Good
17	Toilet For Student	4	Good

Source: Documentation of MAN 1 Pesisir Barat

Based on the table sixth until nine, the researcher concluded that teachers and staff in MAN 1 Pesisir Barat are able to support teaching and learning process. In this school, there are three English teachers. It means, in teaching and learning reading process would be more conducive to cover five classes, because not only depend on one teacher and have many classes that make the process of teaching and

learning were comfort.² There are some facilities can help teacher and students in teaching and learning process, especially in English subject. Multimedia laboratory, computer laboratory and language laboratory are able to support in teaching and learning process.



²*Ibid.*

Appendix 8
Documentation of Photograph



The English Teacher Explains about the Herringbone



The Students Learn the Herringbone Outline

Some Students are Enthusiast to Learn



Introduce and Explain What Will I Do in the Class



Giving questionnaire to the Students

