



**THE IMPLEMENTATION OF HERRINGBONE TECHNIQUE TO IMPROVE  
THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION  
ACHIEVEMENT**

**THESIS**

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JEMBER UNIVERSITY**

**2019**



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at  
the English Education Program, Language and Arts Department, the Faculty of  
Teacher Training and Education, Jember University

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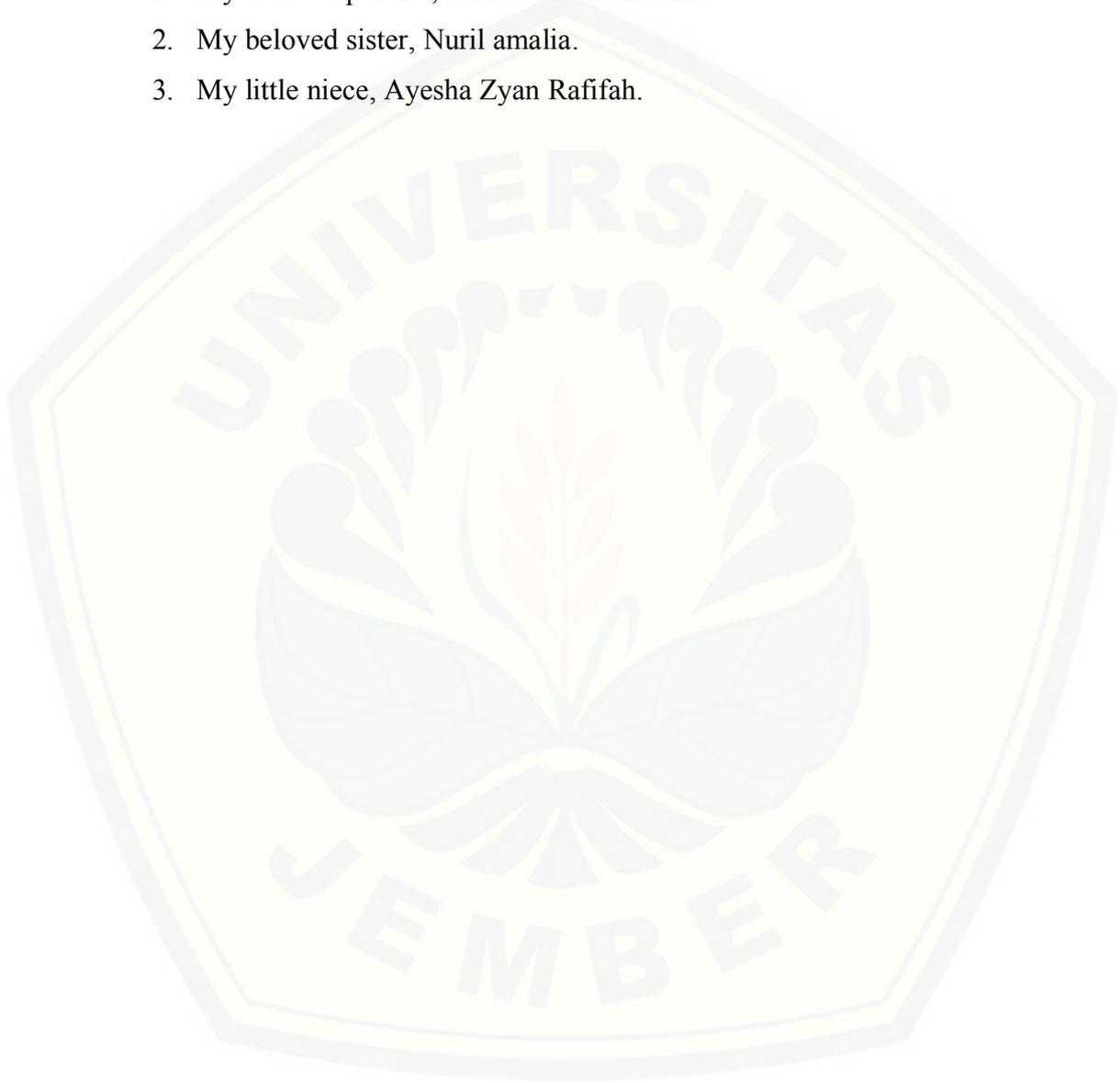
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JEMBER UNIVERSITY**

**2019**

## DEDICATION

I proudly dedicate this thesis to:

1. My beloved parents, Ali Hasan and Hatima.
2. My beloved sister, Nuril amalia.
3. My little niece, Ayesha Zyan Rafifah.



**STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole part, to quality for any other academic award; ethics procedure and guideline of thesis writing from the university and the faculty had been followed.

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The Writer,

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CONSULTANT'S APPROVAL

THE IMPLEMENTATION OF HERRINGBONE TECHNIQUE TO IMPROVE  
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ACHIEVEMENT

Thesis

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English Education Program of Language and Arts Education Department of the  
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All the time and hard work that I put on this thesis will become useless without the helps and supports of the people whom I would like to express my gratitude to:

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I believe that this thesis might have some weaknesses. Therefore, any criticism and suggestion from those who really want to improve this thesis is wisely appreciated.

Jember, December 21<sup>st</sup>, 2018

The Writer

## SUMMARY

**The Implementation of Herringbone Technique to Improve The Eleventh Grade Students' Reading Comprehension Achievement; Intan Wulandari, 2014, 140210401038; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.**

Reading is one of the four language skills that should be mastered in learning besides listening, speaking, and writing. Nunan (2004: 68) states that reading is a fluent process of readers in combining information from a text and their own background knowledge to build meaning. Building meaning itself is called comprehending text. Comprehending text is sometimes difficult to be achieved especially when readers are dealing with new vocabularies and structures which they do not master yet. Concerning with the previous statements, it was found that the students of XI Science 3 grade in Rambipuji senior high school had difficulties in finding the main idea of the paragraphs and also specific information from a text. It was also found that they were lack of vocabulary and bored in the classroom because of the technique implemented by the teacher did not attract the students' interest.

After identifying the class situation, the English teacher and the researcher agreed that Herringbone technique could be used to solve the main problem faced by the students. Jones (2007) stated that Herringbone technique is a part of Graphic Organizers in reading comprehension to organize main idea and the related idea of a lesson by answering six questions. It helps students learn how to classify and organize information which refers to supporting details and main idea of a paragraph. The form of Herringbone technique consists of boxes and lines. The boxes consist with 5WH1H. The students answered the questions listed under the boxes. This led to the synthesis of all the information in one newly created sentence, which became the main idea statement. They became more enthusiastic because the form of Herringbone diagram was new for them and also was quite interesting because of the color.

This research had been conducted in one cycle. The cycle consisted of two meetings and one reading comprehension test. The researcher did the action collaboratively with the English teacher. In each meeting, the observer used field note which was used to obtain the data about the students' participation in the reading comprehension in the teaching and learning process and also used to know which step of Herringbone procedure that helped the students understand the text.

The aim of the study was to improve students' reading comprehension achievement and it was proved that Herringbone technique could prove it. There were several factors that made this worked. First, from the result of the observation, it was found that asking the students to find the meaning of selected vocabulary could help them understand the text more easily without taking much time to find the meaning of word by word when they were reading as usual. Most of the students could answer the questions of word comprehension, for example question in the first meeting asking the meaning of word "force" in English. The students found it easily because in previous task they had to find the meaning of that word in Indonesia. Second, the students could find the main ideas by using Herringbone diagrams. From answering Wh-question on the diagrams, they could understand easily what the paragraph was about. Moreover, Based on the result of the observation, there was a step of herringbone procedure which most supported the students to improve their reading comprehension. That was recording specific information and main ideas of the text. When the students came to this activity, they reread the text to record the information on Herringbone diagrams. It made them spontaneously worked hard to understand the text by recording the information on the diagram.

Considering the result of reading test and observation above, it is suggested to implement Herringbone technique in teaching reading to help the students comprehend the text. Moreover, for the future researcher hopefully, this research could be used as a reference and also it is suggested to conduct a research in the same topic with different research design.

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## CHAPTER I. INTRODUCTION

### 1.1 Research Background

Reading is one of the four language skills that should be mastered in learning besides listening, speaking, and writing. Nunan (2004: 68) states that reading is a fluent process of readers in combining information from a text and their own background knowledge to build meaning. It means that in order to comprehend the content of the text, the readers need to utilize their background knowledge and match it with the text. Comprehension itself has a meaning as understanding what you read (Elder, 2008). Moreover, comprehending texts is sometimes difficult to be achieved especially when readers are dealing with new vocabularies and structures which they do not master yet. It requires the readers more than just recalling information given in a text.

Concerning with the previous statements, the researcher found that the students of XI Science 3 grade invRambipuji senior high school had difficulties in finding the main idea of the paragraphs and also specific information from a text. The other problems were lack of vocabulary and the boredom that the students' felt because of the technique implemented by the teacher did not attract the students' interest. It was found then that the technique used by the teacher was reading aloud. This technique made the students become passive listener and bored. Moreover, students main concern when reading aloud were struggling with how to pronounce the words correctly and giving little attention on meaning comprehension. According to Cooper (1993), teaching English should consider some teaching strategies that can be used to accomplish a desired outcome. It means that the role of the teacher is very crucial to find an appropriate technique which can help students activate, develop, organize and become aware of the knowledge about the content of the text.

There are many techniques that can help students improve their reading comprehension. For instance, skimming-scanning technique, students team achievement division, jigsaw, story maps, and so on. One of the techniques that can be used to improve the students' reading comprehension is Herringbone

technique. Jones, et. al. in Denton (2007), stated that Herringbone technique is a kind of Graphic organizers strategy in reading comprehension to organize main idea and the related idea of a lesson by answering six questions. The answers of six questions organized in Herringbone pattern. The information can lead the readers to get the topic of the text that they have read.

There were several researchers who have conducted studies on the implementation of Herringbone technique for reading comprehension. A study conducted by Kurniawan (2016) showed that there were positive effects of using Herringbone technique. The procedure of Herringbone technique in that research was adopted from Edward (2003). The activities were focused on how to find main idea after answering six questions. The questions of the reading comprehension were directly given when the students recorded the information from text on the diagram. It is a little bit different to Rahila and Sakdiyah (2016) which the procedure was adopted from Deegan (2006); reading comprehension questions were given after the students recorded the information on the diagram.

The other research was conducted by Mardiyani (2015) whose procedures adapted from Edward (2003). In the pre-reading activity, there was an additional step which the activity was finding the meaning of difficult words. This was for helping students to comprehend the meaning of difficult vocabularies in a text. The finding showed that Herringbone technique can improve XI grade students' reading comprehension as indicated by the improvement of the students' score from 66 on the first cycle up to 85 on the third cycle.

In my research, I adapted the procedure from Degaan (2006) by giving additional activity in pre-reading as what Mardiyani's. Due to the previous studies which recorded the specific information first then recorded the main ideas, I gave the students option to record main ideas or the specific information first on the diagram to help them directly write what they had gotten from the text. To fill the gap, I did an action Research in different school and level based on the observation in preliminary study. Moreover, different kind of text was also chosen based on the syllabus. In order to know which step of Herringbone technique helped students improve their comprehension, I also observed the students'

attitude during the activities or procedure to see if the technique gave certain impact on the students' attitude.

### **1.2 Research Problems**

Based on the background of the research, the problems investigated in this research were formulated as follow:

1. How can the use of Herringbone technique improve the Eleventh Science-3 grade students' reading comprehension achievement?
2. Which step of Herringbone technique procedure that significantly help students understand the text?

### **1.3 Research contributions**

This study was expected to bring out some contributions results. The possible contributions that can be expected were as follows:

1. Theoretical Contribution
  - The result of this research aims at contributing to the literature in the field of teaching reading by implementing Herringbone technique. It strengthen the theory that Herringbone technique could help students improve their reading comprehension.
2. Empirical contribution
  - For future researcher, larger samples, different level of students, and different school locations are also recommended. It is also proposed that researchers develop their research by collecting students' on the use of Herringbone technique in teaching reading, because their perspective can foster teachers in formulating better lesson plans in using this technique.
3. Practical contribution
  - The result of the research can be used by the English teachers who use this technique for enrichment of TEFL methodologies for teaching reading.

## CHAPTER II. RELATED LITERATURE REVIEW

### 2.1 Theoretical Framework

#### 2.1.1 Graphic Organizers

Graphic organizers are instructional methodologies which come from cognitive theory. Cognitive theory includes the ability to think abstractly, formulate hypothetical concepts, and process consequences of actions (Beamon, 1997; Eccles & Wigfield, 1997; Knowles & Brown, 2000; Sigelman, 1999), and “propositional thinking, interpretation of symbols, concepts, themes, sayings, and generalizations . . .” (Beamon, 1997, p.42). Cognitive theory is closely related to instructional methodologies theories in which cognitive theory involves a process in how individuals’ process information received from instruction. Instructional methodologies are methods used during instruction to aid the process of student learning. Various methodologies exist such as collaborative learning, graphic organizers, role playing, peer teaching/peer coaching, advance organizers, note taking strategies, and some others. Graphic organizers is one of the methodologies that supports classroom instruction by developing many techniques such as mind mapping, outlining, and Herringbone technique that is used by the researcher in this study.

Graphic organizers stem from Ausubel’s creation of advanced organizers (Moore & Readence, 1984), which both allow the user to formulate and associate ideas to prior knowledge so the learner can encode information for better recall and greater comprehension. However, Moore & Readence (1984) states advanced organizers are not explicitly labeled between relationships and concepts. Graphic organizers differ from advanced organizers in that “graphic organizers use lines, arrows, and spatial arrangement to depict text structure and relationships among key vocabulary terms” (Alvermann, 1981, p.44).

Graphic organizers have been defined as a “visual format used to organize ideas, concepts, and information . . .” (Fogarty, 1999, p.236) which graphic organizers allow . . . “students to organize information and allow students see their thinking” (Gregory & Chapman, 2002, p.87). In addition, Graphic organizers

are beneficial for visual stimuli, planning and brainstorming, recording information in a nonlinear fashion, assessment, checking understanding, problem solving, elaboration, creating analogies, note taking, summarizing, illustrating sequence of events and other creative ways of instruction (Bromley, Irwin DeVitis, & Modlo, 1995; Gregory & Chapman, 2002). This means graphic organizers make the students focus on key ideas as well as access and stimulate knowledge. Also, graphic organizers provide a flexible format for individuals to insert pictures, text, and ideas.

Herringbone technique is one of Graphic organizers which is used to establish supporting detail for main idea. It consists of a short graphic organizer and it is a clear way of helping English learners find the comprehensive idea in a passage. There are many ways of implementing Herringbone procedure in classroom. This research used the procedure that was proposed by Deegan (2006). Deegan (2006) states that Herringbone technique helps students understand the relationship between various pieces of information that they may fail to identify and constructs a main idea from the facts in the paragraph. However, the researcher adapted the steps due to the students' need in the classroom.

## **2.2 Conceptual Review**

### **2.2.1 Reading in English Language Teaching (ELT)**

Comprehending a text in reading activity is a must. It is a package to gain information from written text properly. "Comprehending a text involves actively creating meaning by building relationships among ideas in text, and between the text and one's knowledge, beliefs, and experiences" (Graham and Hebert (2010:13)). It means that, readers will be able to get the meaning of the text by utilizing their linguistics competence as well as their cognitive one. In addition, Bos and Vaughn (1991:92) state that reading comprehension is a process of constructing meaning by integrating the information which is provided by the writer with the reader's prior knowledge. This statement means that comprehending a text is done by relating the writer's information to the reader's background knowledge.

In English language teaching, there are different levels of reading comprehension that each of them requiring the reader to interact with the text in varying degrees. According to Herber (1970), there is a continuum of reading comprehension skills, including literal, inferential, and evaluative levels.

Literal comprehension, or reading on the lines, engages a student in the process of extracting information explicitly stated in a passage (Carnine et al. 2010). Furthermore, The literal level of reading comprehension may be defined as the reader's ability to "gain meaning from the print" and it "essentially captures surface code features and text-base meanings explicitly stated in the text as well as the connecting devices that bind these text constituents locally" (Alptekin & Erçetin, 2011: 242). It means that the reader gets from the printed word in the text which focuses on ideas and information explicitly stated in reading text.

"Inferential comprehension, or reading between the lines, on the other hand, readers go beyond the literal meaning of the text to understand what the text says and what it is about through knowledge-driven processes such as synthesizing, summarizing, generalizing, and extrapolating; consequently, inferencing, by its very nature, involves reasoning beyond the text" (Alptekin, 2006). This means that the reader not only knows the author said but goes beyond that simple knowledge. The readers do an effort to grasp relationship, compare facts with personal experiences, understand sequences, see cause and affect relationship, and generally interpret the message.

Evaluative comprehension can be seen as an extension of the knowledge, skills, and strategies required of literal and inferential comprehension tasks. "This extension is evidenced by the fact that the reader is required to understand the text written on the page (literal comprehension), make interpretations about the author's intended meaning and/or understand the relationships between the elements presented in the text (inferential comprehension), and subsequently analyze or evaluate the information acquired from the text in terms of prior knowledge or experiences" (McCormick, 1992; Rupley & Blair, 1983). This means that the reader evaluates the author's ideas, either accepting or rejecting them or applying them to some new situation. It can be said that the reader

analyzing, evaluating, and personally reacting to information presented in a passage.

### **2.2.2 The Herringbone Technique.**

Herringbone technique can help students find out the main idea of the text. This technique used to find the main idea and important information (explicit and implicit) in the text by asking six comprehension question; who, what, when, where, why, and how questions in visual diagram of a fish skeleton (Deegan, 2006; McKnight, 2010). The use of graphic organizers assist students perceive what they are learning. It means that graphic organizers help students gain information in detail with the assist of graphic organizers itself. It is an effective teaching and learning tool for all types of learners.

Deegan (2006) states that the Herringbone technique develops comprehension of the main idea by plotting who, what, when, where, how, and why questions on a visual diagram of a fish skeleton. This is named as fish skeleton because this diagram exactly looks like a skeleton of herring fish. It helps students learn how to classify and organize information which refers to supporting details and main idea of a paragraph. Herringbone Technique consists of a short graphic organizer and it is a clear way of helping English learners to find the comprehensive idea in a passage. The students can use this graphic organizer when taking notes for assigned reading as a way to organize and classify new information. The students answered the questions listed in the fish skeleton graphic organizer. This led to the synthesis of all the information in one newly created sentence, which became the main idea statement. Here is the example of the herringbone diagram based on McKnight (2010).

Name Mary Rogers  
 Date 15-May-09

## HERRINGBONE

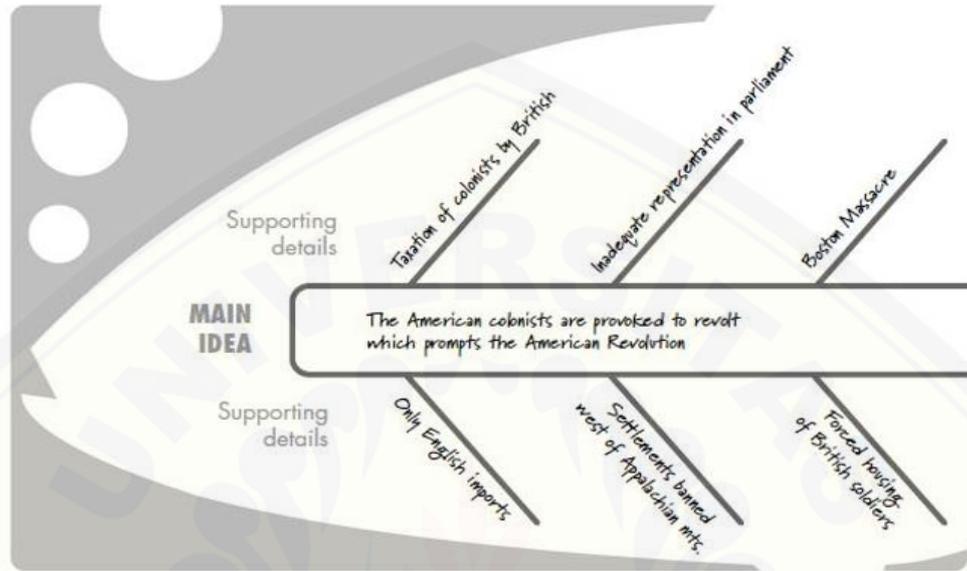


Figure 1: Herringbone diagram (source: McKnight, 2010:51)

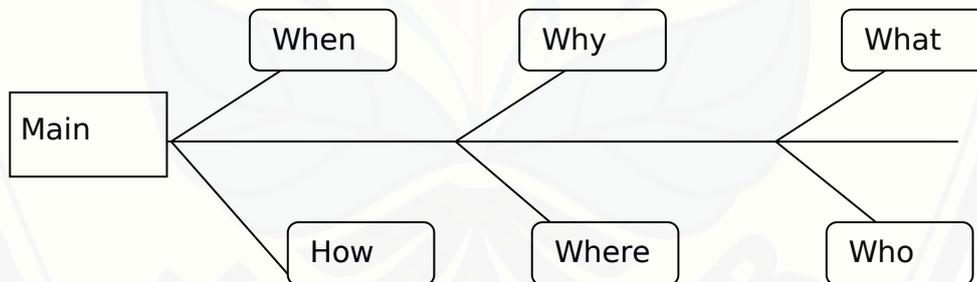


Figure 2: The template where the main idea and supporting detail take a place.

From Figure 1, it can be seen that Herringbone consists of a short graphic organizer which McKnight (2010) found it as an effective tool for establishing supporting details to find the main idea in a reading text. “The fish-bone pattern guides the students to make a statement which represent a topic sentence of the text in the graphic organizer” (Young & Hadaway, 2006). We can conclude, it is an effective teaching and learning tool for all types of learners.

### 2.2.3 The Advantages and Disadvantages of Herringbone Technique

Herringbone technique provides several advantages for reading comprehension process as follow:

1. Herringbone technique facilitates the students a fish-bone pattern that makes students active in learning process (Tierney et. al, 1980).
2. Walker (2005) states that Herringbone technique is used to help the students organize information of the text.
3. Deegan (2006) states that Herringbone technique:
  - helps students encode the information in a manner that enhances their ability to answer essay questions.
  - constructs a main idea from the facts in the paragraph
  - helps students understand the relationship between various pieces of information that they may fail to identify.
  - helps students have ability in remembering details.

On the other hand, Herringbone technique provides disadvantages for reading comprehension process:

1. Some instructors found creating an answer key for graphic organizer to be time consuming.
2. Students might have different ideas about what the main idea is and make confused their peers with different answers.
3. Students may get off the topic while working in group.

Based on the disadvantages there, the teacher may find a way to minimize the disadvantages in the classroom by asking them to record the information in 15 minutes and asking them to focus on their own sheet while working on group.

### 2.2.4 Teaching Reading through Herringbone Technique

In order to help students comprehend a text in reading class, the teacher may apply Herringbone technique. The implementations of Herringbone technique based on experts are different. The activities in the classroom seem to be adapted to teaching reading. Those adaptations follow the condition of the students, how the students' backgrounds have.

