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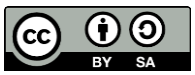

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The Effect of Using Herringbone Technique (HT) and Numbered Head Together Technique (NHTT) for Elementary Students' Reading Comprehension Skill

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Abstract

This research presents a research report on the using of applying Herringbone Technique and Numbered Head Together Technique for students reading skill at SD Kalam Kudus 2 Medan. The objective is to find out the effect of using Herringbone Technique and Numbered Head Together Technique on students reading skill. The subjects of the study were grade 3 students of SD Kalam Kudus. They were divided into three groups. The first and the second groups are (Experimental Group). They were taught by Herringbone Technique and Numbered Head Together Technique in reading recount text, while the third group (Control Group) was taught by Herringbone Technique and Numbered Head Together Technique. The technique of data analysis used t-test. In analyzing the data, the mean of the students scores for pre-test in experimental group one (Herringbone Technique) is 59.16 the mean of the students' scores for post-test in experimental group two is 91.83. The mean of the students scores for pre-test in experimental group two (Numbered Head Together Technique) is 45 the mean of the students' scores for post-test in experimental group two is 69.16. The mean for pre-test in control group is 46.66, and the mean for post-test in control group two is 56.16. The conclusion is that the using of Herringbone Technique is more effective than Numbered Head Together Technique. It is suggested than teachers should apply this technique as one of technique to improve students' comprehension in reading text.

Keywords: Effect; Herringbone technique; Number head together technique; Reading comprehension

Introduction

Language is a mean of communication to convey and deliver thoughts, ideas, concepts, and feelings. Every country has its own language by which everyone communicates with all people in the world. They may face some difficulties; however, one of them is different language. To solve the problem, it is necessary to understand foreign language, especially English as an international language as an international language, it plays an important role in many aspects of life such as education, economic, technology and international relationship. Besides, English is also very important for transferring technology, researching, and career opportunities in the public places, that is why English should be learned by all people in the world as the key to face the globalization era.

The basic skills in English are divided into two types, they are: receptive skills and productive skill Harmer (1991: 265). Listening and reading are receptive skills, writing and speaking are productive skills. These skills are usually considered as integrated system because they support each other in order to make the learning successful. From the explanation above, both skills are very important, but reading is very crucial one that must be learned by the students. In reading students can learn anything such as information about science, society, health, technology and so on. Reading is a means of the language acquisition of communication and information sharing of ideas. Like all languages, it is a complex interaction between the text and the reader. Based on Hasibuan (2007: 115). Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. It can be said that reading is ways of learning for students to enrich their ability and knowledge because reading is a process interaction between the readers easy to get the writer's idea.

Reading is a fluent process of readers combining information from a and their own background language to build meaning. The goal of reading is comprehension Nunan (2003: 68). Reading is one of the ultimate skills that should be mastered because of some crucial reasons. Harmer (2007) states that reading is useful to get information, knowledge

ISSN 2338-4778 (Print)
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and values. Through reading, the learners will get much information about things that happen surround them and also get involved in many aspects of life such as science, technology, business, politics, as well as in sociocultural and educational. In addition, reading skill can entertain the learners because it is not only done for academic purpose, but it can help them to refresh their mind. In other words, reading is very essential for the learners.

Considering the importance of reading skill in language learning as discussed above, the Education Ministry of Indonesia include reading as the one of important skills in Curriculum 2013. Based on this curriculum, the basic competence of reading at senior high school is a skill to comprehend and understand the meaning of text.

At senior high school, there are twelve genres of text that are learned by student: procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion and review.

When the writer was doing observation at three grade of SD Kalam Kudus and gave some tests about recount text, she found that 50% of students got score under 60. The students may have problems in understanding passages. It is the teacher's responsibility to minimize the students' failures by choosing the appropriate teaching technique in teaching and learning the process, the writer hopes it can help the students to improve the students' reading comprehension skill. Because of that problem, the writer wants to try techniques to improve the students' reading comprehension skill. Based in the reason above, the writer takes a little of this research "The effect of using Herringbone Technique and Numbered Head Together Technique (NHTT) for students' reading comprehension skill".

Method

The research was conducted by using experimental quantitative research. Experimental quantitative research was an observation in order to know the effect of the Herringhone Technique and Numbered Head Together Technique for students' reading comprehension skill where the sample was divided into three groups two

for experimental groups and one control group. The experimental groups where group that receive treatment by using Herringhone Technique and Numbered Head Together Technique, while the control group that receives a different treatment or is treated as usual, without Herringhone Technique and Numbered Head Together Technique.

The research of this study consists of three variables. They are one dependent and two independent variables. The independent variables of this study were Herringhone Technique and Numbered Head Together Technique, while the dependent variable was reading. According to Ary (1979:225), the research design was figured as follows:

Table 3.1
The design of the research

	Group	Pre-Test	Independent Variable	Post-Test
(R)	Experimental Group	Y1	Herringhone Technique	Y2
(R)	Experimental Group	Y1	Numbered Head Together	Y2
(R)	Control Group	Y1	Conventional Technique	Y2

Results

The following are the result of the pre-test is to know the mean score of experimental groups after receiving the treatment in order to know how significant The Herringbone Technique and Numbered Head Together Technique in teaching reading comprehension.

Table 4.1 The scores of the Pre-test and Post-test of Experimental Group (Herringbone Technique)

No.	Students' name initial	Pre-test	Post-test
1	AGS	60	95
2	APB	75	95
3	AZS	55	85

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

4	CDL	75	90
5	CIO	65	80
6	CGH	60	90
7	DJS	55	85
8	EPL	80	100
9	ECS	55	100
10	GMS	20	100
11	GHS	60	95
12	GNH	65	100
13	IHS	65	100
14	ISJ	55	90
15	JFMT	55	95
16	JAS	65	95
17	JJWS	60	95
18	KHHP	30	100
19	LSTS	60	85
20	MDP	65	90
21	MKS	55	85
22	PMS	65	100
23	VAS	70	95
24	CRW	65	100
25	ANM	65	90
26	ASM	60	95
27	CLS	55	85
28	DCF	70	70
29	DAS	40	80
30	ECN	50	90
		1775	2755

	Total (∑)		
	Mean	59.16666667	91.83333333

From the table above, it is shown that the total of pre-test of experimental group (Herringbone Technique) is 1775 and total score post-test is 2755. The mean score of pre-test is 59.16 and the mean score both pre-