There are some procedures in implementing Herringbone technique in teaching reading comprehension. One of them was proposed by Edward (2003). Edwards (2003:32) mentioned that the procedures of Herringbone technique are:

1. Select reading material at the students' level.
2. Construct the Herringbone technique outline with 5W+1H (Who? When? Where? Why? What? How?) and the main idea.
3. Students read, brainstorm and write important information about the story in their book.
4. After discussion, the students write answers on the Herringbone technique outline.
5. Students discuss answers (5W+1H+main idea).
6. The Herringbone technique outline is used for the revision of the story.

There are several different procedures of herringbone technique which have been implemented by other researchers. For instance Balajthy and Lipa-Wade (2003:206) add that there are some steps of Herringbone in teaching reading: 1) teacher preparation, 2) read the selection 3) complete the Herringbone diagram, and 4) summarizing.

The other procedure was suggested by Deegan (2006). The procedure as follows:

1. The researcher selects a text.
2. The researcher constructs a visual diagram of the Herringbone.
3. The researcher tells the student to record the answers to the questions on the diagram, such as about *wh*-question.
4. The students read to find the answers and record the answers on the diagram.
5. After the information is recorded, the researcher shows the students how each answer fit into a slot in a main idea sentence.
6. The students write a main idea, using the information from the herringbone diagram.
7. The researcher duplicates sheets with the diagram and the students complete the diagram on their own.

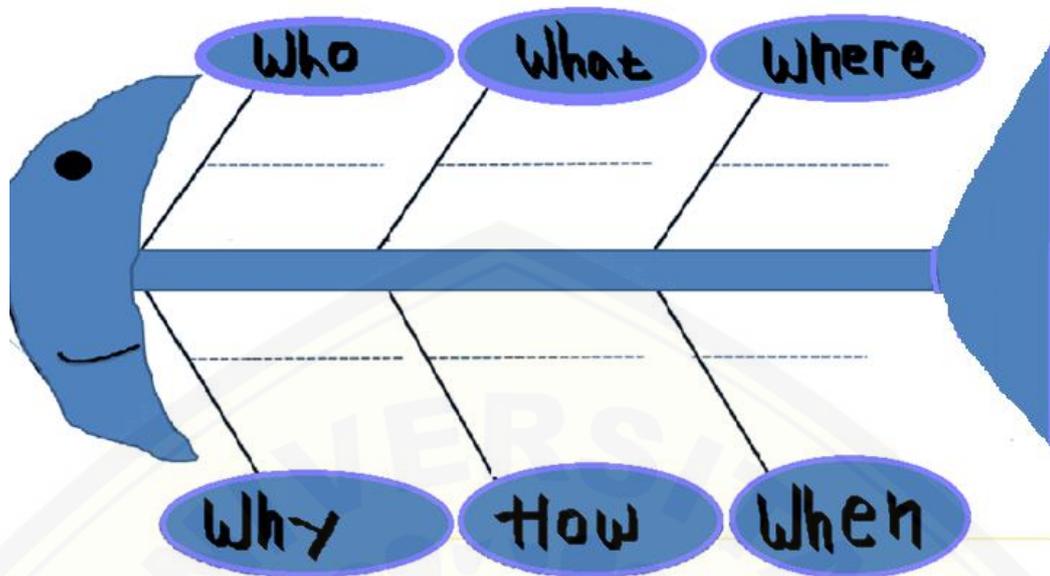
8. The diagram becomes a tool for story discussion. During the discussion, the researcher and the students compare their answer and their classmates.

### 2.2.5 The Implementation of Herringbone Technique in Teaching Reading

The implementation of herringbone technique in this research was adapted from Deegan (2006). Here are the procedures:

1. Students comprehend the vocabulary word by finding the meaning of selected words.
2. Students read the text individually.
3. Teacher asks the students to make small groups.
4. Teacher tells the students to record the specific information and main ideas that the students found together with their group.
5. The teacher distributes reading comprehension questions. (students answer it individually)
6. The class discusses the result of their reading comprehension questions together with the teacher.

The template of this research was adopted from McKnight (2010). The McKnight's form of Herringbone Technique consists of a single box which is used for stating main idea and the lines are used to put the supporting or specific information.



(Adopted from McKnight, 2010:50)

Based on the template above, the researcher adopted from McKnight in 2010. However, the researcher manipulated the diagram by making it more colorful and interesting diagram. That was used in order to help students did not feel bored in the classroom. It was because based on the preliminary study, the students felt bored in the classroom. The researcher also chose to provide the diagram instead of asking the students to make it by themselves in order to help them focus in comprehending the text rather than focus on being creative of creating the diagram.

### 2.2.6 Reading Comprehension Achievement.

Hughes (2003:13) states that achievement tests are directly related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been achieving objectives. Reading comprehension achievement in this research deals with the students' score in comprehending a text. The teacher will give reading test to assess the students' reading comprehension.

Reading test is used in order to know the students' reading comprehension achievement. Langan (2011:642) states that reading comprehension questions help the students measure their understanding of material. The questions for

understanding the text can involve different levels of reading comprehension that are literal, inferential, and evaluative levels. However, in this study only covered their literal and inferential comprehension of a text.

In this study, reading comprehension in finding specific information dealt with word comprehension and sentence comprehension. Word referred to certain word that appears in the text and it has meaning, similar meaning or opponent meaning. Whereas, sentence referred to certain sentence that support main idea and contain factual and implicit information about a paragraph.

### **2.3 Previous Research Review**

In this point, the researcher critically evaluated several pieces of researches in which they highlighted the emergence of using Herringbone technique, major issues, debates, and recent investigations regarding Herringbone technique effectiveness, achievability, and practicability.

The first research was done by Rahila and Sakdiah (2016) who conducted an experimental research. The subjects of the study were 26 students in experimental class and 26 students in control class of MTSN Takengon II, Aceh. In applying this technique, the researcher gave guidance on how to record the information from a text in the diagram. Yet, in recent research that I had conducted, only in the first meeting that the students got guidance to record the information while in the second meeting the students did not get the guidance. In collecting data, the researchers used tests and questionnaire. According to the data from questionnaire, the students stated that Herringbone technique was fun to help them understand the materials because there was interesting and colorful diagram for answering the questions. Hence, the result of the test revealed that there was significant differences between the students taught with and without Herringbone technique and it proved that Herringbone technique was effective to enhance students' ability in comprehending narrative test. The present study that I conducted, I followed to make Herringbone diagram interesting and colorful.

The other research was conducted by Yusuf, et. al. (2016) entitled "Developing the EFL Students' Reading Comprehension by Employing

Herringbone Technique”. This research aimed to find out whether Herringbone Technique can develop EFL students’ reading comprehension or not, especially in finding the main idea and supporting details in a recount text. This study was an experimental research in the form of one group pre-test-post-test design. The result of the study concluded that this technique could increase the EFL students’ reading comprehension: the mean score of pre-test was 59 and the post-test was 76. Despite in practice the researchers found that this technique decreased the students’ efforts in note-taking because the activities were done in group works which students recorded the information together, however it did not inhibit them in obtaining improved scores in their reading tests. Therefore, in my research, I made the activities in group works but the students record the information individually in order to not decreasing their effort in note-taking.

The implementation of Herringbone technique was also successful in improving students’ reading comprehension in a certain senior High school. That research was conducted by Putra (2014) which the design was classroom action research. This research explained the activities in pre-teaching up to post teaching using Herringbone technique. The result revealed that Herringbone technique was an effective strategy for students to comprehend a text. The way the explanation of lesson plan that used Herringbone technique in real classroom using 2013 curriculum was very helpful because the researcher did an action research in a school which applied 2013Curriculum. Therefore, the researcher could follow how to implement this technique in scientific approach.

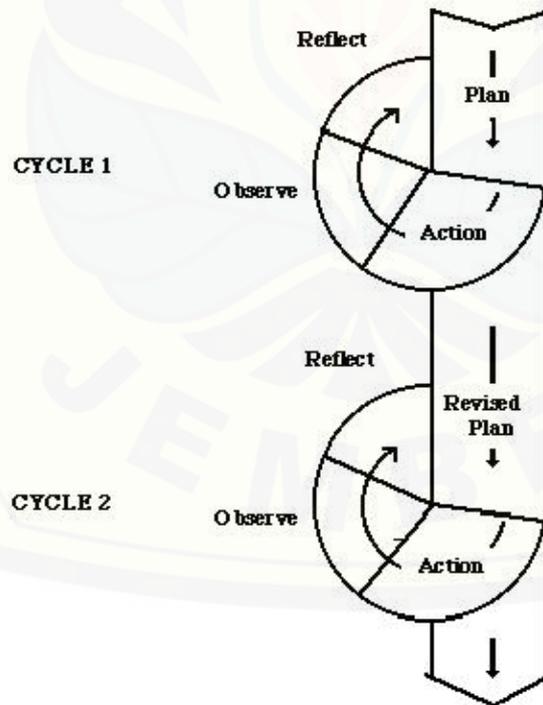
From the researches above, it can be concluded that Herringbone technique is an effective technique for comprehending a text. All the results showed that the students who were taught by Herringbone technique could improve their comprehension in reading a text. Therefore, Herringbone technique is a technique that can be used for improving students’ reading comprehension.

CHAPTER III. RESEARCH METHODOLOGY

3.1 Research Design

The design of this study was classroom action research (CAR). It was because the purpose of this study was to improve XI Science 3 grade students' reading comprehension by using Herringbone as a technique. According to Gay et al (2011: 508) stated that a classroom action research is a research that is conducted by the teachers, principals, and school counselors in the teaching and learning activity, in which it has a purpose to solve the problem of the students in the classroom. Therefore, this study used classroom action research which The design of classroom action research was adapted the model proposed by Kemmis & Mc Taggart cited (1998) (in Burns, 2010:9). The visual of the cycle was as follows.

The Model of Action Research



Burns (2010:9)

From the model of the action above, there are two cycle in action research. However, the research can be done in one cycle if the result of the first cycle

reaches the goal. Thus, this research was done in one cycle only because the first cycle had reached the goal.

This research was conducted in the form of a cycle to achieve the objectives of the research. The cycle was done in two meetings and the reading test was given after the action in the cycle. The steps of cycle: (1) planning of the action, (2) implementing of the action, (3) observing of the action, and (4) analysis and reflecting of the action.

In the planning step, some instruments were prepared such as the suitable model of lesson plan using herringbone technique. The lesson plan contained the objectives that were expected to be achieved by the students and also the procedures of presenting Herringbone technique in teaching learning process. Instructional materials based on the curriculum and the students' worksheet containing Herringbone diagrams were also prepared. Field note was also prepared to observe which step of Herringbone technique helped the students understand the text. The last was preparing the Criteria of Success. This study was considered successful if at least 70% of the students' reading scores get minimum score of 71.

In implementing step, the action was conducted during the school hours of the English teacher. The action was given in the form of teaching reading by using Herringbone technique. In this research, the researcher collaborated with the English teacher of the school to conduct the action in Rambipuji senior high school.

The last step was reflecting, in this step all data were taken from observation and the result test of the students were analyzed and compared to the criteria of success to make reflection whether the herringbone technique implemented was appropriate and worked effectively to solve the problem corresponding to improve the students' skill in reading.

### **3.2 Research Context**

The research was conducted in Rambipuji Senior High School. This school is in a village which is the location in Pecoro. Based on the observation in

Senior High School of Rambipuji, it was found that the teachers used 2013Curriculum for all grades in Rambipuji senior high school. The reason of choosing that school was when the researcher was being pre-service teacher there for about 2.5 months, the researcher did interview with the English teacher. She stated that the students had difficulties in comprehending a text and that happened to most students of all grades there.

### **3.3 Research Participants**

The participants of the study were the students of XI Science 3 grade in Rambipuji senior high school in the number of the subjects were 36 students, which consist of 15 males and 21 females. There are 7 classes for the eleventh grade and XI-Science 3 was chosen because their score in reading comprehension achievement were still low. Therefore, it was needed to improve their reading comprehension achievement.

### **3.4 Data Collection Method**

The primary research data were collected by using test while the supporting research data were collected by observation, and documentation. The test was used to get the score of students' reading comprehension achievement. According to Arikunto (1992:31) says a test is an instrument or a systematic procedure to get a data from the subject of the research the English teacher and the researcher construct the test collaboratively. The achievement test was conducted to measures the students' reading comprehension of a text after the action given. The form of the reading comprehension test was objective test in order to know the students' reading comprehension achievement after learning reading through Herringbone technique. The reading materials were constructed based on 2013 curriculum, and they were consulted to the English teacher and the supervisors before administering the reading test.

The observation was in the form of field note which was used to obtain the data about the students' participation in the reading comprehension in the teaching and learning process. The researcher participated in teaching learning process and

also did observation in the form of field note in order to know which the step of Herringbone procedures that helped the students understand the text.

The documentation was also needed as one of the data sources because it provided written information that could help the researcher to manage the data. Elliot (1991:78) explained that documentation can provide information which is relevant to the issues and problem under investigation. Dealing with this research, the documents contained the names of the research subjects, the syllabus, the scores of the students' reading comprehension test, and the pictures of the teaching and learning process using Herringbone technique.

### 3.5 Research Data Analysis

There were two parts that were analyzed; the first was the result of the students' reading comprehension achievement test and the second was the result of the observation in the form of field note to know which step of Herringbone technique that significantly helped students understand the text.

The students' reading comprehension achievement test in each cycle could be seen from the result of their reading comprehension test score which was analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

E= the percentage of the students who get score 71 in the reading test

n= the number of students who get 71 in the reading test

N= number of the students

(Adopted from Ali, 1993: 186)

The criteria of success were as follow:

1. If 70% of the students got score 71, the second cycle would not be done.
2. If less than 70% of the students got score 71, the research would be continued to the next cycle.

Note: reflection in this research was used to analyze all the data after implementing the action in the first cycle. By doing reflection to the result from first cycle, the research could make decision whether the action stops or continues to the next cycle.

In the form of field note, 6 steps of Herringbone technique were the indicators of the researcher and the teacher to write any information happened in the classroom. The students' attitude toward the steps could show which step made the students more active in the classroom.



## CHAPTER V. CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusions

Based on the results of the data analysis and discussion, the conclusions are drawn as follows:

1. The implementation of Herringbone technique improved XI Science 3 grade students' reading comprehension achievements. The improvement could be seen from the result of the data analysis. The percentage of students who could achieve in the test before using Herringbone technique was 47.22%, but after the implementation of using Herringbone technique, the number of students who got the minimum standard score was 77.78%. It was considered as a successful result because it fulfilled the criterion that was at least 70% of the students got 71 score.
2. Recording specific information and main ideas of the text on Herringbone diagrams was the step that significantly helped the students understand the text. The students worked hard to understand the text by answering Wh-questions on Herringbone diagrams. When discussing the result of their diagrams, the students could answer the multiple choice questions related to the text well and punctually. Moreover, it could be seen from their score of doing Task 3 after recording information on the diagrams.

### 5.2 Suggestions

Due to the result of implementing Herringbone technique in teaching reading that successfully improved XI Science 3 grade students' reading comprehension achievements, some suggestions are proposed to the following people:

#### 5.2.1 The English Teacher

Dealing with the role of Herringbone technique in improving the students' reading comprehension achievement, it is suggested to implement Herringbone

technique in teaching reading to help the students comprehend the text. It is also suggested to use this technique for many kinds of texts.

### **5.2.2 The students**

The students of XI Science 3 grade are suggested to keep practicing using Herringbone technique in reading text since it is able to assist organize ideas or information in reading text. Thus, it will help to comprehend the reading text easily.

### **5.2.3 The Future Researchers**

Hopefully, the result of this research could be used as a reference for the future researchers who want to conduct the same topic. The future researchers are also suggested to conduct a research in the same topic with different research design such as a case study of the students' perspective on the use of Herringbone technique or teacher's perspective on the use of Herringbone technique. The other is a descriptive study on the use of Herringbone technique on students' reading comprehension achievement.

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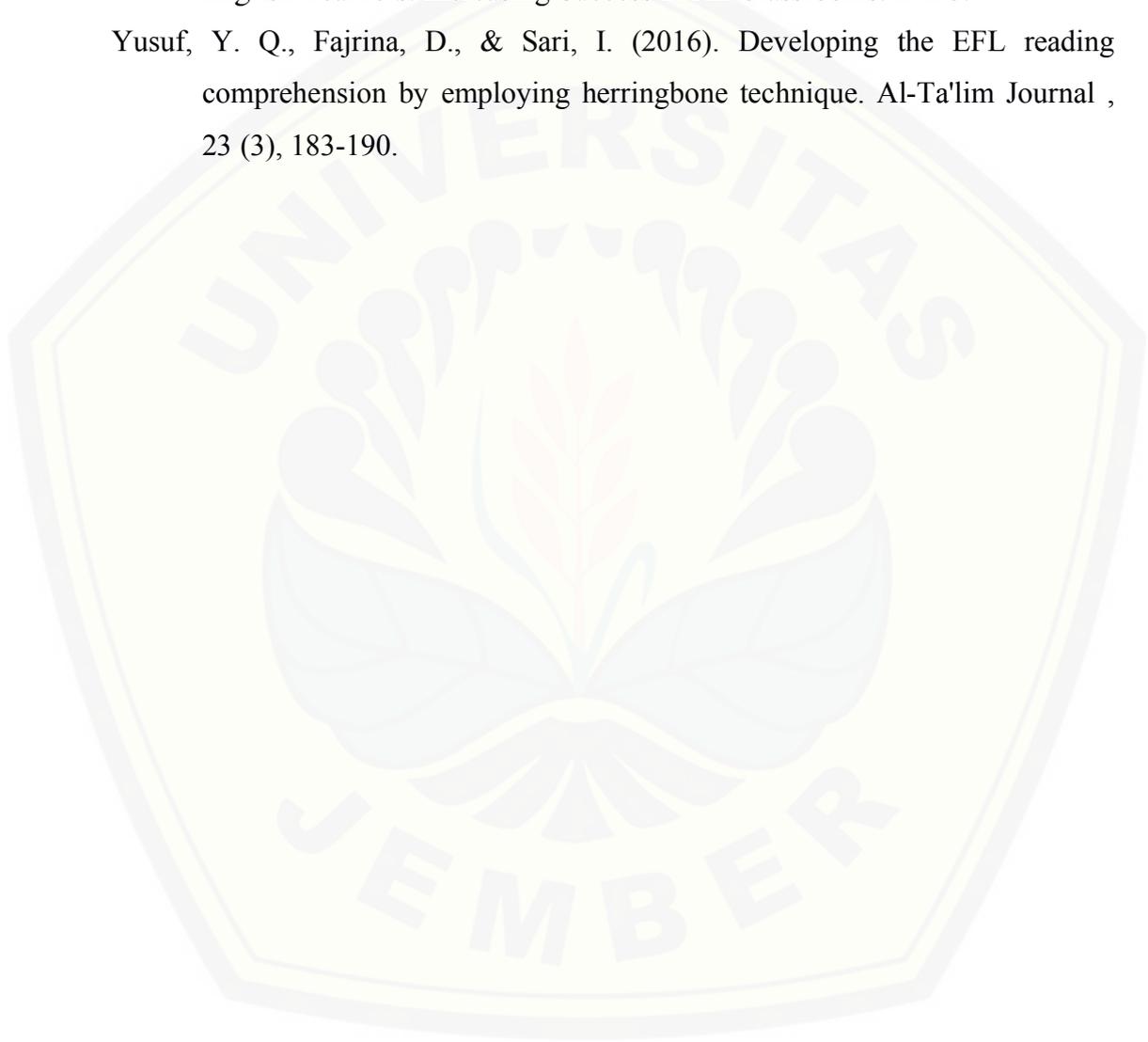
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Appendix 1

Research Matrix

| Title   | Problem   | Variable  | Indicators   | Data Research  | Research Method  | Hypothesis   |
|---|---|---|--|--|--|--|
| <p>The Implementation of Herringbone Technique to Improve The eleventh Grade Students' Reading Comprehension Achievement.</p> | <p>1. How can the use of Herringbone technique improve the Eleventh grade students' reading comprehension achievement?</p> <p>2. Which step of Herringbone technique procedure that significantly helps students in understanding the text?</p> | <p><b>Independent variable:</b> the implementation of Herringbone technique</p> | <p>1.) The students increasing their score after teaching reading through Herringbone technique by adapting the procedure from Deegan (2006):</p> <ol style="list-style-type: none"> <li>1. Students comprehend the vocabulary word by finding the meaning of selected words.</li> <li>2. Students read a text individually.</li> <li>3. Teacher asks the students to make a small group</li> <li>4. Teacher tells the students to record the specific information and main ideas that the students found together with their</li> </ol> | <p><b>1.Respondent</b><br/>: The eleventh grade students of SMAN Rambipuji</p> <p><b>2. Informant:</b><br/>The English teacher</p> <p><b>3. previous Documents:</b></p> <ul style="list-style-type: none"> <li>- students' reading test score</li> <li>- English Curriculum for senior high school.</li> </ul> | <p><b>1. Research Design</b><br/>This research design uses Classroom Action Research with one cycles model.<br/>The cycle covers:</p> <ol style="list-style-type: none"> <li>a. The Planning of the action</li> <li>b. The Implementation of the action</li> <li>c. Observation of the evaluation</li> <li>d. Data analysis and reflection of the activities</li> </ol> <p>(kemmis and Mc Taggart, 1982)</p> <p><b>2. Area Determination Method</b><br/>-Purposive method</p> <p><b>3. Participant determination method</b><br/>-The Eleventh grade of Senior High school in</p> | <p>The implementation of Herringbone technique can improve the eleventh grade students' reading comprehension achievement.</p> |

|  |  |   |   |                  |   |  |
|--|--|---|---|------------------|---|--|
|  |  | <p><b>Dependent variable:</b><br/>students' reading comprehension achievement</p> | <p>group.</p> <p>5. The teacher distributes reading comprehension questions. (students answer it individually)</p> <p>6. The class discusses the result of their reading comprehension questions together with the teacher.</p> <p>2). The students' score of a reading comprehension test covering:</p> <p>-literal and inferential reading (Finding main idea of a text and Finding specific information of a text)</p> | <p>-syllabus</p> | <p>Rambipuji</p> <p><b>4. Data Collection Method</b></p> <p>a. Primary data</p> <ul style="list-style-type: none"> <li>- A Reading Comprehension Test</li> <li>b. supporting data</li> <ul style="list-style-type: none"> <li>- observation</li> <li>- Documentation</li> </ul> </ul> <p><b>5. Data Analysis Method</b></p> <p>The main data collected from test will be analyzed by using the following formula :</p> $P = \frac{x}{N} \times 100\%$ <ul style="list-style-type: none"> <li>- P=Percentage</li> <li>-N= number of participant</li> <li>-n= number of students who get &gt;71 in the test.</li> </ul> <p>(adapted from Ali, 1993:186)</p> |  |
|--|--|---|---|------------------|---|--|

## Appendix 2

## a. Interview

| NO | Researcher's Questions  | The English Teacher of Eleventh Grade  |
|----|---|--|
| 1  | What class do you teach in this school?                                     | Science class  |
|    | Is there any class that has problems in reading comprehension? Which class? | Yes, there is XI Science 3. It can be seen from the reading score of that class.   |
| 2  | What techniques do you apply in teaching reading comprehension?             | Reading aloud  |
| 3  | How effective this technique on students reading achievement?               | It is good for gaining students' attention. Yet, they cannot concentrate during the session. moreover it is not good on students' reading achievement because students had limited time to do exercise with reading long text. So, they often missed some questions. Sometimes, they still don't understand the specific information from the text. students main concern when reading aloud is struggling with how to pronounce the words correctly and give little attention on meaning comprehension. |

|   |   |   |
|---|---|---|
| 4 | Have you ever applied Herringbone Technique to teach reading comprehension?         | Never   |
| 5 | How do you ask students to find for general and specific information?               | I ask my students to read a text loudly then ask them to find general and specific information by answering question that I give. |
| 6 | What is the other problem that make the students find difficulty in reading a text? | Lack of vocabulary.   |

#### b. The Documentation Guide

| The supporting Data Required  | Resources  |
|---|--|
| <ol style="list-style-type: none"> <li>1. The score of students' reading comprehension test</li> <li>2. The syllabus</li> </ol> | <ol style="list-style-type: none"> <li>1. School Document</li> <li>2. School Document</li> </ol> |

## Appendix 3

## The Observation Field note

| No | Procedures of Herringbone Technique                            |
|----|--|
| 1  | How students find the meaning of the selected vocabulary       |
| 2  | reading the text   |
| 3  | Making a small group   |
| 4  | recording the specific information and main ideas              |
| 5  | answering Multiple choice questions                            |
| 6  | discussing the result of their reading comprehension questions |

## Appendix 4

**The Previous Score of Reading Comprehension Test  
Administered by The English Teacher**

**XI-IPA-3**

| No                                | NIS  | NAMA SISWA | L/P | KKM | NILAI TUGAS |   |   |   | NILAI KD |   |   |   |
|-----------------------------------|------|------------|-----|-----|-------------|---|---|---|----------|---|---|---|
|                                   |      |            |     |     | 1           | 2 | 3 | 4 | R        | L | S | W |
| 1                                 | 6018 | ABA        |     | 71  |             |   |   |   | 60       |   |   |   |
| 2                                 | 6020 | AS         |     | 71  |             |   |   |   | 70       |   |   |   |
| 3                                 | 6026 | AHA        |     | 71  |             |   |   |   | 73       |   |   |   |
| 4                                 | 6028 | AU         |     | 71  |             |   |   |   | 54       |   |   |   |
| 5                                 | 6043 | AD         |     | 71  |             |   |   |   | 60       |   |   |   |
| 6                                 | 6044 | AR         |     | 71  |             |   |   |   | 77       |   |   |   |
| 7                                 | 6046 | AS         |     | 71  |             |   |   |   | 75       |   |   |   |
| 8                                 | 6060 | AA         |     | 71  |             |   |   |   | 64       |   |   |   |
| 9                                 | 6062 | DP         |     | 71  |             |   |   |   | 76       |   |   |   |
| 10                                | 6068 | EW         |     | 71  |             |   |   |   | 77       |   |   |   |
| 11                                | 6071 | ES         |     | 71  |             |   |   |   | 55       |   |   |   |
| 12                                | 6072 | IP         |     | 71  |             |   |   |   | 62       |   |   |   |
| 13                                | 6076 | ILS        |     | 71  |             |   |   |   | 73       |   |   |   |
| 14                                | 6109 | MR         |     | 71  |             |   |   |   | 75       |   |   |   |
| 15                                | 6118 | MM         |     | 71  |             |   |   |   | 65       |   |   |   |
| 16                                | 6121 | NSW        |     | 71  |             |   |   |   | 75       |   |   |   |
| 17                                | 6127 | PDK        |     | 71  |             |   |   |   | 73       |   |   |   |
| 18                                | 6131 | PD         |     | 71  |             |   |   |   | 40       |   |   |   |
| 19                                | 6136 | RF         |     | 71  |             |   |   |   | 65       |   |   |   |
| 20                                | 6137 | RJ         |     | 71  |             |   |   |   | 75       |   |   |   |
| 21                                | 6179 | S N        |     | 71  |             |   |   |   | 60       |   |   |   |
| 22                                | 6140 | SP         |     | 71  |             |   |   |   | 66       |   |   |   |
| 23                                | 6143 | SA         |     | 71  |             |   |   |   | 73       |   |   |   |
| 24                                | 6145 | SNL        |     | 71  |             |   |   |   | 70       |   |   |   |
| 25                                | 6157 | SS         |     | 71  |             |   |   |   | 72       |   |   |   |
| 26                                | 6180 | SP         |     | 71  |             |   |   |   | 70       |   |   |   |
| 27                                | 6185 | SAD        |     | 71  |             |   |   |   | 80       |   |   |   |
| 28                                | 6197 | TPN        |     | 71  |             |   |   |   | 65       |   |   |   |
| 29                                | 6206 | TDB        |     | 71  |             |   |   |   | 77       |   |   |   |
| 30                                | 6213 | TNY        |     | 71  |             |   |   |   | 64       |   |   |   |
| 31                                | 6214 | TA         |     | 71  |             |   |   |   | 83       |   |   |   |
| 32                                | 6230 | UA         |     | 71  |             |   |   |   | 63       |   |   |   |
| 33                                | 6238 | WA         |     | 71  |             |   |   |   | 79       |   |   |   |
| 34                                | 6242 | WN         |     | 71  |             |   |   |   | 43       |   |   |   |
| 35                                | 6245 | YF         |     | 71  |             |   |   |   | 72       |   |   |   |
| 36                                | 6252 | ZYN        |     | 71  |             |   |   |   | 40       |   |   |   |
| 47,22% students who got score >71 |      |            |     |     |             |   |   |   | 67.19    |   |   |   |

## XI-IPA-1

| No            | NIS | NAMA SISWA | L/P | KKM | NILAI TUGAS |   |   |   | NILAI KD |   |   |   |
|---------------|-----|------------|-----|-----|-------------|---|---|---|----------|---|---|---|
|               |     |            |     |     | 1           | 2 | 3 | 4 | R        | L | S | W |
| 1             |     | ARA        |     | 71  |             |   |   |   | 70       |   |   |   |
| 2             |     | AH         |     | 71  |             |   |   |   | 57       |   |   |   |
| 3             |     | ANAS       |     | 71  |             |   |   |   | 83       |   |   |   |
| 4             |     | AUT        |     | 71  |             |   |   |   | 75       |   |   |   |
| 5             |     | AKU        |     | 71  |             |   |   |   | 72       |   |   |   |
| 6             |     | ATU        |     | 71  |             |   |   |   | 65       |   |   |   |
| 7             |     | AYAN       |     | 71  |             |   |   |   | 84       |   |   |   |
| 8             |     | AZZ        |     | 71  |             |   |   |   | 60       |   |   |   |
| 9             |     | BILA       |     | 71  |             |   |   |   | 73       |   |   |   |
| 10            |     | CNT        |     | 71  |             |   |   |   | 60       |   |   |   |
| 11            |     | DTT        |     | 71  |             |   |   |   | 77       |   |   |   |
| 12            |     | EJ         |     | 71  |             |   |   |   | 60       |   |   |   |
| 13            |     | GL         |     | 71  |             |   |   |   | 68       |   |   |   |
| 14            |     | NM         |     | 71  |             |   |   |   | 70       |   |   |   |
| 15            |     | MK         |     | 71  |             |   |   |   | 78       |   |   |   |
| 16            |     | MT         |     | 71  |             |   |   |   | 57       |   |   |   |
| 17            |     | NOL        |     | 71  |             |   |   |   | 70       |   |   |   |
| 18            |     | PKL        |     | 71  |             |   |   |   | 56       |   |   |   |
| 19            |     | RAJA       |     | 71  |             |   |   |   | 73       |   |   |   |
| 20            |     | RN         |     | 71  |             |   |   |   | 72       |   |   |   |
| 21            |     | RT         |     | 71  |             |   |   |   | 56       |   |   |   |
| 22            |     | SA         |     | 71  |             |   |   |   | 67       |   |   |   |
| 23            |     | SAILO      |     | 71  |             |   |   |   | 65       |   |   |   |
| 24            |     | SR         |     | 71  |             |   |   |   | 66       |   |   |   |
| 25            |     | TA         |     | 71  |             |   |   |   | 69       |   |   |   |
| 26            |     | TB         |     | 71  |             |   |   |   | 64       |   |   |   |
| 27            |     | TTP        |     | 71  |             |   |   |   | 58       |   |   |   |
| 28            |     | UL         |     | 71  |             |   |   |   | 72       |   |   |   |
| 29            |     | VALL       |     | 71  |             |   |   |   | 69       |   |   |   |
| 30            |     | VELI       |     | 71  |             |   |   |   | 65       |   |   |   |
| 31            |     | WLN        |     | 71  |             |   |   |   | 65       |   |   |   |
| 32            |     | WT         |     | 71  |             |   |   |   | 67       |   |   |   |
| 33            |     | WZ         |     | 71  |             |   |   |   | 68       |   |   |   |
| 34            |     | YA         |     | 71  |             |   |   |   | 74       |   |   |   |
| 35            |     | ZLF        |     | 71  |             |   |   |   | 70       |   |   |   |
| 36            |     | Zy         |     | 71  |             |   |   |   | 70       |   |   |   |
| AVERAGE SCORE |     |            |     |     |             |   |   |   | 69,91    |   |   |   |

**XI-IPA-2**

| No            | NIS | NAMA SISWA | L/P | KKM | NILAI TUGAS |   |   |   | NILAI KD |   |   |   |
|---------------|-----|------------|-----|-----|-------------|---|---|---|----------|---|---|---|
|               |     |            |     |     | 1           | 2 | 3 | 4 | R        | L | S | W |
| 1             |     | AD         |     | 71  |             |   |   |   | 67       |   |   |   |
| 2             |     | ANA        |     | 71  |             |   |   |   | 77       |   |   |   |
| 3             |     | AOM        |     | 71  |             |   |   |   | 80       |   |   |   |
| 4             |     | APK        |     | 71  |             |   |   |   | 75       |   |   |   |
| 5             |     | ARAS       |     | 71  |             |   |   |   | 76       |   |   |   |
| 6             |     | ATT        |     | 71  |             |   |   |   | 76       |   |   |   |
| 7             |     | AUT        |     | 71  |             |   |   |   | 74       |   |   |   |
| 8             |     | AYA        |     | 71  |             |   |   |   | 69       |   |   |   |
| 9             |     | CIT        |     | 71  |             |   |   |   | 75       |   |   |   |
| 10            |     | CJK        |     | 71  |             |   |   |   | 66       |   |   |   |
| 11            |     | CLM        |     | 71  |             |   |   |   | 77       |   |   |   |
| 12            |     | CPK        |     | 71  |             |   |   |   | 68       |   |   |   |
| 13            |     | DUN        |     | 71  |             |   |   |   | 85       |   |   |   |
| 14            |     | ELA        |     | 71  |             |   |   |   | 70       |   |   |   |
| 15            |     | FNA        |     | 71  |             |   |   |   | 56       |   |   |   |
| 16            |     | GLNG       |     | 71  |             |   |   |   | 78       |   |   |   |
| 17            |     | INT        |     | 71  |             |   |   |   | 76       |   |   |   |
| 18            |     | JK         |     | 71  |             |   |   |   | 71       |   |   |   |
| 19            |     | LMN        |     | 71  |             |   |   |   | 74       |   |   |   |
| 20            |     | MISSA      |     | 71  |             |   |   |   | 67       |   |   |   |
| 21            |     | MTS        |     | 71  |             |   |   |   | 81       |   |   |   |
| 22            |     | MOP        |     | 71  |             |   |   |   | 66       |   |   |   |
| 23            |     | MZ         |     | 71  |             |   |   |   | 70       |   |   |   |
| 24            |     | NL         |     | 71  |             |   |   |   | 76       |   |   |   |
| 25            |     | PIP        |     | 71  |             |   |   |   | 74       |   |   |   |
| 26            |     | RSA        |     | 71  |             |   |   |   | 78       |   |   |   |
| 27            |     | RT         |     | 71  |             |   |   |   | 73       |   |   |   |
| 28            |     | STI        |     | 71  |             |   |   |   | 73       |   |   |   |
| 29            |     | SLA        |     | 71  |             |   |   |   | 72       |   |   |   |
| 30            |     | UNL        |     | 71  |             |   |   |   | 65       |   |   |   |
| 31            |     | US         |     | 71  |             |   |   |   | 67       |   |   |   |
| 32            |     | YLA        |     | 71  |             |   |   |   | 78       |   |   |   |
| 33            |     | YR         |     | 71  |             |   |   |   | 66       |   |   |   |
| 34            |     | ZNTA       |     | 71  |             |   |   |   | 70       |   |   |   |
| AVERAGE SCORE |     |            |     |     |             |   |   |   | 72,56    |   |   |   |

## XI-IPA-4

| No            | NIS | NAMA SISWA | L/P | KKM | NILAI TUGAS |   |   |   | NILAI KD |   |   |   |
|---------------|-----|------------|-----|-----|-------------|---|---|---|----------|---|---|---|
|               |     |            |     |     | 1           | 2 | 3 | 4 | R        | L | S | W |
| 1             |     | ACI        |     | 71  |             |   |   |   | 79       |   |   |   |
| 2             |     | AF         |     | 71  |             |   |   |   | 69       |   |   |   |
| 3             |     | AGA        |     | 71  |             |   |   |   | 78       |   |   |   |
| 4             |     | AJK        |     | 71  |             |   |   |   | 75       |   |   |   |
| 5             |     | ATK        |     | 71  |             |   |   |   | 77       |   |   |   |
| 6             |     | AUS        |     | 71  |             |   |   |   | 78       |   |   |   |
| 7             |     | ATD        |     | 71  |             |   |   |   | 71       |   |   |   |
| 8             |     | AYI        |     | 71  |             |   |   |   | 75       |   |   |   |
| 9             |     | BTS        |     | 71  |             |   |   |   | 73       |   |   |   |
| 10            |     | BNNI       |     | 71  |             |   |   |   | 73       |   |   |   |
| 11            |     | ELNG       |     | 71  |             |   |   |   | 77       |   |   |   |
| 12            |     | ENT        |     | 71  |             |   |   |   | 75       |   |   |   |
| 13            |     | FID        |     | 71  |             |   |   |   | 70       |   |   |   |
| 14            |     | FYNA       |     | 71  |             |   |   |   | 66       |   |   |   |
| 15            |     | HLM        |     | 71  |             |   |   |   | 74       |   |   |   |
| 16            |     | IKA        |     | 71  |             |   |   |   | 60       |   |   |   |
| 17            |     | INHH       |     | 71  |             |   |   |   | 70       |   |   |   |
| 18            |     | JARN       |     | 71  |             |   |   |   | 80       |   |   |   |
| 19            |     | JENNI      |     | 71  |             |   |   |   | 73       |   |   |   |
| 20            |     | KT         |     | 71  |             |   |   |   | 62       |   |   |   |
| 21            |     | LSSA       |     | 71  |             |   |   |   | 73       |   |   |   |
| 22            |     | MAS        |     | 71  |             |   |   |   | 75       |   |   |   |
| 23            |     | MN         |     | 71  |             |   |   |   | 70       |   |   |   |
| 24            |     | MR         |     | 71  |             |   |   |   | 67       |   |   |   |
| 25            |     | MS         |     | 71  |             |   |   |   | 69       |   |   |   |
| 26            |     | NS         |     | 71  |             |   |   |   | 65       |   |   |   |
| 27            |     | OTK        |     | 71  |             |   |   |   | 88       |   |   |   |
| 28            |     | QLLA       |     | 71  |             |   |   |   | 78       |   |   |   |
| 29            |     | RLTA       |     | 71  |             |   |   |   | 57       |   |   |   |
| 30            |     | RMN        |     | 71  |             |   |   |   | 65       |   |   |   |
| 31            |     | RSYA       |     | 71  |             |   |   |   | 75       |   |   |   |
| 32            |     | TNNA       |     | 71  |             |   |   |   | 76       |   |   |   |
| 33            |     | TOMM       |     | 71  |             |   |   |   | 70       |   |   |   |
| 34            |     | TLL        |     | 71  |             |   |   |   | 66       |   |   |   |
| 35            |     | WJYA       |     | 71  |             |   |   |   | 50       |   |   |   |
| AVERAGE SCORE |     |            |     |     | 71.4        |   |   |   |          |   |   |   |

## Appendix 5

## LESSON PLAN MEETING 1

|                 |                         |
|-----------------|-------------------------|
| Subject         | : English               |
| Level/Semester  | : XI/1                  |
| Language Skill  | : Reading               |
| Language Focus  | : Analytical Exposition |
| Time Allocation | : 2x45 minutes          |
| Skill           | : Reading               |

## A. CORE COMPETENCES

KI-3: Faktual, konseptual, prosedural, dan metakognitif dalam 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

## B. : STANDARD OF COMPETENCES AND INDICATORS:

| STANDARD OF COMPETENCES  | INDICATORS  |
|--|---|
| 3.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya | 3.1.1. Identifying purpose, language features, and generic structure of Analytical exposition text. |

|   |  |
|---|--|
| <p>4.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> | <p>4.1.1. Identifying the reading text to find any information related to <i>wh-</i> and <i>h</i> question in the Herringbone diagram</p> <p>4.1.2. Answering the <i>wh-</i> and <i>h</i> questions to find general and specific information in the diagram by applying Herringbone diagram.</p> |
|---|--|

### C. LEARNING OBJECTIVES

Students are able to:

1. Identify purpose, language features, and generic structure of Analytical exposition text.
2. Identify the reading text to find any information related to *wh-* and *h* question in the Herringbone diagram properly.
3. Answer the *wh-* and *h* questions to find general and specific information in the diagram by applying Herringbone diagram properly.

### D. Materials

Enclosed

### E. TEACHING LEARNING APPROACH/MODEL/METHOD:

- a. **Approach** : Scientific Approach
- b. **Technique** : Herringbone technique

### F. MEDIA, EQUIPMENTS, AND SOURCE OF LEARNING

1. Media : Laptop , analytical exposition text , Herringbone diagram/chart, Students' worksheet
2. Sources : [www.caramudahbelajarbahasainggris.net](http://www.caramudahbelajarbahasainggris.net), voa learning English.

## G. TEACHING LEARNING ACTIVITIES:

| No | The Teacher's Activities   | The Students' Activities  | Time      |
|----|--|---|-----------|
| 1  | <p><b>Pre-Activities</b></p> <p>1.1 Greeting the students</p> <p>1.2 Praying together</p> <p>1.3 Checking the students' attendance</p> <p>1.4 Showing some pictures related to the topic to lead students' knowledge about the topic that will be learned</p> <p>1.5 Giving some leading questions about the topic that will be learned according to the pictures</p> <p>1.6 Stating the material that will be learned</p> <p>1.7 Stating the learning objective</p> | <p>1.1 Responding to the teachers</p> <p>1.2 Praying together</p> <p>1.3 Responding to the teachers</p> <p>1.4 Paying attention and responding</p> <p>1.5 Paying attention and responding</p> <p>1.6 Paying attention</p> <p>1.7 Paying attention</p> | 5'        |
| 2  | <p><b>Main Activities:</b></p> <p><b>Observing</b></p> <p>2.1 Explaining analytical exposition text and Herringbone technique</p> <p>2.2. Distributing the text</p> <p>2.3 Asking the students to</p>  | <p><b>Observing</b></p> <p>2.1 Paying attention to the explanation</p> <p>2.2 Students get the text</p> <p>2.3 The students comprehend</p>  | 10'<br>1' |

|  |   |     |
|--|---|-----|
| comprehend the vocabulary word by finding the meaning of underlined words in a text. (Task I)  | the vocabulary word by finding the meaning of underlined words in a text.   | 13' |
| 2.4 Checking Task I together with the students   | 2.4 Checking Task I together with the teacher   | 2'  |
| 2.5 Asking the students to read the text individually.   | 2.5 Students read the text individually.  | 13' |
| <b>Questioning</b>   | <b>Questioning</b>  |     |
| 2.6 Stimulating students to ask some questions about the text and Task I   | 2.6 Asking question to the teacher about what he/she still does not understand about the text and Task I                          | 2'  |
| <b>Collecting information</b>  | <b>Collecting information</b>   |     |
| 2.7 Teacher asks the students to make a small group  | 2.7 Students make a small group   | 1'  |
| 2.8 Teacher tells the students to record the specific information and main ideas that the students found together with their group in herringbone diagram. | 2.8 The students record the specific information and main ideas that they found together with their group in herringbone diagram. | 15' |
| <b>Associating</b>   | <b>Associating</b>  |     |
| 2.9 The teacher distributes reading comprehension questions. (students answer it individually)   | 2.9 Students answer reading comprehension questions individually .  | 15' |
| <b>Communicating</b>   | <b>Communicating</b>  |     |
| 2.10 Discussing the students' work together  | 2.10 Discussing the students' work together   | 10' |

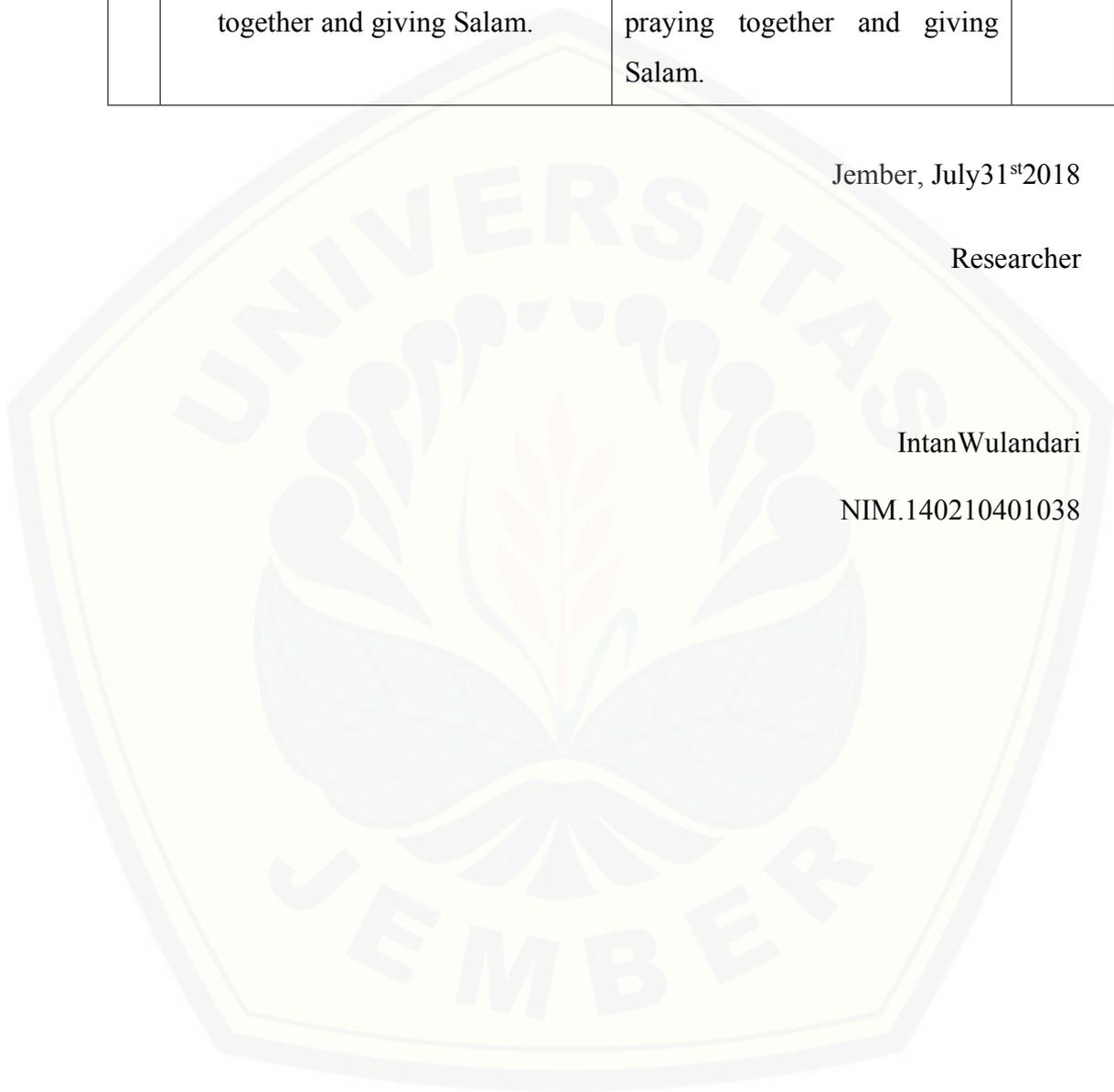
|   |  |   |    |
|---|--|---|----|
| 3 | <b>Post Activities:</b><br>3.1 Guiding the students to make conclusion<br>3.2 Parting the students by praying together and giving Salam. | 3.1 Making conclusion with the teacher<br>3.2 Parting the teacher by praying together and giving Salam. | 3' |
|---|--|---|----|

Jember, July 31<sup>st</sup> 2018

Researcher

IntanWulandari

NIM.140210401038



## INSTRUCTIONAL MATERIALS

## Set Induction Activity

## Showing picture of “Bullying”



## Leading Question

1. Have you got hitting from your friend?
2. How did you feel?
3. What do you call the action of hurting your friend for fun and forcing him/her to do something that he/she does not want to do ?

## Material for Explanation

## Definition of Analytical exposition

Analytical exposition text is a text that elaborates the writer’s idea about the phenomenon surrounding.

## Purpose:

- To persuade the reader or listener that there is something that, certainly, needs to get attention
- To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments

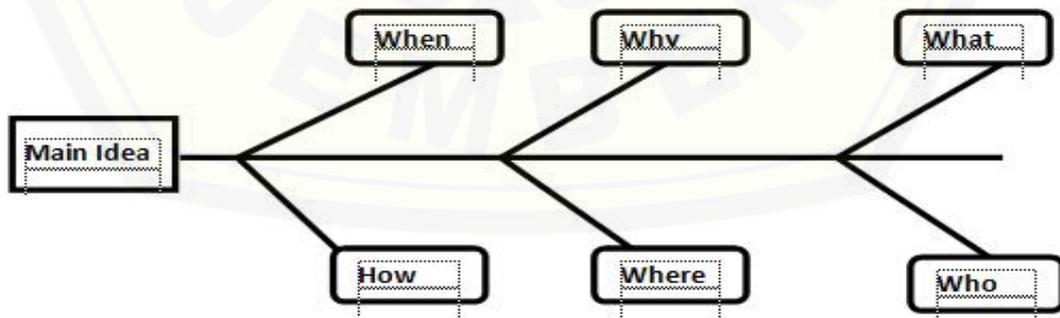
## Generic Structure:

1. **Thesis:** Introduces the topic and shows speaker or writer’s position; Outlines of the arguments to be presented.
2. **Arguments:** It consists about Point and Elaboration Point, states the main argument. Elaboration: develops and supports each point of argument

3. **Conclusion** : Reiteration (restatement), restates speaker or writer's position

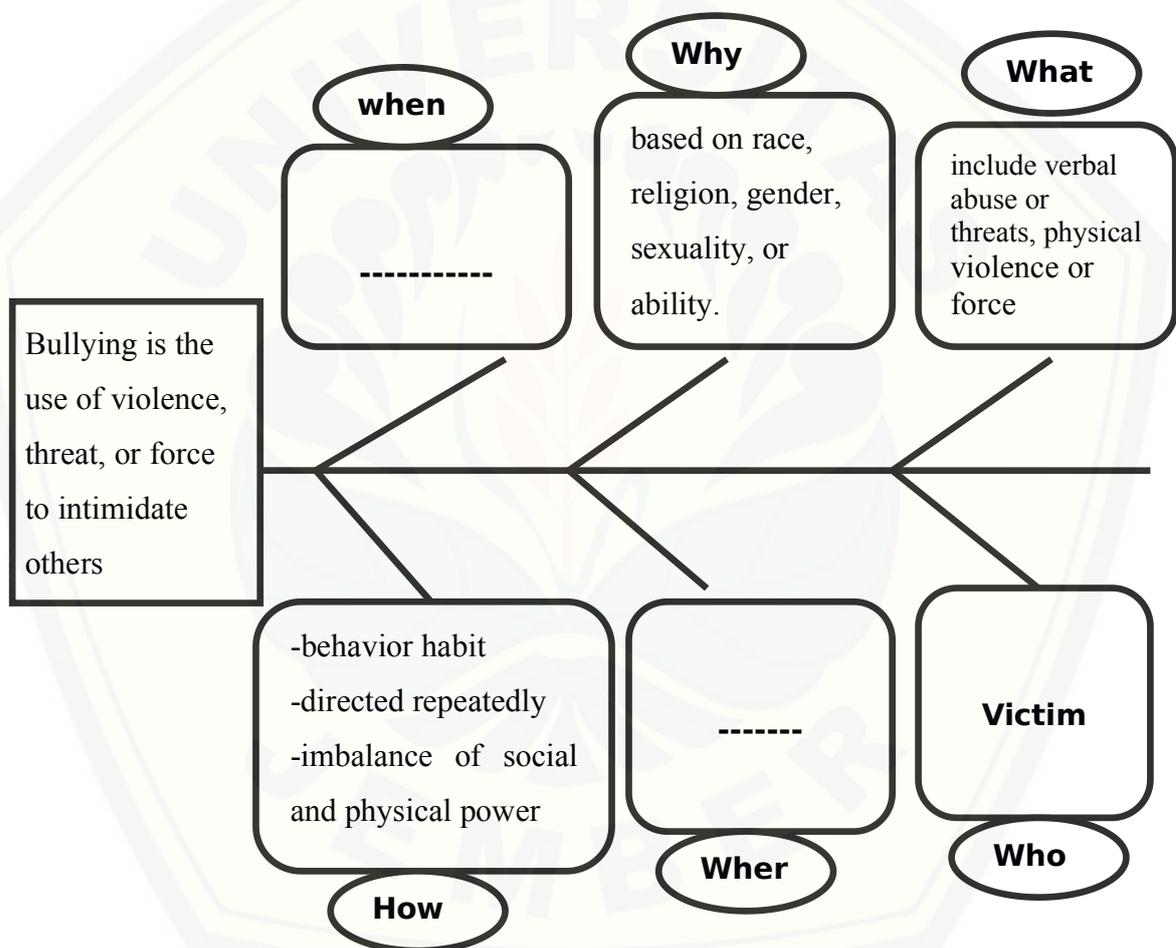
**Language Features:**

- Focus on generic human and non human participants.
  - Use mental processes. It is used to state what the writer or speaker thinks or feels about something, for example: realize, feel, etc.
  - Need material processes. It is used to state what happens, for example: has polluted, etc.
  - Use of simple present tense.
  - Use of relational processes.
  - Use of internal conjunction to state argument.
  - Reasoning through casual conjunction or nominal
- a. Definition of Herringbone technique
- Herringbone technique develops comprehension of the main idea by plotting the who, what, when, where, how, and why questions on a visual diagram of a fish skeleton. This is named as fish skeleton because this diagram exactly looks like a skeleton of herring fish. It helps students learn how to classify and organize information which refers to supporting details and main idea of a paragraph.
- b. The form of Herringbone diagram



### The Example of Herringbone Technique Implementation

Bullying is the use of violence, threat, or force to intimidate others. This and involve an imbalance of social and physical power. This behavior can include verbal abuse or threats, physical violence or force and can be directed repeatedly against a certain victim. It maybe based on race, religion, gender, sexuality, or ability.



## Main Activity

### Students' Worksheet

#### I. Do Task I, then read the text carefully!

Bullying is the use of violence, threat, or force to intimidate others. This behavior can be a habit and involve an imbalance of social and physical power. This behavior can include verbal abuse or threats, physical violence or force and can be directed repeatedly against a certain victim. It maybe based on race, religion, gender, sexuality, or ability.

It is a very serious problem and dangerous for our social environment. We have to stop every single act of bullying because it has many impacts that could be threatening each involved part of society, not only for the bullied children, but also the children who bully, children who watch a bullying, even for the school with the issue of bullying. Bullying can bring bad influence on children's physical and mental health. In a heavy case, bullying can be the trigger of a fatal act, as suicide.

There are several problems that might be suffered by children as the victim of bullying. The first a variety of mental problems like depression, anxiety and sleeping trouble; this problem may be carried away until the victim grows to be an adult. The act of bullying will be so difficult to be forgotten by the victims. Second, there would be physical health complaints, as headache, abdominal pain and muscle strain. Third, there is insecurity right in the school environment. Fourth, there is the decline in the spirit of learning and academic achievement. Fifth, in the quite rare case, the victims of bullying will probably show the nature of violence.

Not only to the victims, could the impacts of bullying also affect the doer bullying. According to a research, when they are growing into an adult, the children who do the act of bullying have big tendency to behave roughly, do criminality, be engaged in vandalism, consume drugs and alcohol, and be engaged in free intercourse. In addition, sixty percent of boys who bully his friend in the primary school or junior high school have convicted at least once over a crime in the age of 24 years.

By watching the act of bullying, children can also get the impacts. They may have a big tendency to feel insecure when they are at school, they may have mental problems such as depression, anxiety, and traumatic feeling. Moreover, they misuse alcohol and drugs due to the stress.

The school where the act of bullying happens, also get impacts. It makes insecurity feeling in the school environment. Besides, the activity of teaching and learning may be not effective. Furthermore, the morality education at the school can be doubted.

It is obvious that bullying is very horrible and we have to stop it due to hazardous impacts such as physical and mental health problem, the quality decline in achievement or work, having bad image, possibility or tendency to be engaged in crime, misusing of alcohol and drugs, until suicide. Those impacts are not only for the victim, but also for the doer the witness of this act, and the place where bullying happens.

(Taken from: Effendi, Ria S. 2015/

[www.caramudahbelajarbahasainggris.net/bullying](http://www.caramudahbelajarbahasainggris.net/bullying))

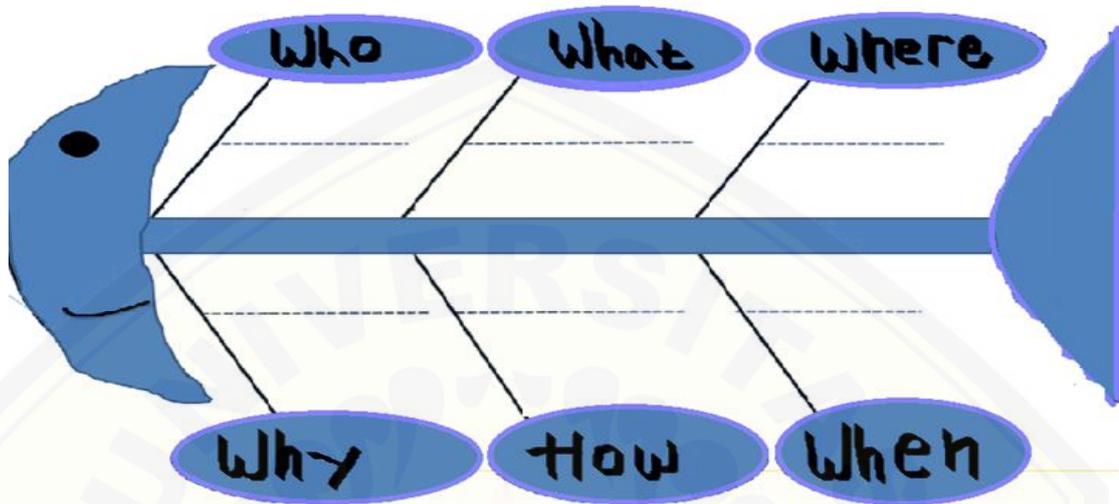
### Task 1

**Find the meaning of words below on your dictionary!**

|            |           |            |           |
|------------|-----------|------------|-----------|
| Violence   | victim    | anxiety    | tendency  |
| Force      | influence | insecurity | vandalism |
| intimidate | trigger   | nature     | convicted |
| abuse      | suicide   | decline    | doubted.  |
| against    | suffered  | affect     | witness   |

## Task 2

- II. Complete this Herringbone diagram based on the text above. The first paragraph has done for you.



## Task 3

- III. Choose the correct answer based on the text above by crossing (X) a, b, c, or d!
1. Some reasons why people bully others because of the following, except...
    - a) They have different race, religion, gender, sexuality, or ability.
    - b) They want to share happiness
    - c) They want to show up their power
    - d) They do it as their habit
  2. The following statements are the way people bully a victim, except...
    - a) They directed repeatedly against the victim
    - b) They do verbal abuse or threats, physical violence or force the victim
    - c) They hit the victim intensively.
    - d) They work together to do their assignment.
  3. What is the meaning of word “force” from context in the first paragraph?  
(line 3)
    - a) Influence

- b) Physical strength
  - c) Compel
  - d) Urge
4. Why should we stop the act of bullying?
- a) Because it is happening
  - b) Because it is not a serious problem for our environment
  - c) Because It brings many bad impacts
  - d) Because It is contagious action.
5. What is the main idea of the second paragraph?
- a) Bullying has many impacts that could be threatening each involved part of society
  - b) Bullying is a big problem for our social environment
  - c) Bullying causes bad effect on children's physical and mental health.
  - d) Bullying can be the trigger of a fatal act
6. What are the problems that might not be suffered by the victims?
- a) abdominal pain
  - b) cancer
  - c) sleeping trouble
  - d) Physical and mental health problems
7. "This problem may be carried away until the victim grows to be..." (par.3), what does the word **this** refer to?
- a) Mental problem
  - b) Bullying
  - c) Sleeping trouble
  - d) Depression
8. What is the meaning of word "nature" from context in the third paragraph? (last line)
- a) Environment
  - b) Essence
  - c) Basic
  - d) Character

9. What will the doer of bullying tend to do when they are growing into an adult?
- Behave as a normal person
  - They feel insecure and do apologize to the victim
  - behave roughly, do criminality, be engaged in vandalism, consume drugs and alcohol, and be engaged in free intercourse
  - Be engaged in “stop-bullying” community
10. What is the main idea of the fifth paragraph?
- Children who watch the act of bullying have a big tendency to feel insecure when they are at school
  - Children who watch the act of bullying misuse alcohol and drugs due to the stress.
  - Children who watch the act of bullying also get impacts.
  - They have mental problems such as depression, anxiety, and traumatic feeling
11. Why may the activity of teaching and learning not be effective if there is “bullying”?
- Because the doers want to share how to do bullying to others in the school
  - Because many of students who do bullying may behave criminality in the school
  - Because the victim can concentrate in teaching and learning process
  - Because they feel curious to the doer in the classroom
12. “It is obvious that bullying is very horrible and we have to stop it due to...” (last paragraph). What does the word “It” refer to?
- Problems
  - Impacts
  - Bullying
  - The doer of bullying
13. Why did the writers write this text?

- a) To entertain the readers about bullying
- b) To give information about the impacts of bullying
- c) To persuade the readers to look at the issue of Bullying with the writers' opinion.
- d) To explain why bullying have to be stopped.

14. Predict what will the doer feel when she/he does "bullying" to someone?

- a) Shy
- b) Satisfied
- c) No feeling
- d) Scary

15. What can you infer from the text above?

- a) Bullying has many bad impacts that government should stop it by giving education to all people.
- b) Not only government has a big contribution to stop it but also, teachers, parents should give education about it that Bullying is a dangerous problem that should be stopped due to the bad impacts to everyone
- c) The victims should be healed as soon as possible and the doer also needs a help to stop behave like that
- d) Bullying is our enemy which many bad impacts caused.

**The Answer Key****III Multiple choice****I the meaning of underlined words**

- |               |                         |       |
|---------------|-------------------------|-------|
| a. Violence   | : kekerasan             | 1) b  |
| b. Force      | : paksaan               | 2) d  |
| c. intimidate | : menakut-nakuti        | 3) a  |
| d. abuse      | : memaki                | 4) c  |
| e. against    | : berlawanan            | 5) b  |
| f. victim     | : korban                | 6) b  |
| g. influence  | : pengaruh              | 7) d  |
| h. trigger    | : pemicu                | 8) d  |
| i. suicide.   | : bunuh diri            | 9) a  |
| j. suffered   | : diderita              | 10) c |
| k. anxiety    | : kecemasan             | 11) b |
| l. insecurity | : ketidakamanan         | 12) c |
| m. nature     | : karakter              | 13) c |
| n. decline    | : menolak               | 14) b |
| o. affect     | : mempengaruhi          | 15) b |
| p. tendency   | : kecenderungan         |       |
| q. vandalism  | :                       |       |
|               | perusakandengan sengaja |       |
| r. convicted  | : dihukum               |       |
| s. doubted.   | : diragukan             |       |
| t. witness    | : saksi                 |       |

**The Distribution of the Test Items**

| No | Level of Comprehension    | Number of Items          |
|----|---------------------------|--------------------------|
| 1  | Literal Comprehension     | 1, 2, 4, 5, 6, 9, 10, 11 |
| 2  | Inferential Comprehension | 3, 7, 8, 12, 13, 14, 15  |



## Appendix 6

## LESSON PLAN MEETING 2

|                 |                         |
|-----------------|-------------------------|
| Subject         | : English               |
| Level/Semester  | : XI/1                  |
| Language Skill  | : Reading               |
| Language Focus  | : Analytical Exposition |
| Time Allocation | : 2x45 minutes          |
| Skill           | : Reading               |

## A. CORE COMPETENCES

KI-3: Faktual, konseptual, prosedural, dan metakognitif dalam 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

## B. STANDARD OF COMPETENCES AND INDICATORS:

| STANDARD OF COMPETENCES  | INDICATORS   |
|--|--|
| 3.1.membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya. | 3.1.1. Identifying purpose, language features, and generic structure of Analytical exposition text |

|   |  |
|---|--|
| <p>4.1. menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> | <p>4.1.1. Identifying the reading text to find any information related to <i>wh-</i> and <i>h</i> question in the Herringbone diagram</p> <p>4.1.2. Answering the <i>wh-</i> and <i>h</i> questions to find general and specific information in the diagram by applying Herringbone diagram.</p> |
|---|--|

### C. LEARNING OBJECTIVES

Students are able to:

- a. Identify purpose, language features, and generic structure of Analytical exposition text
- b. Identify the reading text to find any information related to *wh-* and *h* question in the Herringbone diagram properly.
- c. Answer the *wh-* and *h* questions to find general and specific information in the diagram by applying Herringbone diagram properly.

### D. Materials

Enclosed

### E. TEACHING LEARNING APPROACH/MODEL/METHOD:

- c. **Approach** : Scientific Approach
- d. **Technique** : Herringbone Technique

### F. MEDIA, EQUIPMENTS, AND SOURCE OF LEARNING

- a. Media : Laptop, analytical exposition text, Herringbone diagram/chart, Students' worksheet
- b. Sources : [www.beljarbahasainggris.us](http://www.beljarbahasainggris.us).

**G. TEACHING LEARNING ACTIVITIES:**

| No | The Teacher's Activities  | The Students' Activities  | Time                  |
|----|---|---|-----------------------|
| 1  | <b>Pre-Activities</b><br>1.1 Greeting the students<br>1.2 Praying together<br>1.3 Checking the students' attendance<br>1.4 Showing some pictures related to the topic to lead students' knowledge about the topic that will be learned<br>1.5 Giving some leading questions about the topic that will be learned according to the pictures<br>1.6 Stating the material that will be learned<br>1.7 Stating the learning objective | 1.1 Responding to the teachers<br>1.2 Praying together<br>1.3 Responding to the teachers<br>1.4 Paying attention and responding<br>1.5 Paying attention and responding<br>1.6 Paying attention<br>1.7 Paying attention                              | 8'                    |
| 2  | <b>Main Activities:</b><br><b>Observing</b><br>2.1 Distributing the text<br>2.2 Asking the students to comprehend the vocabulary word by finding the meaning of underlined words in a text. (Task I)<br>2.3 Checking Task I together with the students<br>2.4 Asking the students to read the text individually.  | <b>Observing</b><br>2.1 Students get the text<br>2.2 The students comprehend the vocabulary word by finding the meaning of underlined words in a text.<br>2.3 Checking Task I together with the teacher<br>2.4 Students read the text individually. | 1'<br>10<br>5'<br>15' |

|  |  |  |
|--|--|--|
| <p><b>Questioning</b><br/>2.5 Stimulating students to ask questions based on the text and Task in pre-reading given</p> <p><b>Collecting information</b><br/>2.6 Teacher ask the students to make a small group<br/>2.7 Teacher tells the students to record the specific information and main ideas that the students found together with their group in herringbone diagram.</p> <p><b>Associating</b><br/>2.8 The teacher distributes reading comprehension questions. (students answer it individually)</p> <p><b>Communicating</b><br/>2.9 Discussing the students' work together</p> | <p><b>Questioning</b><br/>2.5 Asking question to the teacher about what he/she still does not understand about the text and Task in pre-reading given</p> <p><b>Collecting information</b><br/>2.6 Students make a small group<br/>2.7 The students record the specific information and main ideas that they found together with their group in herringbone diagram.</p> <p><b>Associating</b><br/>2.8 Students answer reading comprehension questions individually .</p> <p><b>Communicating</b><br/>2.9 Discussing the students' work together</p> | <p>2'</p> <p>1'</p> <p>20'</p> <p>15'</p> <p>10'</p> |
|--|--|--|

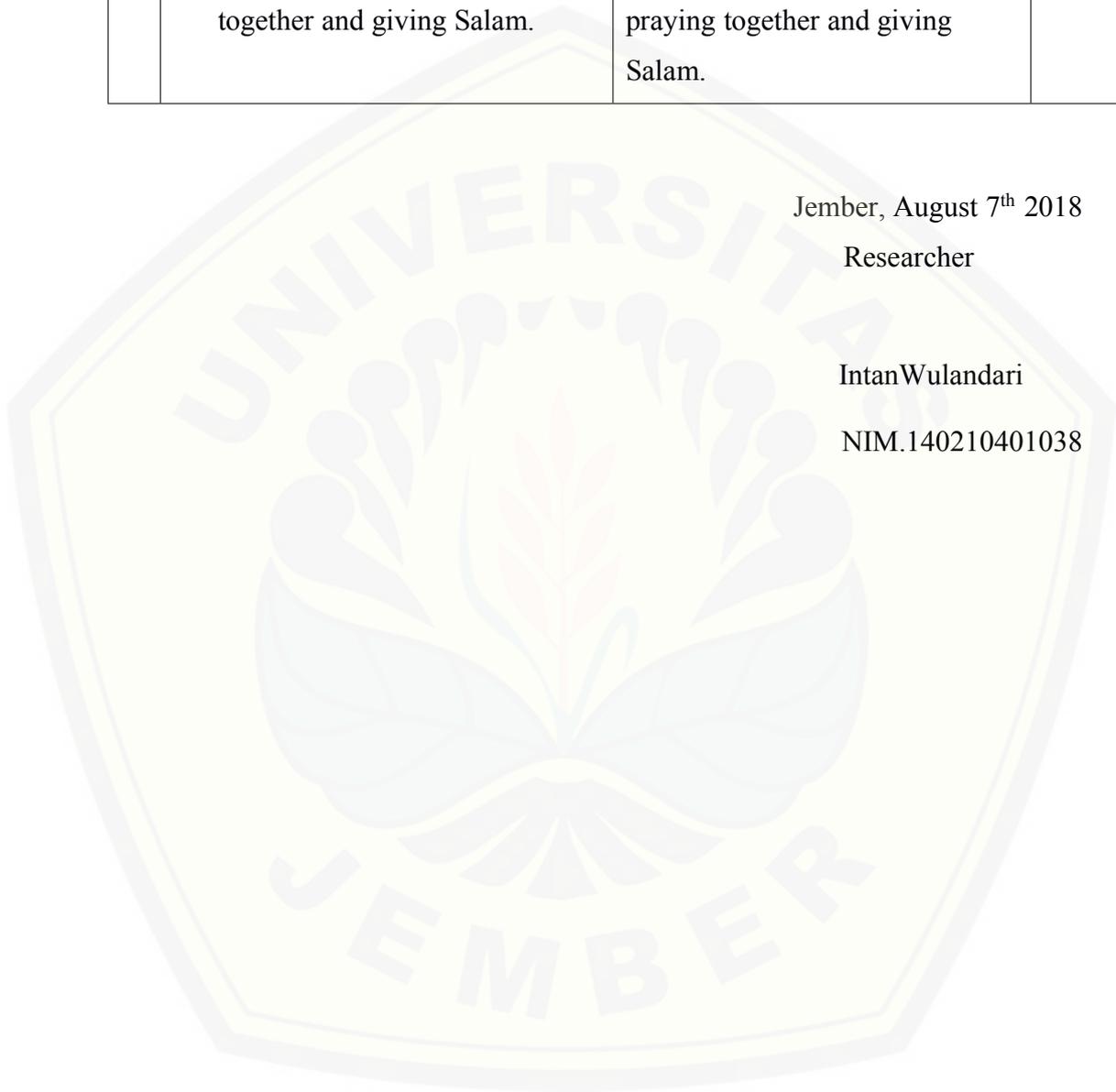
|   |  |   |    |
|---|--|---|----|
| 3 | <b>Post Activities:</b><br>3.3 Guiding the students to make conclusion<br>3.4 Parting the students by praying together and giving Salam. | 3.1 Making conclusion with the teacher<br>3.2 Parting the teacher by praying together and giving Salam. | 3' |
|---|--|---|----|

Jember, August 7<sup>th</sup> 2018

Researcher

IntanWulandari

NIM.140210401038



## INSTRUCTIONAL MATERIALS

## Set Induction Activity

Showing picture related to “social media ”



## Leading Question

1. Do you have a cellphone? What are applications in your cellphone?
2. The application in your cellphone like Instagram, Facebook, Twitter, Whatsapp, etc. are the example of?
3. What do we call “website and applications that make the users be able to create and share content or information or to participate in social networking”?

## Main Activity

### Students' Worksheet

#### I. Do Task I, then read the text carefully!

##### Social Media are Bad for Teenagers

Social media Web sites, such as Facebook, Twitter, Instagram, and many others have become nearly inescapable facets of modern life, particularly for teenagers. Social media is becoming more than just a part of their world, it's becoming their world. Teens are spending more and more time online, usually on a social media platform like Facebook or Twitter. Most teens now have smart phones where they are on social media networks all throughout the day. They are constantly texting, tweeting, and posting pictures via Snapchat and Instagram. However, hyper-connected to social media could be bad for them.

Today teens don't know how to disconnect. Social media has allowed them to take their life online from the time they wake up till they back to sleep via their smart phone. One reason this "always connected" activity is harmful is because of the alarming trend of cyberbullying. Bullying has now moved from not only being in the school and on the bus, but online. What does this mean? If a teen is getting bullied, they cannot get away from it! The people bullying them simply continue their bullying via social media

A new study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression. Teenagers spoke about the pressure they felt to make themselves available 24/7, and the resulting anxiety if they did not respond immediately to texts or posts. Teens are so emotionally invested in social media that a fifth of secondary school pupils will wake up at night and log on, just to make sure they don't miss out.

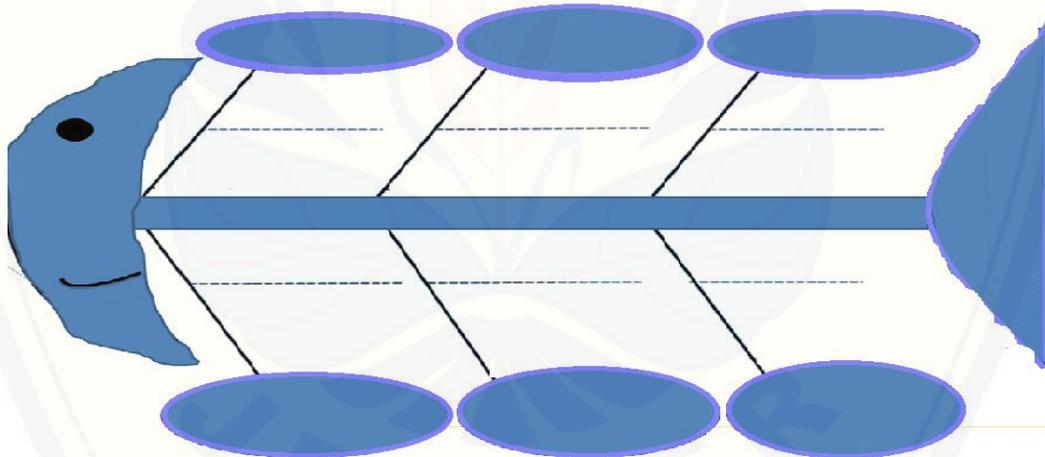
Another impact of social media is teens being more comfortable online doing things that they should be more sensitive in doing it. A separate study by the National Citizen Service found that, rather than talking to their parents, girls seek comfort on social media when they are worried. The survey also suggests that girls are likely to experience stress more often than boys – an average of twice a week.

Social media such as Facebook, Twitter, Instagram, and many others are basically created to connect everyone around the globe so they can interact and communicate each other. However, too much exposure of social media can also be bad especially for teenagers. As it mentioned above, social media could become media for bullying, risk them of anxiety and depression, and risk their real-life social interaction. Therefore, social media are dangerous for teenagers' health both mentally and emotionally.

(taken from: Fathoni, Ahmad.2016./www.belajarbahasainggris.us.)

**Task 1****II. Find the meaning of words below on your dictionary!**

|             |          |          |
|-------------|----------|----------|
| Inescapable | Harmful  | Average  |
| Facets      | damaging | Interact |
| Teenagers   | Engage   | Exposure |
| Posting     | Invested |          |
| Disconnect  | miss     |          |
| Allowed     | separate |          |

**Task 2****III. Complete this Herringbone diagram based on the text above.****Task 3****IV. Choose the correct answer based on the text above by crossing (X) a, b, c, or d!**

1. What media that commonly used by teenagers to get into their social media?
  - a) Television
  - b) Cellphone
  - c) Email
  - d) Radio

2. What is the main idea of the first paragraph?
  - a) Social media becomes the aspect that can be separated in modern era, especially for teenagers
  - b) Social media becomes popular in the world
  - c) Social media can help the users become popular
  - d) Hyper-connected to social media could be bad for them.
3. Which paragraph tells you about the advantages of social media?
  - a) Paragraph 1-2
  - b) Paragraph 2-3
  - c) Paragraph 4
  - d) Paragraph 5
4. Which statement is Incorrect based on paragraph two and three?
  - a) Social media has allowed them to take their life online all the time
  - b) Social media is harmful, it is because of the alarming trend of cyberbullying
  - c) social media could be damaging for their mental and physical health
  - d) Teens are so emotionally invested in social media
5. Which of the following statements that tell how teenagers use social media in their life?
  - a) They are rarely texting, tweeting, and posting pictures via Snapchat and Instagram.
  - b) They do online from the time they wake up till mid-day
  - c) They are available 24/7 because they feel anxiety if they do not respond immediately to texts or posts
  - d) rather than talking to their parents, teens seek comfort on social media for having fun
6. From the text, what can you suggest for teenagers who feel addicted to social media?
  - a) Be aware of your environment and stop use social media.
  - b) Make sure to limit your time for social media

- c) Try to use your social media as often as you can
  - d) Communicate with your family as often as you can
7. What is the writer's purpose of writing that text?
- a) To give example of the teenagers' habit who use social media all the time
  - b) To give information about social media
  - c) To flatter the readers to look at the issues about social media for teenagers on writer's perspective
  - d) To report about social media that are bad for teenagers
8. What is the main idea of the fourth paragraph?
- a) teens being more comfortable to show up in online about something that sensitive to their life
  - b) girls are looking for comfort on social media when they are worried
  - c) girls are likely to experience stress more often than boys
  - d) based on study by the National Citizen Service, girls do not tend to talk to their parents and prefer to their social media.
9. What might the teenagers miss when they are busy all day with their social media?
- a) Interact with their family
  - b) Reply his or her friends' chat
  - c) Comment on his/her friends' update photo
  - d) Watch his/her idol video
10. It can be inferred from the text that social media,...
- a) Can help people to share story of their life freely
  - b) Can make people know what is going on
  - c) Can make people interact each other freely
  - d) Can cause bad impacts to the teenagers

**V. Do Task 3, then read the text carefully!**

**The Importance of sleep**

Sleep plays a vital role in good health and well-being throughout your life. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life, and safety. Sleep helps your brain work properly. While you're sleeping, your brain is preparing for the next day. It's forming new pathways to help you learn and remember information. Studies show that a good night's sleep improves learning. Whether you're learning math, how to play the piano, how to perfect your golf swing, or how to drive a car, sleep helps enhance your learning and problem-solving skills. Sleep also helps you pay attention, make decisions, and be creative.

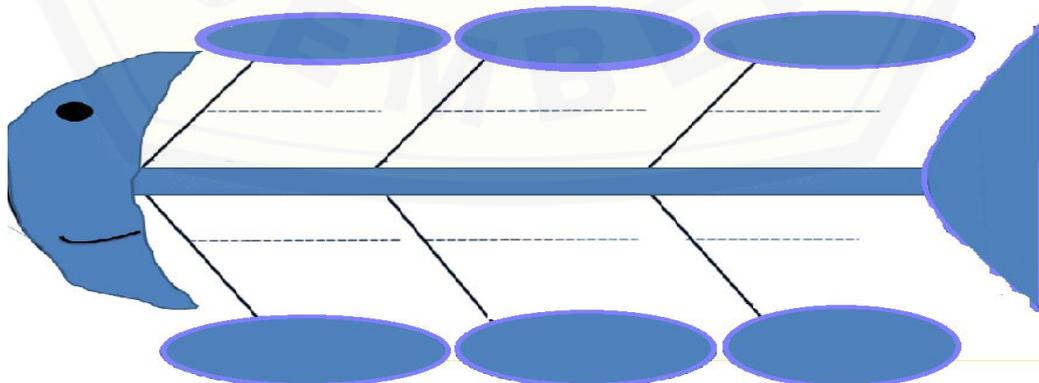
**Task 3**

**VI. Find the meaning of words below on your dictionary!**

| Text 2   |            |         |          |
|----------|------------|---------|----------|
| Vital    | well-being | brain   | pathways |
| Improves | swing      | enhance | decision |

**Task 4**

**II. Complete this Herringbone diagram based on the text above.**

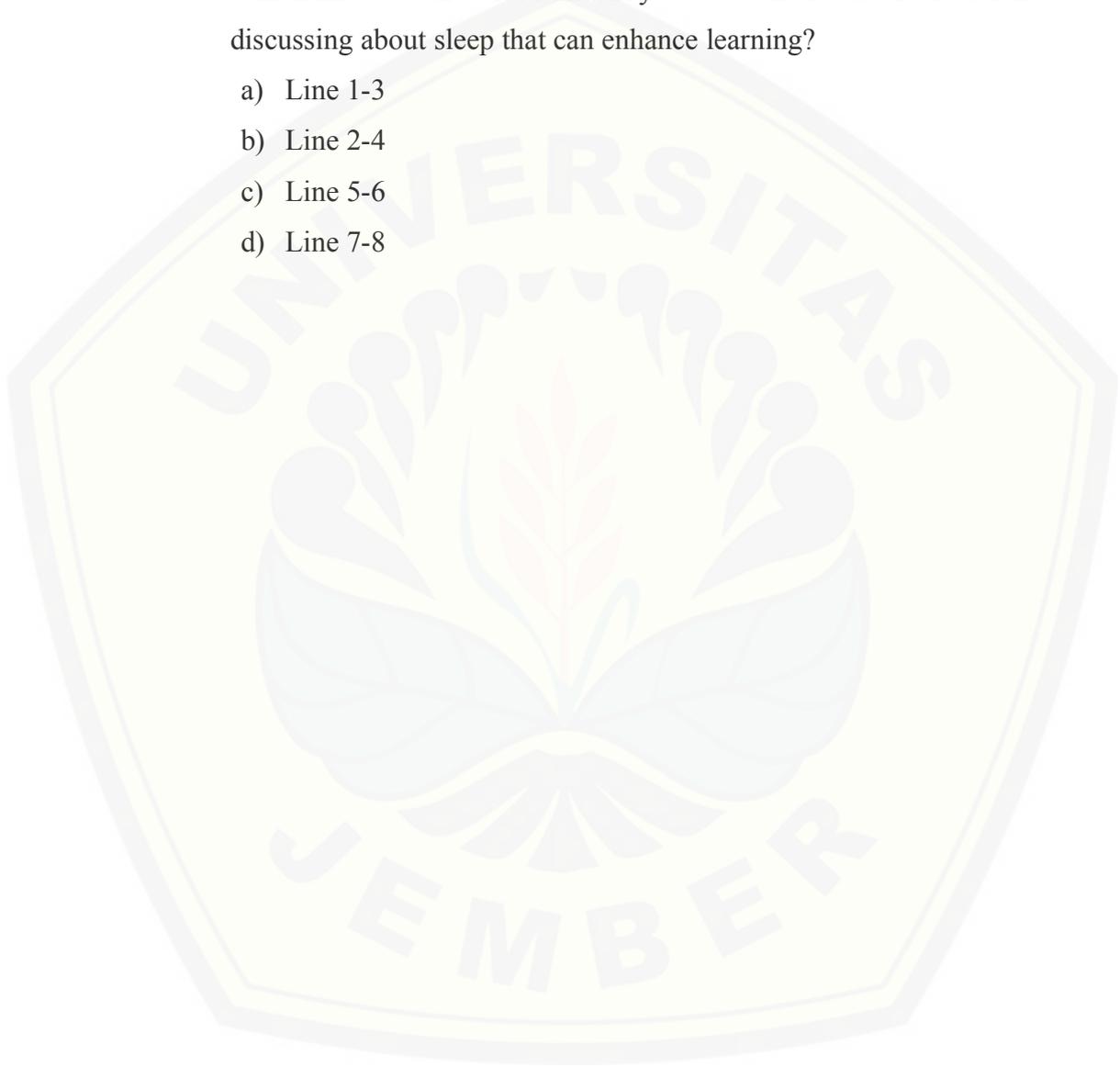


**Task 5**

VII. Choose the correct answer based on the text above by crossing (X) a, b, c, or d!

1. What is the meaning of word “play” from context in the first paragraph?  
(line 1)
  - a) Having fun
  - b) Role
  - c) A theatrical performance
  - d) Joking
2. “It’s forming new pathways to help you learn .....” (line 4). what does the word **It** refer to?
  - a) Brain
  - b) Sleeping
  - c) Quality of life
  - d) Learning
3. Which statement is Incorrect based on the text above?
  - a) sleep at the right times can help protect your quality of life
  - b) sleep can help you think properly
  - c) sleep can help you memorize information
  - d) sleep enhances your ability in singing
4. Predict what will happen if someone does not get enough quality in sleeping?
  - a) Solving problem the same as people who get enough quality in sleeping
  - b) Getting bad mood
  - c) Getting better to memorize information
  - d) Paying attention in long time
5. What is the main idea of the text?
  - a) Sleep helps people pay attention, make decisions, and be creative.
  - b) Sleep can help protect people mental health, physical health, quality of life, and safety.

- c) Sleep plays a vital role in good health and well-being throughout people life
  - d) Sleep helps brain work properly, help enhance learning, and help people remember information
6. Which line does the writer inform you about the result of a research discussing about sleep that can enhance learning?
- a) Line 1-3
  - b) Line 2-4
  - c) Line 5-6
  - d) Line 7-8



**The Answer Key**

**I the meaning of underlined words**

**Task 1**

- a) Inescapable : pasti
- b) Facets : aspek
- c) Teenagers : Remaja
- d) posting : mengepos
- e) disconnect :mencopot/  
melepaskan
- f) allowed :mengijinkan
- g) Harmful :berbahaya
- h) damaging :merugikan/  
merusak
- i) Engage :melibatkan
- j) Invested :diinvestasikan
- k) miss : melewati
- l) separate : terpisah
- m) Average : rata rata
- n) Interact : berhubungan
- o) Exposure : pemasaran/  
pembukaan

7) c

8) a

9) a

10) d

**The Distribution of the Test Items**

| No | Level of Comprehension    | Number of Items                           |
|----|---------------------------|---|
| 1  | Literal Comprehension     | Text 1: 2, 3, 5, 8,<br>Text 2: 2, 3, 5, 6 |
| 2  | Inferential Comprehension | Text 1: 1, 4, 6, 7, 9,10.<br>Text 2: 1, 4 |

**Task 4**

- a) Vital :penting sekali
- b) well-being :kesehatan
- c) brain :otak
- d) pathways :jalan setapak
- e) improves :memperbaiki
- f) swing :ayunan
- g) enhance :meningkatkan
- h) decision :keputusan

**Task 3.**

**Task 6**

- 1) b
- 2) a
- 3) d
- 4) c
- 5) c
- 6) b

- 1. b
- 2. b
- 3. d
- 4. b
- 5. c
- 6. c

**Appendix 7**

**Reading Comprehension Test**

**Name** :  
**Number** :  
**Grade/Semester** : XI/ I  
**Language Skill** : Reading  
**Time** : 60 minutes

**Choose the best answer by crossing (X) a, b, c, or d correctly!**

*Read the text below to answer the questions 1-15*

**JUNK FOOD**

Junk food is identical with fast food. This type of food is generally consumed by urban residents who have limited time so that they choose to consume this food that does not need to wait for a long time to eat. Junk food is kind of food that is not advisable to be consumed too often because this type of food is lack of nutritional value but it contains high enough calories, fat, and sugar. Junk food has become part of people's life in the urban areas that are very busy with the activity of work. Junk food includes hamburger, hot dogs, French fries, carbonated drink, candy and various types of cake that use an artificial sweetener.

Too often consuming junk food can cause bad impacts for your health. The low nutritional content as well as the high calories conceived by junk food can trigger various diseases. The most possible impact of too much consuming junk food is obesity. Besides, junk food can also increase the risk of diabetes, a heart attack, as well as hypertension.

A study carried out by the University Of Minnesota School Of Public Health, researched the harmful effects of junk food. This research obtain the conclusion that eating fast food twice or more in a week have the possibility of 27 percent larger to develop diabetes and 56 percent die because of diseases of the heart, compared to participants who seldom or never eat fast food. Even the

participants that are known eat fast food four times or more in a week, have the risk of death from a heart attack which increase to 80 percent. Western people are fond of consuming junk food so that their insulin hormone remains high the rest of the day. This case can lead to metabolic processes in the body to be disrupted as well as raising the risk of diabetes type 2.

The women who are pregnant should avoid eating junk food. Eating junk food is not only bad herself but also for the baby. The baby will be so vulnerable to diabetes and hypertension. Besides, a number of studies in china revealed that the rate of breast cancer in the country has increased due to the modern lifestyle that people consume junk food too often.

Furthermore, a research from the University of Adelaide shows that eating full of junk food for children will make their IQ two points lower than a child who does not eat much junk food. Even though the IQ difference is not so subtle, this study proves that children's way of eating at age of 6 to 24 months give small but significant effects on their IQ when they reach eight years old. Therefore, it is important for parents to consider the long-term impact of food that is given to their children. In addition, some junk foods have the addictive substances as well as containing an artificial sweetener. These substances will make a child become more hyper and easily distracted. This will cause the child, especially a male, to like fighting.

Although junk foods taste good and can be obtained easily and quickly, it has enough risk to health so that you are advised not to consume this kind of food too often. It will be better if we include green vegetables and fruits to consume. A study conducted by the University of Leicester found that green vegetables and fruits are able to reduce the risk of diabetes type 2 until 14 percent.

(Taken from: Effendi, Ria S. 2015/

[www.caramudahbelajarbahasainggris.net/Junkfood](http://www.caramudahbelajarbahasainggris.net/Junkfood))

1. who eats Junk food generally based on the text above?

- a) Children
  - b) Urban Residents who have limited time to cook
  - c) Pregnant women
  - d) Actrist
2. What is the reason people eat junk food?
- a) It is delicious
  - b) It is very healthy food
  - c) It contains lots of calories
  - d) Doesn't need a long time to be served
3. the following are junk food, except...
- a) French fries
  - b) Fried chicken
  - c) Pizza
  - d) Chicken soup
4. What is the meaning of "artificial " from context?(par 1, line 8)
- a) Unnatural
  - b) False
  - c) Feigned
  - d) Fake
5. Why does junk food cause bad impacts for our health?
- a) Because having delicious taste
  - b) Because containing calories and minerals
  - c) Because containing calories, fat, and sugar
  - d) Because containing more nutritional content
6. What is the main idea of the second paragraph?
- a) Junk food can increase the risk of diabetes, a heart attack, as well as hypertension.
  - b) Junk food can trigger various diseases.
  - c) People who eat junk food can get obesity
  - d) junk food can cause bad impacts for consumer's health
7. Which statements is incorrect based on paragraph 3?

- a) Research found that eating junk food often can have possibility to get disease like diabetes or heart attack
  - b) Eating fast food twice a week have possibility to develop diabetes and disease of heart
  - c) People who eat fast food four time a week have risk of death from heart attack
  - d) Western people are refusing eating junk food due to the bad impacts for health.
8. "This case can lead to metabolic processes in the body..." the word *lead* in (Par 3, line 8-9) meaning....
- a) Clue
  - b) Guide
  - c) To be ahead
  - d) First position
9. Why should a pregnant woman avoid eating junk food?
- a) Because it causes the baby getting defect
  - b) Because the baby difficult to grow well
  - c) Because the baby is vulnerable to get disease
  - d) Because the pregnant woman can get diabetes and hypertension.
10. What make people consume junk food too often?
- a) Because junk food has a nice taste
  - b) Because junk food can be reached anytime and everywhere
  - c) Because it is their lifestyle
  - d) Because they want to be modern people
11. Why do consumers think that junk food is delicious and they want to eat it as often as possible?
- a) Because junk food contains addictive substance
  - b) Because junk food contains an artificial sweetener
  - c) Because junk food contain lack of nutritional value
  - d) Because junk food contain of sugar
12. Which statement is correct based on the fifth paragraph ?

- a) Eating full of junk food for children will make their IQ two points higher than a child who does not.
  - b) Junk food can give bad long term impacts for children.
  - c) Junk foods doesn't have the addictive substances
  - d) Children become more passive in fighting
13. What can you suggest for junk food lovers?
- a) Try to eat junk food once in two years
  - b) Do not eat junk food as often as you can
  - c) Eat junk food together with green vegetables or fruits to consume
  - d) Eat junk food with rice and noodle
14. It can be inferred from the text that...
- a) Junk foods are recommended for pregnant women
  - b) Junk foods have delicious taste
  - c) Junk foods cannot be consumed continuously
  - d) Junk foods contain high enough calories, fat, and sugar
15. Which paragraph tells you about the values or nutrition that contain in junk food?
- a) Paragraph 1 and 2
  - b) Paragraph 3
  - c) Paragraph 5 and 6
  - d) Paragraph 1

*Read the text below to answer the questions 16-30*

### **Internet May Be Bad for Teenagers' well-being**

Internet plays a big part in human life. We use it for work and entertainment. We can find new recipes on the Internet or advice on staying healthy. We can even use it to learn a new language. We use the Internet to connect with family and friends and stay in touch with issues we care about. As far as the Internet being a part of our lives – well, that train has left the station.

Heavy Internet use may be connected to high blood pressure in unlikely group teenagers. A new study finds that teens that spend at least 14 hours a week online were more likely to have high blood pressure. High blood pressure makes your heart and blood vessels work too hard. Over time, this extra strain increases your risk of a heart attack or stroke. High blood pressure can also cause heart and kidney disease. It is also closely linked to some forms of dementia, a brain disease. Dementia is marked by memory disorders, personality changes, and a reduced ability to reason.

The Henry Ford Hospital in Detroit, Michigan did the study. It involved 335 young people, from 14 to 17 years old. One hundred thirty-four of the teens were described as "heavy Internet users." Researchers found that out of these 134 teens, 26 had high blood pressure. The researchers say the study is the first to connect heavy web use and high blood pressure. Other research has connected that heavy Internet use with health problems including anxiety, depression and obesity.

The Centers for Disease Control and Prevention says, 70 million, or 29%, of American adults have high blood pressure. Just more than half of those people have taken steps to control it. The CDC estimates that high blood pressure costs the United States \$46 billion each year.

Based on those arguments, we know that Internet caused bad impacts on teenagers' health. It is very dangerous and teenagers should limit their time for using internet.

(Adapted from: Voanews)

(<https://learningenglish.voanews.com>)

16. Why does Internet become apart of human's life?
- a) Because Internet is trend for young people
  - b) Because Internet can make the users being popular and rich
  - c) Because Internet can readily access any information
  - d) Because internet can causes the users to have high blood pressure
17. What is the meaning of "stay in touch" in the first paragraph (line 4)?
- a) Sometimes see the up to date information
  - b) Never leave your friend
  - c) Always Care to anybody's life on internet
  - d) Stay awake all the time to use internet
18. ".....well, that train has left the station" (Par 1, line 5). What is the meaning of that sentence?
- a) Someone may get any chance to access internet freely
  - b) There may be no going back to an Internet-free life
  - c) Our lives will be easier by getting help from internet
  - d) Our lives may be not up to date
19. What is the main idea of the second paragraph?
- a) High blood pressure may cause many other diseases
  - b) Study finding about Heavy internet users
  - c) Dementia, heart and kidney disease are caused by high blood pressure.
  - d) Heavy internet users may get high blood pressure
20. What is dementia disease?
- a) High blood pressure disease
  - b) A Lung disease
  - c) A brain disease
  - d) Depression
21. Some diseases can be caused by high blood pressure, except....
- a) Brain disease

- b) Heart attack
  - c) Kidney disease
  - d) Anxiety
22. “....Is also closely linked to some forms of dementia” (par 2, line 6). The underlined word means?
- a) Shapes
  - b) Appearances
  - c) types
  - d) questionnaires
23. Why did Michigan university do the study?
- a) To know how many people being heavy internet users
  - b) To find the impacts of using internet in daily life
  - c) To connect heavy internet use and high blood pressure
  - d) To know the effect of using internet on the users
24. Which statement is Incorrect based on paragraph three and four?
- a) Heavy Internet use with health problems.
  - b) Researchers found that out of these 134 teens, 26 had high blood pressure.
  - c) Researchers found that 29%, of American adults have high blood pressure
  - d) High blood pressure costs the United States \$46 billion each year.
25. What can you suggest for the “heavy Internet users”?
- a) Don't blame yourself because of being heavy Internet user, because it is a trend
  - b) Try to limit your time to use internet wisely everyday
  - c) It is good for you to use internet as often as you can, because it is your business
  - d) As long as you have pulse, it is allowed to use internet

**The Answer Key**

|       |       |       |
|-------|-------|-------|
| 1) b  | 11. a | 21. d |
| 2) d  | 12. b | 22. c |
| 3) d  | 13. C | 23. c |
| 4) a  | 14. c | 24. c |
| 5) c  | 15. d | 25. b |
| 6) d  | 16. c |       |
| 7) d  | 17. a |       |
| 8) b  | 18. b |       |
| 9) c  | 19. d |       |
| 10) c | 20. c |       |

**The Distribution of the Test Items**

| No | Level of Comprehension    | Number of Items   |
|----|---------------------------|---|
| 1  | Literal Comprehension     | 1, 2, 5, 6, 7, 9, 10, 11, 12, 15, 16, 19, 20, 21, 23, 24. |
| 2  | Inferential Comprehension | 3, 4, 8, 13, 14, 17, 18, 22, 25.                          |

**Reading Test**

Test Items : 25

Scoring Rubric :25X4

## Appendix 8

## The Result of The Eleventh Science-3 Grade Students' Reading Comprehension

## Achievement Test

| No | Nis  | Initial name | Score | Score 71 | Score71 |
|----|------|--------------|-------|----------|---------|
| 1  | 6018 | ABA          | 76    | ✓        |         |
| 2  | 6020 | AS           | 72    | ✓        |         |
| 3  | 6026 | AHA          | 68    |          | ✓       |
| 4  | 6028 | AU           | 76    | ✓        |         |
| 5  | 6043 | AD           | 84    | ✓        |         |
| 6  | 6044 | AR           | 68    |          | ✓       |
| 7  | 6046 | AS           | 64    |          | ✓       |
| 8  | 6060 | AA           | 72    | ✓        |         |
| 9  | 6062 | DP           | 56    |          | ✓       |
| 10 | 6068 | EW           | 80    | ✓        |         |
| 11 | 6071 | ES           | 80    | ✓        |         |
| 12 | 6072 | IP           | 88    | ✓        |         |
| 13 | 6076 | ILS          | 64    |          | ✓       |
| 14 | 6109 | MR           | 76    | ✓        |         |
| 15 | 6118 | MM           | 76    | ✓        |         |
| 16 | 6121 | NSW          | 80    | ✓        |         |
| 17 | 6127 | PDK          | 64    |          | ✓       |
| 18 | 6131 | PD           | 80    | ✓        |         |
| 19 | 6136 | RF           | 92    | ✓        |         |
| 20 | 6137 | RJ           | 76    | ✓        |         |
| 21 | 6179 | S N          | 76    | ✓        |         |
| 22 | 6140 | SP           | 84    | ✓        |         |
| 23 | 6143 | SA           | 76    | ✓        |         |
| 24 | 6145 | SNL          | 76    | ✓        |         |
| 25 | 6157 | SS           | 84    | ✓        |         |
| 26 | 6180 | SP           | 80    | ✓        |         |
| 27 | 6185 | SAD          | 72    | ✓        |         |
| 28 | 6197 | TPN          | 80    | ✓        |         |
| 29 | 6206 | TDB          | 76    | ✓        |         |
| 30 | 6213 | TNY          | 68    |          | ✓       |
| 31 | 6214 | TA           | 76    | ✓        |         |
| 32 | 6230 | UA           | 68    |          | ✓       |
| 33 | 6238 | WA           | 84    | ✓        |         |
| 34 | 6242 | WN           | 76    | ✓        |         |

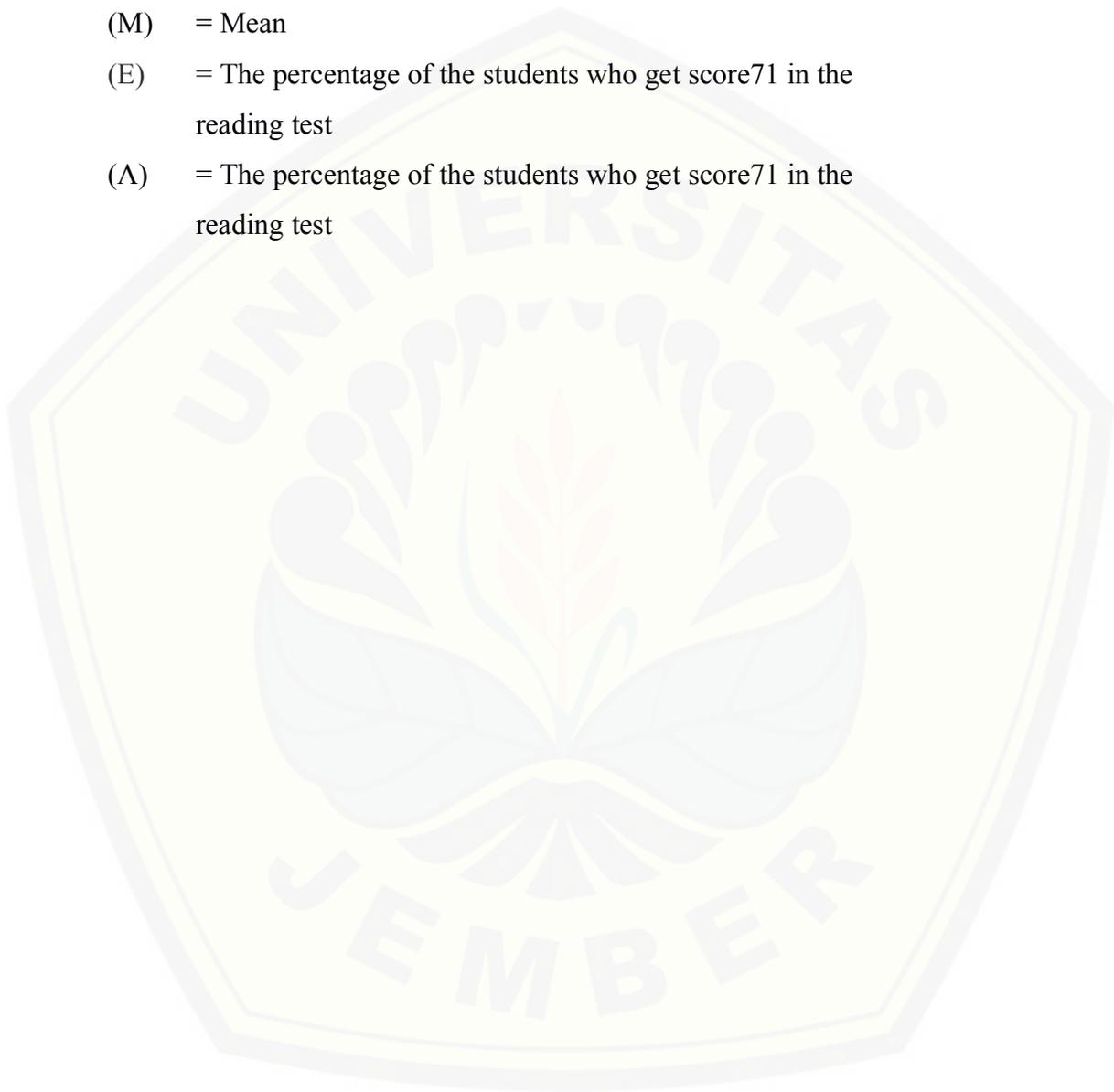
|    |      |               |                 |                   |                   |
|----|------|---------------|-----------------|-------------------|-------------------|
| 35 | 6245 | YF            | 84              | ✓                 |                   |
| 36 | 6252 | ZYN           | 76              | ✓                 |                   |
|    |      | <b>36 (N)</b> | <b>75.78(M)</b> | <b>77.78% (E)</b> | <b>22.22% (A)</b> |

Note : (N) = The total number of students doing the test

(M) = Mean

(E) = The percentage of the students who get score 71 in the reading test

(A) = The percentage of the students who get score 71 in the reading test



## Appendix 9

## The Result of Classroom Observation Field note in The First Meeting

| No | Procedures of Herringbone Technique   |
|----|---|
| 1  | <p><b>How students find the meaning of the selected vocabulary</b></p> <ul style="list-style-type: none"> <li>✓ Used dictionary and cellphone as their tool</li> <li>✓ did it pairs,</li> <li>✓ needed help from their friends</li> </ul>   |
| 2  | <p><b>reading the text</b></p> <ul style="list-style-type: none"> <li>✓ read all the text provided silently</li> <li>✓ asked their friends about the text</li> <li>✓ Opened their dictionaries</li> </ul>   |
| 3  | <p><b>Making a small group</b></p> <ul style="list-style-type: none"> <li>✓ made groups by themselves</li> <li>✓ collaborate well and there was no a student left behind</li> <li>✓ could make a group for a short time</li> </ul>  |
| 4  | <p><b>recording the specific information and main ideas</b></p> <ul style="list-style-type: none"> <li>✓ could not do Individually. Teacher changed the lesson plan.</li> <li>✓ Did it with their group well</li> <li>✓ needed more time in this activity</li> <li>✓ being so enthusiastic but need guidance</li> </ul> |
| 5  | <p><b>answering Multiple choice questions</b></p> <ul style="list-style-type: none"> <li>✓ answered questions well without taking a look again and again to the text</li> <li>✓ found difficulties and tried to find the answer from their friends</li> <li>✓ used the diagram for answering the questions</li> </ul>   |
| 6  | <p><b>discussing the result of their reading comprehension questions</b></p> <ul style="list-style-type: none"> <li>✓ Ran well, but not all items were discussed</li> <li>✓ Being enthusiastic</li> <li>✓ This technique can give positive impacts in comprehending the text.</li> </ul>                                |

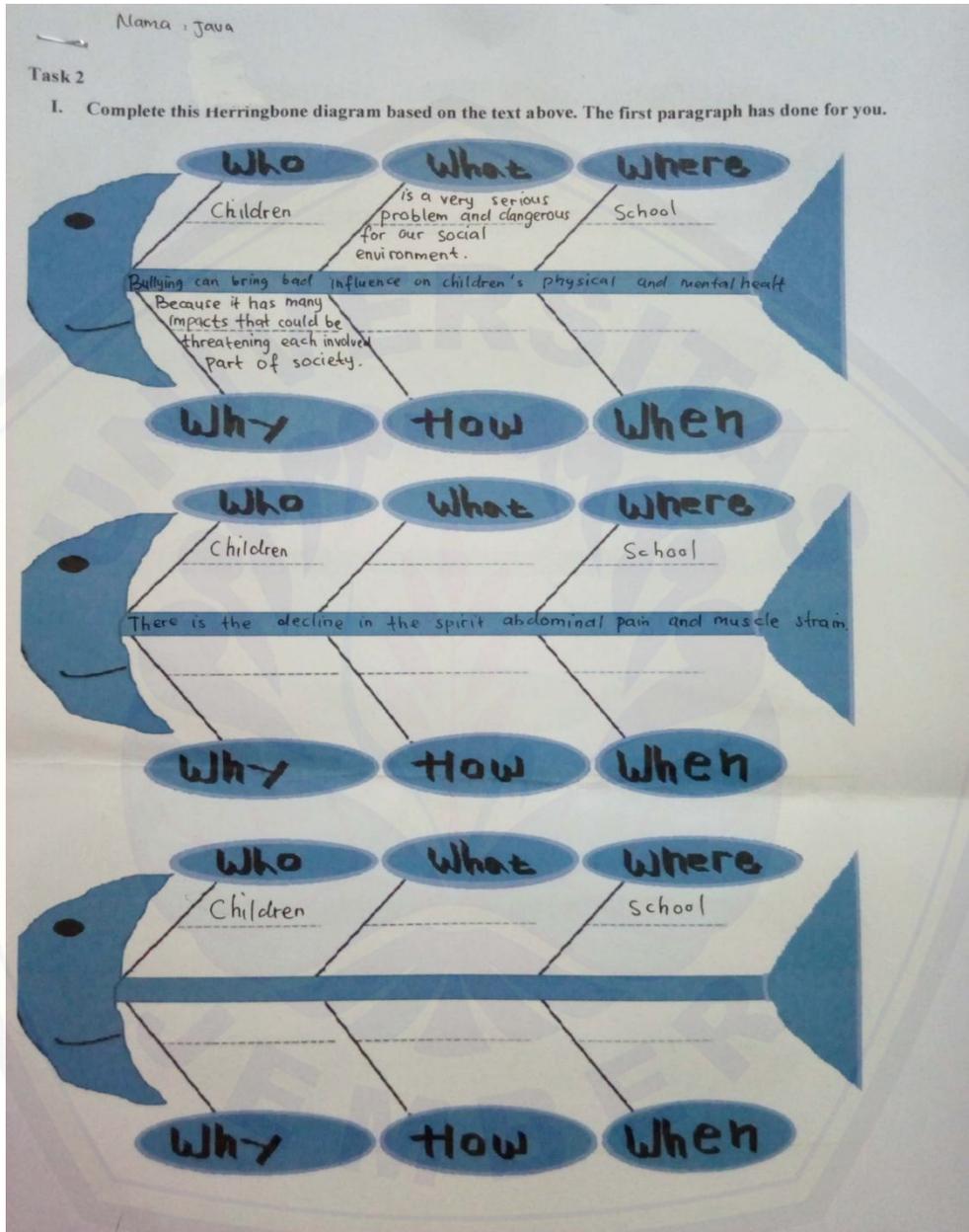
## Appendix 10

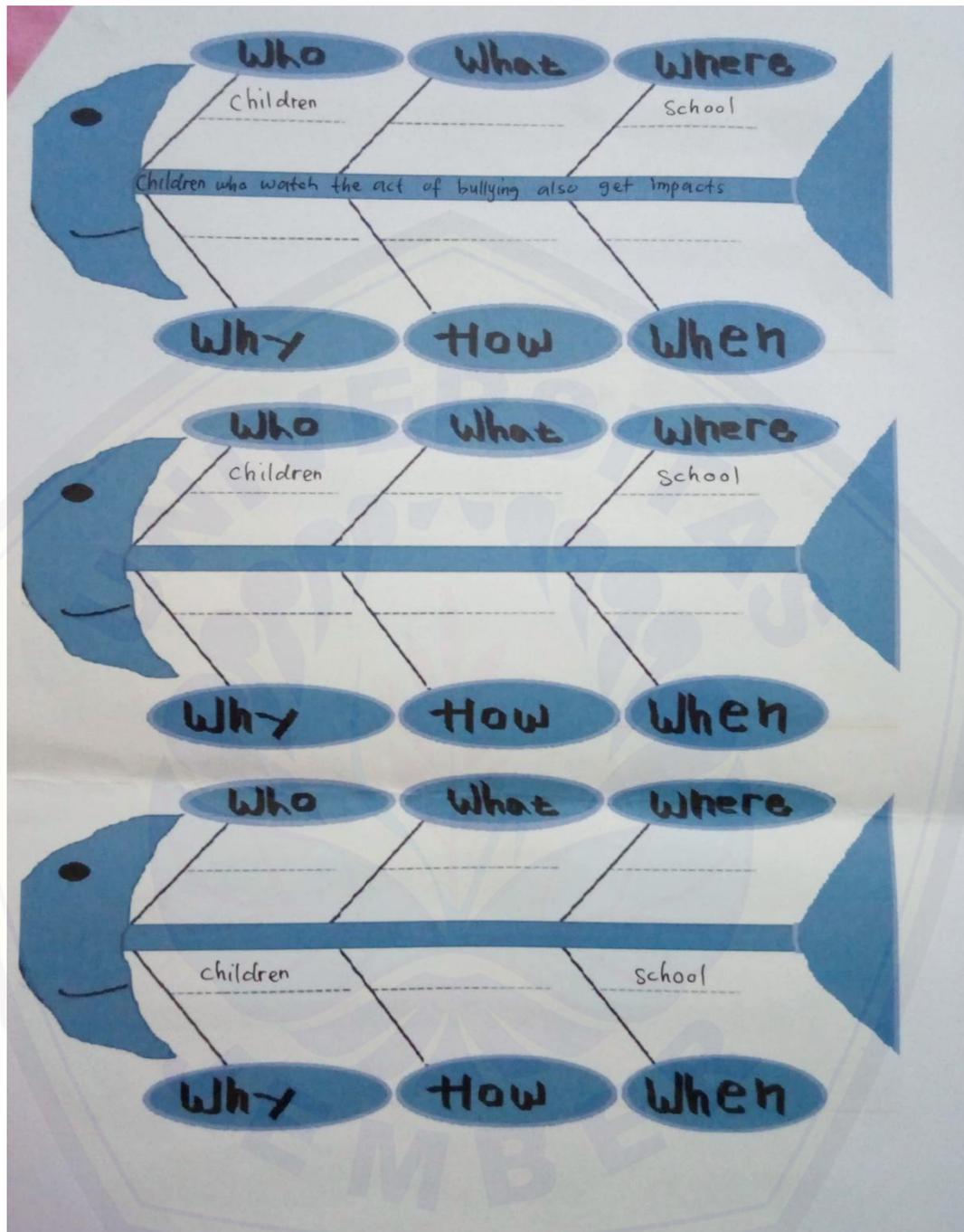
## The Result of Classroom Observation Field note in The Second Meeting

| No | Procedures of Herringbone Technique  |
|----|--|
| 1  | <p><b>How students find the meaning of the selected vocabulary</b></p> <ul style="list-style-type: none"> <li>✓ Found the meaning from their cellphone</li> <li>✓ Only a few of them used dictionary</li> <li>✓ Being On time to do the task</li> <li>✓ Being Calm and enthusiastic</li> </ul>   |
| 2  | <p><b>reading the text</b></p> <ul style="list-style-type: none"> <li>✓ Could read the text well.</li> <li>✓ read the text less than the time given</li> <li>✓ No one of them opened dictionary or cell phone</li> <li>✓ After reading the text, some of them have known general information about the text</li> </ul>   |
| 3  | <p><b>Making a small group</b></p> <ul style="list-style-type: none"> <li>✓ There was not student who left behind</li> <li>✓ However, when the teacher asked to make a group of three, they did not agree .</li> <li>✓ In the end, they agreed.</li> </ul>   |
| 4  | <p><b>recording the specific information and main ideas</b></p> <ul style="list-style-type: none"> <li>✓ even there is no guidance, they know how to record using the diagram.</li> <li>✓ being well known with the technique</li> <li>✓ could do it on time as the time given however, the researcher has added more time in this activity</li> <li>✓ re-read to find the specific information of the text</li> </ul>                                     |
| 5  | <p><b>answering Multiple choice questions</b></p> <ul style="list-style-type: none"> <li>✓ could answer it without take alook again and again to the text</li> <li>✓ answered it well</li> <li>✓ At least, they were confident to answer it individually.</li> </ul>   |
| 6  | <p><b>discussing the result of their reading comprehension questions</b></p> <ul style="list-style-type: none"> <li>✓ Some of them needed to leave the class due to school's reasons</li> <li>✓ Their friends could help the teacher to correct their result</li> <li>✓ However, it ran well</li> <li>✓ The technique helped the students to understand about the text more and also could help them to be more critical to the topic discussed</li> </ul> |

Appendix 11

The Result of a Student's Herringbone Diagram Individually in the First Meeting





Appendix 12

The Result of the Students' Herringbone Diagram in a Group.

Task 2

1). Akbar Maulana T (03)      4). Dian Amanda S. (12)  
 2). Aprilia Devi A. (06)      5). Maisyarah (22)  
 3). Davina Stevani W (10)    6). Nofal Fajri M. (27)

I. Complete this Herringbone diagram based on the text above. The first paragraph has done for you.

**Diagram 1:**

- Who:** children
- What:** bullying very serious problem and dangerous for our social environment
- Where:** School
- Central Bar:** It is serious problem and dangerous for our environment. Bullying can bring bad influence. we have to stop every single act of bullying.
- Why:** (empty)
- How:** (empty)
- When:** (empty)

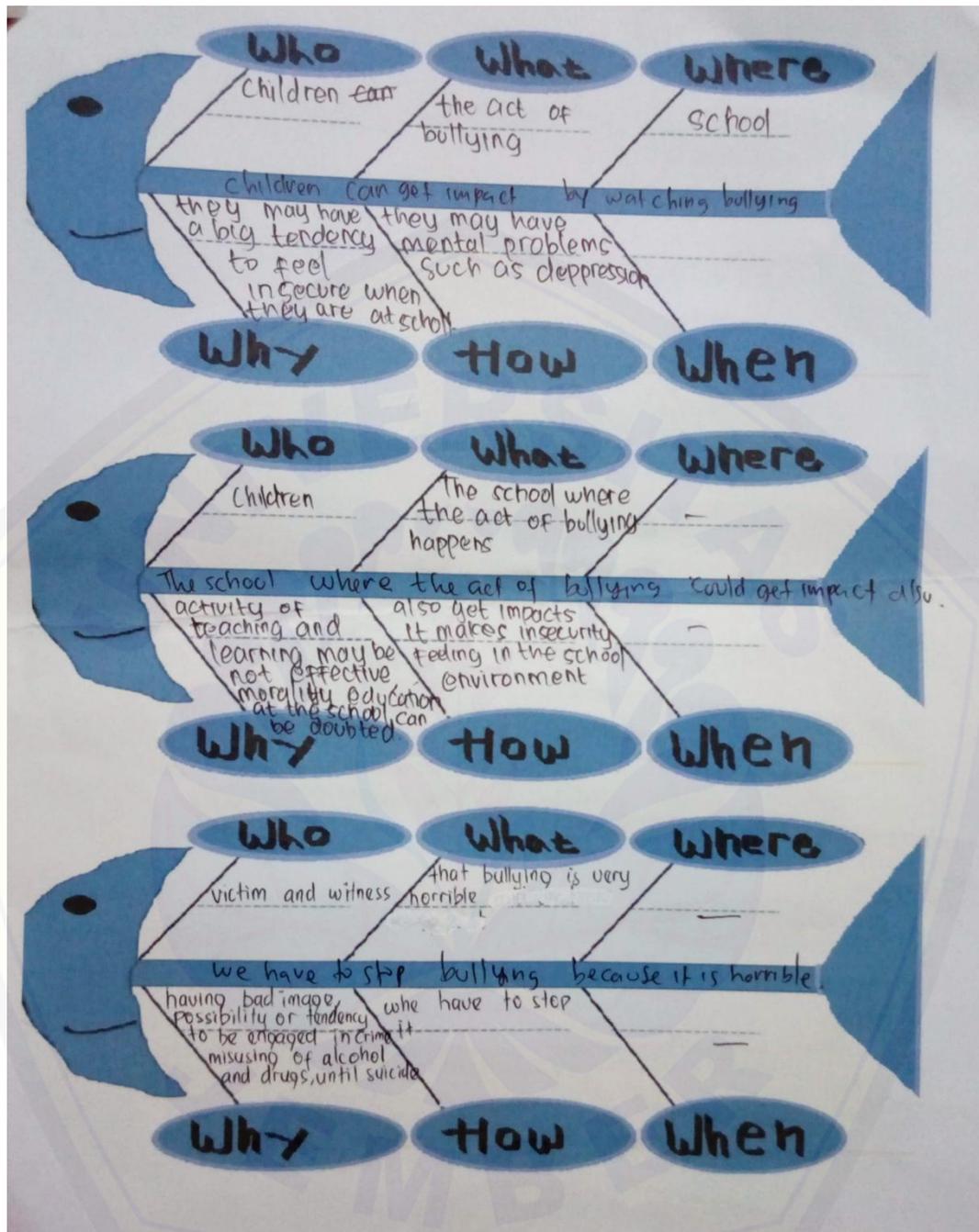
**Diagram 2:**

- Who:** victim
- What:** Several problems that might be suffered by children as the victim of bullying
- Where:** school
- Central Bar:** several problems might be suffered by children as victim
- Why:** variety of mental problems like depression, sleeping, physical health complaints
- How:** (empty)
- When:** (empty)

**Diagram 3:**

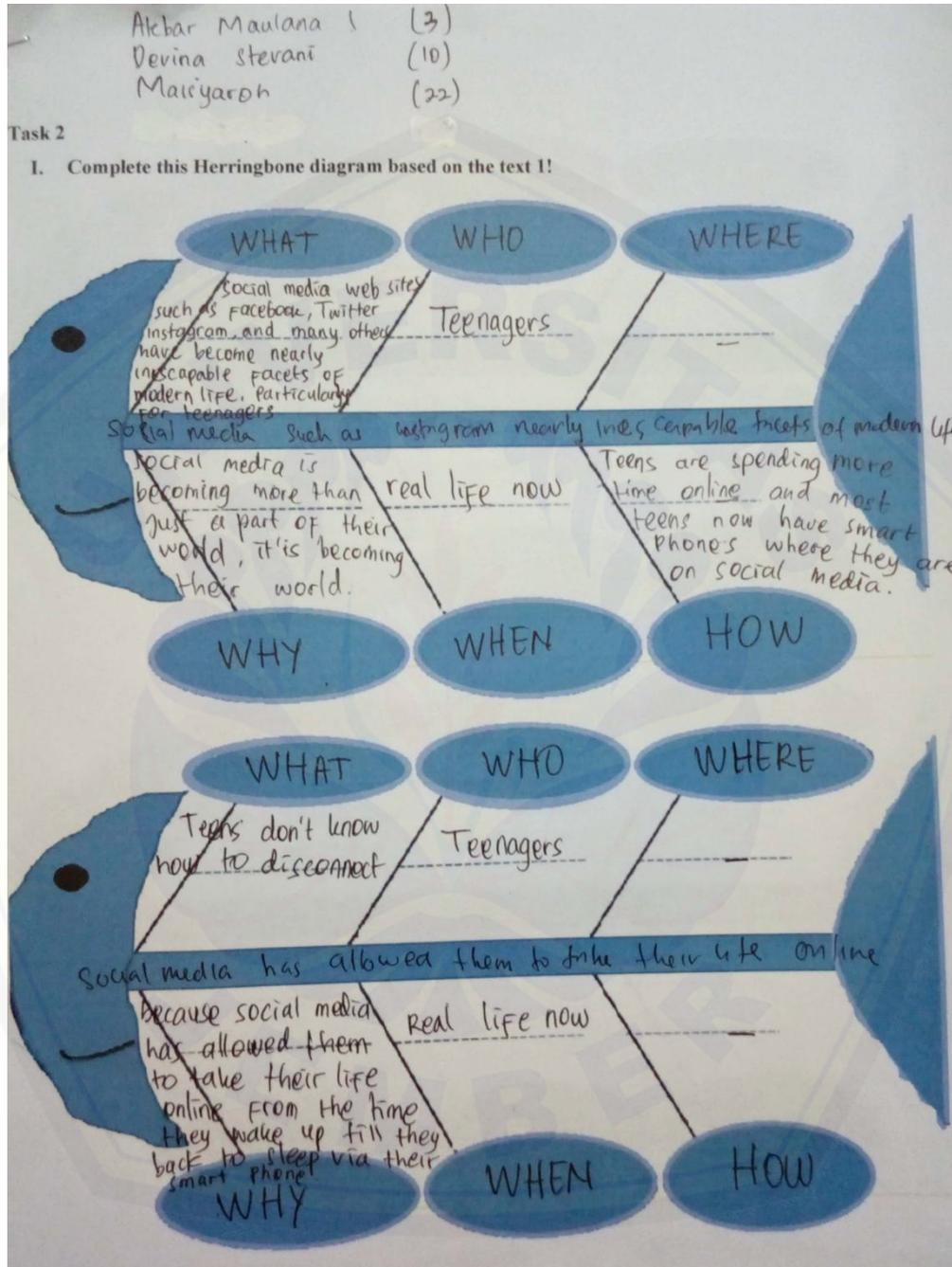
- Who:** children
- What:** watching the act of bullying, children can also get the impacts
- Where:** in the school
- Central Bar:** Not only the victims, also the doer could get a ffect of bullying because they may have mental problem such as depression and may have a big tendency to feel insecure. they are at school
- Why:** (empty)
- How:** (empty)
- When:** (empty)

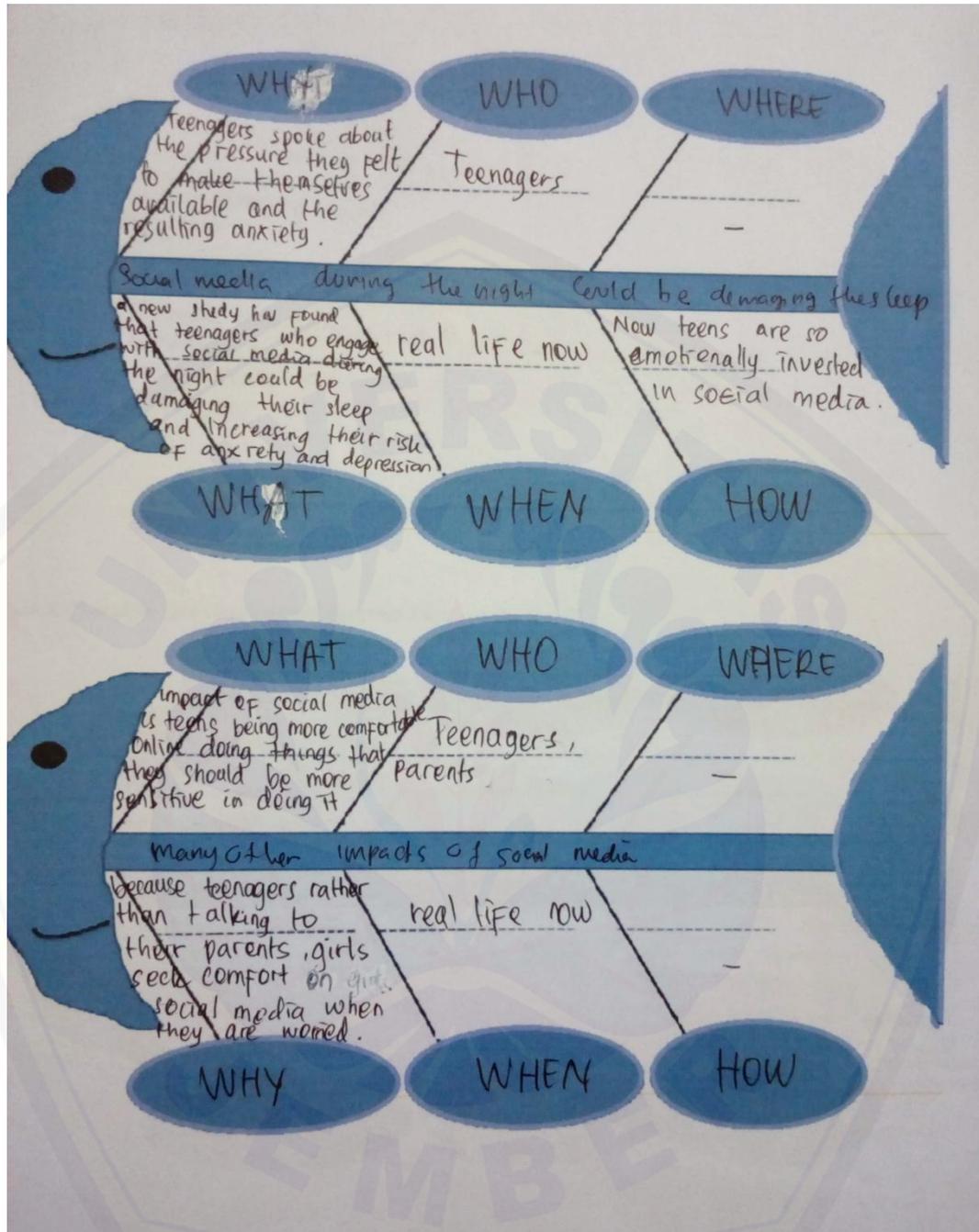
X1 IPA 3.

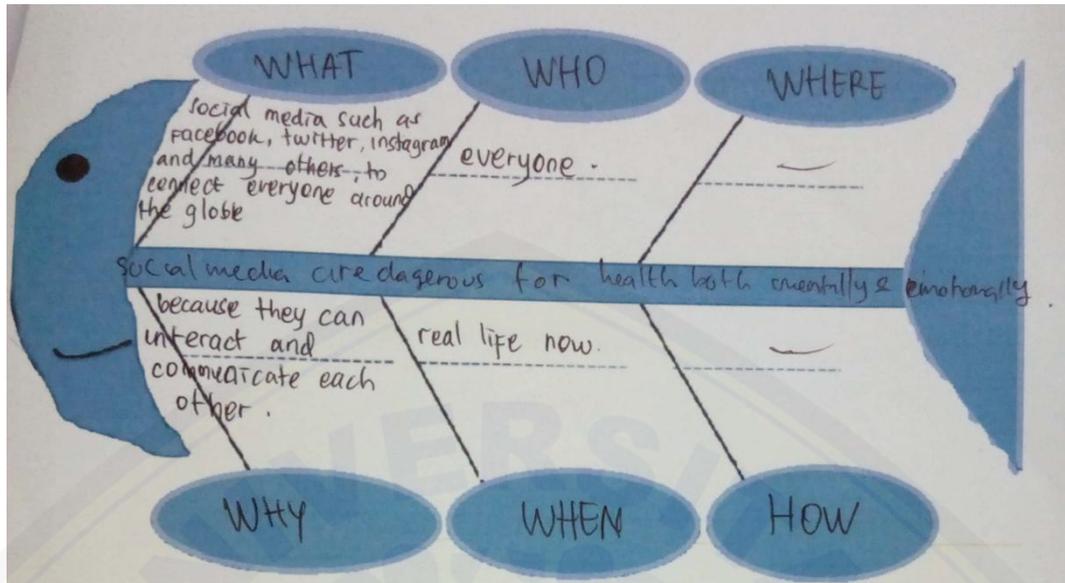


Appendix 13

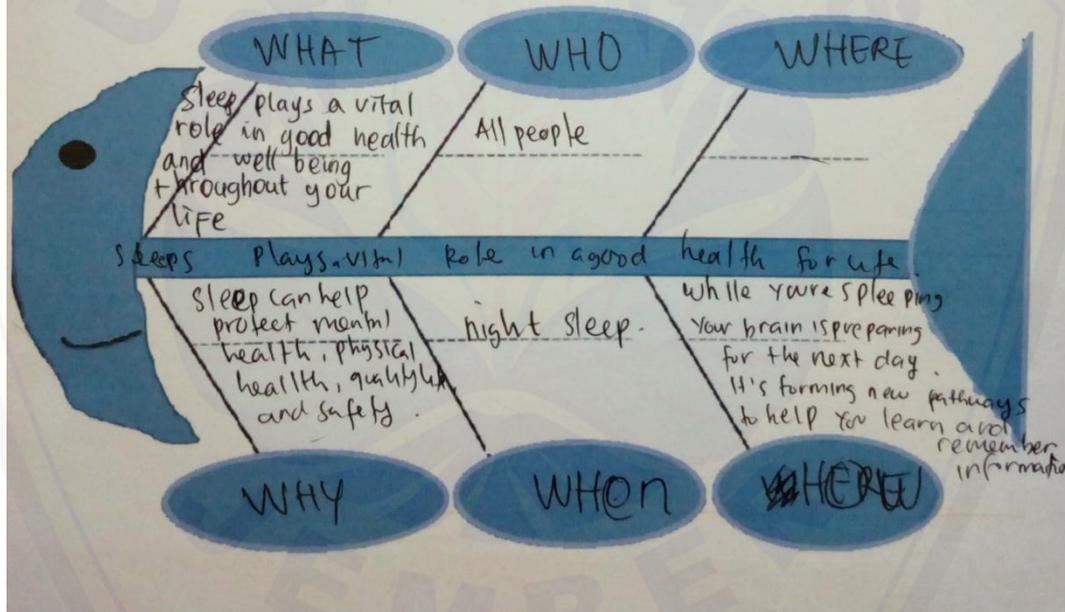
The Result of the Students' Herringbone Diagram in The Second Meeting







Task 5. Complete this Herringbone diagram based on the text 2!



Appendix 14

The Result of the Students' Task in the First and Second Meeting

**II. Do Task 1, then read the text carefully!**

**Bullying**

Bullying is the use of violence, threat, or force to intimidate others. This behavior can be a habit and involve an imbalance repeatedly against a certain victim. It may be based on race, religion, gender, sexuality, or ability.

It is a very serious problem and dangerous for our social environment. We have to stop every single act of bullying because it has many impacts that could be threatening for the school with the issue of bullying. Bullying can bring bad influence on children's physical and mental health. In a heavy case, bullying can be the trigger of a fatal act, as suicide.

There are several problems that might be suffered by children as the victim of bullying. The first a variety of mental problems like depression, anxiety and sleeping trouble; this problem may be carried away until the victim grows to be an adult. The abdominal pain and muscle strain. Third, there is insecurity in the school environment. Fourth, there is the decline in the learning and academic achievement. Fifth, in the quite rare case, the victims of bullying will probably show the nature of violence.

Not only to the victims, could the impacts of bullying also affect the doer of bullying. According to a research, when they are growing into an adult, the children who do the act of bullying have big tendency to behave roughly, do criminality, be engaged in vandalism, consume drugs and alcohol, and be engaged in free intercourse. In addition, sixty percent of boys who bully his friend in the primary school or junior high school have committed at least once over a crime in the age of 24 years.

By watching the act of bullying, children can also get the impacts. They may have a big tendency to feel insecure when they are at school, they may have mental problems such as depression, anxiety, and traumatic feeling. Moreover, they misuse alcohol and drugs due to the stress.

The school where the act of bullying happens, also get impacts. It makes insecurity feeling in the school environment. Besides, the activity of teaching and learning may be not effective. Furthermore, the morality education at the school can be degraded.

It is obvious that bullying is very horrible and we have to stop it due to hazardous impacts such as physical and mental health problem, the quality decline in achievement or work, having bad image, possibility in tendency to be engaged in crime, misusing of alcohol and drugs, until suicide. Those impacts are not only for the victims, but also for the doer of the act, and the place where bullying happens.

(Taken from: Effendi, Ria S. 2015. [www.cerminlabibajarsubangsangriis.net/bullying/](http://www.cerminlabibajarsubangsangriis.net/bullying/))

**Task 1**

Find the meaning of words below on your dictionary!

Violence: kekerasan  
Force: tenaga  
Intimidate: menakutkan  
Suicide: bunuh diri  
Anxiety: kecemasan  
Tendency: kecenderungan  
Insecurity: ketidakpastian  
Nature: sifat  
Decline: menurun  
Possibility: kemungkinan  
Engaged: terlibat  
Misuse: penyalahgunaan  
Traumatic: traumatis

**Task 3**

III. Choose the correct answer based on the text above by crossing (X) a, b, c, or d!

- Some reasons why people bully others because of the following, except...
  - a) They have different race, religion, gender, sexuality, or ability
  - b) They want to share happiness
  - c) They want to show up their power
  - d) They do it as their habit
- The following statements are the way people bully a victim, except...
  - a) They directed repeatedly against the victim
  - b) They do verbal abuse or threats, physical violence or force the victim
  - c) They hit the victim intensely
  - d) They work together to do their assignment

What is the meaning of word "force" from context in the first paragraph? (line 3)

- Influence
- Physical strength
- Compel
- Urged

Why should we stop the act of bullying?

- Because it is happening
- Because it is not a serious problem for our environment
- Because it brings many bad impacts
- Because it is contagious action

- What is the main idea of the second paragraph?
  - a) Bullying has many impacts that could be threatening each involved part of society
  - b) Bullying is a big problem for our social environment
  - c) Bullying causes bad effect on children's physical and mental health
  - d) Bullying can be the trigger of a fatal act
- What are the problems that might not be suffered by the victims?
  - a) Abdominal pain
  - b) Cancer
  - c) Sleeping trouble
  - d) Physical and mental health problems
- This problem may be carried away until the victim grows to be... (par. 3), what does the word "this" refer to?
  - a) Mental problems
  - b) Bullying
  - c) Sleeping trouble
  - d) Depression
- What is the meaning of word "nature" from context in the third paragraph? (last line)
  - a) Environment
  - b) Essence
  - c) Basic
  - d) Character
- What will the doer of bullying tend to do when they are growing into an adult?
  - a) Behave as a normal person
  - b) They feel insecure and do apologize to the victim
  - c) Behave roughly, do criminality, be engaged in vandalism, consume drugs and alcohol, and be engaged in free intercourse
  - d) Be engaged in "stop-bullying" community
- What is the main idea of the fifth paragraph?
  - a) Children who watch the act of bullying have a big tendency to feel insecure when they are at school
  - b) Children who watch the act of bullying misuse alcohol and drugs due to the stress
  - c) Children who watch the act of bullying also get impacts
  - d) They have mental problems such as depression, anxiety, and traumatic feeling
- Why may the activity of teaching and learning not be effective if there is "bullying"?
  - a) Because the doers want to share how to do bullying to others in the school
  - b) Because many of students who do bullying may behave criminality in the school
  - c) Because the victim can concentrate in teaching and learning process
  - d) Because they feel curious to the doer in the classroom
- It is obvious that bullying is very horrible and we have to stop it due to... (last paragraph). What does the word "it" refer to?
  - a) Problems
  - b) Impacts
  - c) Bullying
  - d) The doer of bullying
- Why did the writers write this text?
  - a) To entertain the readers about bullying
  - b) To give information about the impacts of bullying
  - c) To persuade the readers to look at the issue of bullying with the writers' opinion
  - d) To explain why bullying have to be stopped
- Predict what will the doer feel when she/he does "bullying" to someone?
  - a) Shy
  - b) Satisfied
  - c) No feeling
  - d) Scary
- What can you infer from the text above?
  - a) Bullying has many bad impacts that government should stop it by giving education to all people
  - b) Not only government has a big contribution to stop it but also, teachers, parents should give education about it to their children
  - c) Bullying is a dangerous problem that should be stopped due to the bad impacts to everyone
  - d) Bullying is our enemy which many bad impacts caused

**I. Do Task 1, then read the text carefully! (Text 1)**

**Social Media are Bad for Teenagers**

Social media Web sites, such as Facebook, Twitter, Instagram, and many others have become nearly inseparable facets of modern life, particularly for teenagers. Social media is becoming more than just a part of their world, it's becoming their world. Teens are spending more and more time online, usually on a social media platform like Facebook or Twitter. Most teens now have smart phones where they are on social media networks all throughout the day. They are constantly texting, tweeting, and posting pictures via Snapchat and Instagram. However, hyper-connected to social media could be bad for them.

Today teens don't know how to disconnect. Social media has allowed them to take their life online from the time they wake up till they back to sleep via their smart phone. One reason this "always connected" activity is harmful is because of the alarming trend of cyberbullying. Bullying has now moved from not only being in the school and on the bus, but online. What does this mean? If a teen is getting bullied, they cannot get away from it! The people bullying them simply continue their bullying via social media.

A new study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression. Teenagers spoke about the pressure they felt to make themselves available 24/7, and the resulting anxiety if they did not respond immediately to texts or posts. Teens are so emotionally invested in social media that a fifth of secondary school pupils will wake up at night and log on, just to make sure they don't miss out.

Another impact of social media is teens being more comfortable online doing things that they should be more sensitive in doing it. A separate study by the National Citizen Service found that, rather than talking to their parents, girls seek comfort on social media when they are worried. The survey also suggests that girls are likely to experience stress more often than boys - an average of twice a week.

Social media such as Facebook, Twitter, Instagram, and many others are basically created to connect everyone around the globe so they can interact and communicate each other. However, too much exposure of social media can also be bad especially for teenagers. As it mentioned above, social media could become media for bullying, risk them of anxiety and depression, and risk their real-life social interaction. Therefore, social media are dangerous for teenagers' health both mentally and emotionally.

(taken from: Fathoni, Ahmad 2016. [www.belajarbahasinggris.us](http://www.belajarbahasinggris.us))

**Task 1**

Inseparable: tak terpisahkan  
Facets: aspek  
Harmful: berbahaya  
Invested: terikat  
Average: rata-rata

Teenagers: remaja  
Posting: memposting  
Engage: terlibat  
Expose: mengekspos

Disconnect: memutuskan  
Allowed: diizinkan  
Engage: terlibat  
Separate: terpisah  
Expose: mengekspos

**Task 3**

Choose the correct answer based on the text above by crossing (X) a, b, c, or d!

- What is the media that commonly used by teenagers to get into their social media?
  - a) Television
  - b) Telephone
  - c) Email
  - d) Radio
- What is the main idea of the first paragraph?
  - a) Social media becomes the aspect that can be separated in modern era, especially for teenagers
  - b) Social media becomes popular in the world
  - c) Social media can help the users become popular
  - d) Hyper-connected to social media could be bad for them

Which paragraph does tell you about the advantages of social media?

Paragraph 1-2

- Which statements is incorrect based on paragraph 2 and 3?
  - a) Social media has allowed them to take their life online all the time
  - b) Social media is harmful, it is because of the alarming trend of cyberbullying
  - c) Social media could be damaging for their mental and physical health
  - d) Teens are so emotionally invested in social media
- Which of the following statements that tells how teenagers use social media in their life?
  - a) They are rarely texting, tweeting, and posting pictures via Snapchat and Instagram
  - b) They do online from the time they wake up till mid-day
  - c) They are available 24/7 because they feel anxiety if they do not respond immediately to texts or posts
  - d) rather than talking to their parents, teens seek comfort on social media for having fun
- from the text, what can you suggest for teenagers who feel addicted to social media for having fun?
  - a) Be aware of your environment and stay use social media
  - b) Make sure to limit your time for social media
  - c) Try to use your social media as often as you can
  - d) Communicate with your family as often as you can
- What is the writer's purpose of writing this text?
  - a) To give example of the teenagers' habit who use social media all the time
  - b) To give information about social media
  - c) To flatter the readers to look at the issues about social media for teenagers on writer's perspective
  - d) To report about social media that are bad for teenagers
- What is the main idea of the fourth paragraph?
  - a) teens being more comfortable to show up in online about something than sensitive to their life
  - b) girls are looking for comfort on social media when they are worried
  - c) girls are likely to experience stress more often than boys
  - d) based on study by the National Citizen Service, girls do not tend to talk to their parents and prefer to the social media
- What might the teenagers most when they are busy all day with their social media?
  - a) Interact with their family
  - b) Reply his or her friends' chat
  - c) Comment on his/her friends' update photo
  - d) Watch his/her idol video
- It can be inferred from the text that social media...
  - a) Can help people to share story of their life freely
  - b) Can make people know what is going on
  - c) Can make people interact each other freely
  - d) Can cause bad impacts to the teenagers

II. Do Task 4, then read the text carefully! (Text 2)

**The Importance of sleep**

Sleep plays a vital role in good health and well-being throughout your life. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life, and safety. Sleep helps your brain work properly. While you're sleeping, your brain is preparing for the next day. It's forming new pathways to help you learn and remember information. Studies show that a good night's sleep improves learning. Whether you're learning math, how to play the piano, how to perfect your golf swing, or how to drive a car, sleep helps enhance your learning and problem-solving skills. Sleep also helps you pay attention, make decisions, and be creative.

Task 4

|                |            |              |           |
|----------------|------------|--------------|-----------|
| Vital          | well-being | brain        | pathways  |
| Sangat penting | perilaku   | otak         | Jalan     |
| menambah       | swing      | enhance      | decision  |
|                | ayunan     | meningkatkan | keputusan |

Task 6

III. Choose the correct answer based on the text above by crossing (X) a, b, c, or d!

- What is the meaning of word "play" from context in the first paragraph? (line 1)
  - Having fun
  - Role
  - A theatrical performance
  - Joking
- "It's forming new pathways to help you learn ....." (line 4). what does the word **It** refer to?
  - Brain
  - Sleeping
  - Quality of life
  - Learning
- Which statement is Incorrect based on the text above?
  - sleep at the right times can help protect your quality of life
  - sleep can help you think properly
  - sleep can help you memorize information
  - sleep enhances your ability in singing
- Predict what will happen if someone does not get enough quality in sleeping?
  - Solving problem the same as people who get enough quality in sleeping
  - Getting badmood
  - Getting better to memorize information
  - Paying attention in long time
- What is the main idea of the text?
  - Sleep helps people pay attention, make decisions, and be creative.
  - Sleep can help protect people mental health, physical health, quality of life, and safety.
  - Sleep plays a vital role in good health and well-being throughout people life
  - Sleep helps brain work properly, help enhance learning, and help people remember information
- Which line does the writer inform you about the result of a research discussing about sleep that can enhance learning?
  - Line 1-3
  - Line 2-4
  - Line 5-6
  - Line 7-8

Appendix 15

The Result of the Students' Reading Test

19

Name : DIAH AYU SETYOGUNINGRUM  
 Number : 11  
 Grade/Semester : XI/1  
 Language Skill : Reading  
 Time : 60 minutes

Choose the best answer by crossing (X) a, b, c, or d correctly!  
 Read the text below to answer the questions 1-15

### JUNK FOOD

Junk food is identical with fast food. This type of food is generally consumed by urban residents who have limited time so that they choose to consume this food that does not need to wait for a long time to eat. Junk food is kind of food that is not advisable to be consumed too often because this type of food is lack of nutritional value but it contains high enough calories, fat, and sugar. Junk food has become part of people's life in the urban areas that are very busy with the activity of work. Junk food includes hamburgers, hot dogs, French fries, carbonated drink, candy and various types of cake that use an artificial sweetener.

Too often consuming junk food can cause bad impacts for your health. The low nutritional content as well as the high calories consumed by junk food can trigger various diseases. The most possible impact of too much consuming junk food is obesity. Besides, junk food can also increase the risk of diabetes, a heart attack, as well as hypertension.

A study carried out by the University Of Minnesota School Of Public Health, researched the harmful effects of junk food. This research obtain the conclusion that eating fast food twice or more in a week have the possibility of 27 percent larger to develop diabetes and 56 percent die because of diseases of the heart, compared to participants who seldom or never eat fast food. Even the participants that are known eat fast food four times or more in a week, have the risk of death from a heart attack which increase to 40 percent. Western people are fond of consuming junk food so that their insulin hormone remains high the rest of the day. This case can lead to metabolic processes in the body to be disrupted as well as raising the risk of diabetes type 2.

The women who are pregnant should avoid eating junk food. Eating junk food is not only bad herself but also for the baby. The baby will be so vulnerable to diabetes and hypertension. Besides, a number of studies in china revealed that the rate of breast cancer in the country has increased due to the modern lifestyle that people consume junk food too often.

Furthermore, a research from the University of Adelaide shows that eating full of junk food for children will make their IQ two points lower than a child who does not eat much junk food. Even though the IQ difference is not so subtle, this study proves that children's way of eating at age of 6 to 24 months give small but significant effects on their IQ when they reach eight years old. Therefore, it is important for parents to consider the long-term impact of food that is given to their children. In addition, some junk foods have the addictive substances as well as containing an artificial sweetener. These substances will make a child become more hyper and easily distracted. This will cause the child, especially a male, to like fighting.

Although junk foods taste good and can be obtained easily and quickly, it has enough risk to health so that you are advised not to consume this kind of food too often. It will be better if we include green vegetables and fruits to consume. A study conducted by the University of Leicester found that green vegetables and fruits are able to reduce the risk of diabetes type 2 until 14 percent.

(Taken from: Effendi, Ria S. 2015/ www.caramudahbelajarbahasainggris.net/junkfood)

1. Who eats JunkFood generally based on the text above?  
 a) Children  
 b) Urban Residents who have limited time to cook  
 c) Pregnant women  
 d) Actrist

2. What is the reason people eat junkfood?  
 a) It is delicious  
 b) It is very healthy food  
 c) It contains lots of calories  
 d) Doesn't need a long time to be served

3. The following are junkfood, except...  
 a) French fries  
 b) Fried chicken  
 c) Pizza  
 d) Chicken soup

4. What is the meaning of "artificial" from context (par 1, line 8)?  
 a) Unnatural  
 b) False  
 c) Feigned  
 d) Fake

5. Why does junk food cause bad impacts for our health?  
 a) Because having delicious taste  
 b) Because containing calories and minerals  
 c) Because containing calories, fat, and sugar  
 d) Because containing more nutritional content

6. What is the main idea of the second paragraph?  
 a) Junk food can increase the risk of diabetes, a heart attack, as well as hypertension.  
 b) Junkfood can trigger various diseases.  
 c) People who eat junk food can get obesity  
 d) junk food can cause bad impacts for consumer's health

7. Which statements is incorrect based on paragraph 3?  
 a) Research found that eating junk food often can have possibility to get disease like diabetes or heart attack  
 b) Eating fast food twice a week have possibility to develop diabetes and disease of heart  
 c) People who eat fastfood four time a week have risk of death from heart attack  
 d) Western people are refusing eating junkfood due to the bad impacts for health

8. This case can lead to metabolic processes in the body... the word lead in (Par 3, line 8-9) meaning.  
 a) Clue  
 b) Guide  
 c) To be ahead  
 d) First position

9. Why should a pregnant woman avoid eating junkfood?  
 a) Because it causes the baby getting defect  
 b) Because the baby difficult to grow well  
 c) Because the baby is vulnerable to get disease  
 d) Because the pregnant woman can get diabetes and hypertension.

10. What make people consume junk food too often?  
 a) Because junkfood has a nice taste  
 b) Because junkfood can be reached anytime and everywhere  
 c) Because it is their lifestyle  
 d) Because they want to be modern people

11. Why do consumers think that junkfood delicious and they want to eat it as often as possible?  
 a) Because junkfood contains addictive substance  
 b) Because junkfood contains an artificial sweetener  
 c) Because junkfood contain lack of nutritional value  
 d) Because junkfood contain of sugar

12. Which statement is correct based on the fifth paragraph ?  
 a) Eating full of junk food for children will make their IQ two points higher than a child who does not.  
 b) Junkfood can give bad long term impacts for children.  
 c) Junk foods doesn't have the addictive substances  
 d) Children become more passive in fighting

13. What can you suggest for junk food lovers?  
 a) Try to eat junk food once in two years  
 b) Dont eat junk food as often as you can  
 c) Eat junk food together with green vegetables or fruits to consume  
 d) Eat junk food with rice and noodle

14. It can be inferred from the text that...  
 a) Junk foods are recommended for pregnant women  
 b) Junk foods have delicious taste  
 c) Junk foods cannot be consumed continuously  
 d) Junk foods contain high enough calories, fat, and sugar

15. Which paragraph does tell you about the values or nutrients that contain in junk food?  
 a) Paragraph 1 and 2  
 b) Paragraph 3  
 c) Paragraph 5 and 6  
 d) Paragraph 1

Read the text below to answer the questions 16-30

### Internet May Be Bad for Teenagers's wellbeing

Internet plays a big part in human life. We use it for work and entertainment. We can find new recipes on the Internet or advice on staying healthy. We can even use it to learn a new language. We use the Internet to connect with family and friends and stay in touch with issues we care about. As far as the Internet being a part of our lives — well, that train has left the station.

Heavy Internet use may be connected to high blood pressure in unlikely group teenagers. A new study finds that teens that spend at least 14 hours a week online were more likely to have high blood pressure. High blood pressure makes your heart and blood vessels work too hard. Over time, this extra strain increases your risk of a heart attack or stroke. High blood pressure can also cause heart and kidney disease. It is also closely linked to some forms of dementia, a brain disease. Dementia is marked by memory disorders, personality changes, and a reduced ability to reason.

The Henry Ford Hospital in Detroit, Michigan did the study. It involved 335 young people, from 14 to 17 years old. One hundred thirty-four of the teens were described as "heavy Internet users." Researchers found that out of these 134 teens, 26 had high blood pressure. The researchers say the study is the first to connect heavy web use and high blood pressure. Other research has connected that heavy Internet use with health problems including anxiety, depression and obesity.

The Centers for Disease Control and Prevention says, 70 million, or 29%, of American adults have high blood pressure. Just more than half of those people have taken steps to control it. The CDC estimates that high blood pressure costs the United States \$46 billion each year.

Based on those arguments, we know that Internet caused bad impacts on teenagers' health. It is very dangerous and teenagers should limit their time for using internet.

(Adapted from Voanews)  
 (https://learningenglish.voanews.com)

16. Why does Internet become part of human's life?  
 a) Because Internet is trend for young people  
 b) Because Internet can make the users being popular and rich  
 c) Because Internet can readily access any information  
 d) Because internet can causes the users to have high blood pressure

17. What is the meaning of "stay in touch" in the first paragraph (line 4)?  
 a) Sometimes see the up to date information  
 b) Never leave your friend  
 c) Always Care to anybody's life on internet  
 d) Stay awake all the time to use internet

18. "...well, that train has left the station" (Par 1, line 5). What is the meaning of that sentence?  
 a) Someone may get any chance to access internet freely  
 b) There may be no going back to an Internet-free life  
 c) Our lives will be easier by getting help from internet  
 d) Our lives may be not up to date

19. What is the main idea of the second paragraph?  
 a) High blood pressure may cause many other diseases  
 b) Study finding about Heavy internet users  
 c) Dementia, heart and kidney disease are caused by high blood pressure.  
 d) Heavy internet users may get high blood pressure

20. What is dementia disease?  
 a) High blood pressure disease  
 b) A Lung disease  
 c) A brain disease  
 d) Depression

21. Some diseases can be caused by high blood pressure, except...  
 a) Brain disease  
 b) Heart attack  
 c) Kidney disease  
 d) Anxiety

22. "... is also closely linked to some forms of dementia" (par 2, line 6). The underlined word means?  
 a) Shapes  
 b) Appearances  
 c) Types  
 d) questionnaires

23. Why did Michigan university do the study?  
 a) To know how many people being heavy internet users  
 b) To find the impacts of using internet in daily life  
 c) To connect heavy internet use and high blood pressure  
 d) To know the effect of using internet on the users

24. Which statement is incorrect based on the third and fourth paragraph?  
 a) Heavy Internet use with health problems.  
 b) Researchers found that out of these 134 teens, 26 had high blood pressure.  
 c) Researchers found that 29% of American adults have high blood pressure  
 d) High blood pressure costs the United States \$46 billion each year.

25. What can you suggest for the "heavy Internet users"?  
 a) Don't blame yourself because of being heavy Internet user, because it is a trend  
 b) Try to limit your time to use internet wisely everyday  
 c) It is ok for you to use internet as often as you can, because it is your business  
 d) As long as you have pulse, it is allowed to use internet

92

13 - 23

Name : Abdom maul Niki H  
 Number :  
 Grade/Semester : XI / 1  
 Language Skill : Reading  
 Time : 60 minutes

Choose the best answer by crossing (X) a, b, c, or d correctly!  
 Read the text below to answer the questions 1-15

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The women who are pregnant should avoid eating junk food. Eating junk food is not only bad herself but also for the baby. The baby will be so vulnerable to diabetes and hypertension. Besides, a number of studies in china revealed that the rate of breast cancer in the country has increased due to the modern lifestyle that people consume junk food too often.

Furthermore, a research from the University of Adelaide shows that eating full of junk food for children will make their IQ two points lower than a child who does not eat much junk food. Even though the IQ difference is not so subtle, this study proves that children's way of eating at age of 6 to 24 months give small but significant effects on their IQ when they reach eight years old. Therefore, it is important for parents to consider the long-term impact of food that is given to their children. In addition, some junk foods have the addictive substances as well as containing an artificial sweetener. These substances will make a child become more hyper and easily distracted. This will cause the child, especially a male, to like fighting.

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- The following are junkfood, except...
  - a) French fries
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  - a) Unnatural
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  - d) Western people are refusing eating junkfood due to the bad impacts for health.
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  - a) Because junkfood has a nice taste
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  - b) Because junkfood contains an artificial sweetener
  - c) Because junkfood contain lack of nutritional value
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- Which statement is correct based on the fifth paragraph ?
  - a) Eating full of junk food for children will make their IQ two points higher than a child who does not
  - b) Junkfood can give bad long term impacts for children.
  - c) Junk foods doesn't have the addictive substances
  - d) Children become more passive in fighting
- What can you suggest for junk food lovers?
  - a) Try to eat junk food once in a you can
  - b) Dont eat junk food as often as you can
  - c) Eat junk food together with green vegetables or fruits to consume
  - d) Eat junk food with rice and noodle
- It can be inferred from the text that...
  - a) Junk foods are recommended for pregnant women
  - b) Junk foods have delicious taste
  - c) Junk foods cannot be consumed continuously
  - d) Junk foods contain high enough calories, fat, and sugar
- Which paragraph does tell you about the values or nutrients that contain in junk food?
  - a) Paragraph 1 and 2
  - b) Paragraph 3
  - c) Paragraph 5 and 6
  - d) Paragraph 1

Read the text below to answer the questions 16-30

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Based on those arguments, we know that Internet caused bad impacts on teenagers' health. It is very dangerous and teenagers should limit their time for using internet.

(Adapted from Voanews.com)  
 (https://learningenglish.voanews.com)

- Why does Internet become apart of human's life?
  - a) Because Internet is trend for young people
  - b) Because Internet can make the users being popular and rich
  - c) Because Internet can readily access any information
- Because internet can causes the users to have high blood pressure
  - a) Sometimes see the up to date information
  - b) Never leave your friend
  - c) Always Care to anybody's life on internet
  - d) Stay awake all the time to use internet
- ...well, that train has left the station" (Par 1, line 5). What is the meaning of that sentence?
  - a) Someone may get any chance to access internet freely
  - b) There may be no going back to an Internet-free life
  - c) Our lives will be easier by getting help from internet
  - d) Our lives may be not up to date
- What is the main idea of the second paragraph?
  - a) High blood pressure may cause many other diseases
  - b) Study finding about Heavy internet users
  - c) Dementia, heart and kidney disease are caused by high blood pressure.
  - d) Heavy internet users may get high blood pressure
- What is dementia disease?
  - a) High blood pressure disease
  - b) A Lung disease
  - c) A brain disease
  - d) Depression
- Some diseases can be caused by high blood pressure, except...
  - a) Brain disease
  - b) Heart attack
  - c) Kidney disease
  - d) Anxiety
- ...is also closely linked to some forms of dementia" (par 2, line 6). The underlined word means?
  - a) Shapes
  - b) Appearances
  - c) types
  - d) questionnaires
- Why did Michigan university do the study?
  - a) To know how many people being heavy internet users
  - b) To find the impacts of using internet in daily life
  - c) To connect heavy internet use and high blood pressure
  - d) To know the effect of using internet on the users
- Which statement is incorrect based on the third and fourth paragraph?
  - a) Heavy Internet use with health problems
  - b) Researchers found that out of these 134 teens, 26 had high blood pressure.
  - c) Researchers found that 29% of American adults have high blood pressure
  - d) High blood pressure costs the United States \$46 billion each year.
- What can you suggest for the "heavy Internet users"?
  - a) Don't blame yourself because of being heavy Internet user, because it is a trend
  - b) Try to limit your time to use internet wisely everyday
  - c) It is ok for you to use internet as often as you can, because it is your business
  - d) As long as you have pulse, it is allowed to use internet

## Appendix 16

## The Letter of Research Permission from the Dean of Faculty of Teacher Training and Education Jember University

 KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121  
Telepon: 0331- 334988, 330738 Faks: 0331-332475  
Laman: www.fkip.unej.ac.id

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Nomor **5350** /JN25.1.5/LT/2018  
Lampiran :-  
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMAN Rambipuji  
di tempat

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember di bawah ini:

Nama : Intan Wulandari  
NIM : 140210401038  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang "The Implementation of Herringbone Technique to Improve The Eleventh Grade Students' Reading Comprehension Achievement" di sekolah yang saudara pimpin.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan  
Wakil Dekan I  
  
Profa D. Sutanto, M. Si.  
NIP.19670625 199203 1 003

## Appendix 17

## The Statement Letter of Accomplishing the Research from SMAN Rambipuji

 PEMERINTAH PROVINSI JAWA TIMUR  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH ATAS NEGERI  
RAMBIPUJI  
Jl. Durian 30 Pecoro, Rambipuji Telp. 0331-711173 - Email: smara30jbr@gmail.com  
JEMBER Kode Pos 68152

Nomor : 422/ 051 /101.6.5.16/2018  
Hal : Penelitian  
Kepala  
Yth : Dekan  
Fakultas Keguruan Dan Ilmu Pendidikan  
Universitas Negeri Jember

Di  
Tempat.

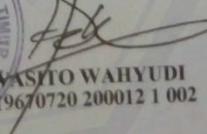
Berdasarkan surat Dekan No. 5350/UN25.1.5/LT/2018 tentang penelitian, atas :

Nama : INTAN WULANDARI  
Nim : 140210401038  
Jenjang : S1  
Program studi : Pendidikan Bahasa Inggris

Yang bersangkutan benar – benar telah melaksanakan Penelitian pada kelas XI MIPA 3 semester genap pada tanggal 31 Juli – 14 Agustus 2018 dengan judul :

**" THE IMPLEMENTATION OF HERRINGBONE TECHNIQUE TO IMPROVE THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT "**.

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimana mestinya

Rambipuji, 16 Agustus 2018  
Mengetahui :  
Kepala Sekolah  
Dinas Pendidikan  
  
Drs. WASITO WAHYUDI  
NIP. 19670720 200012 1 002

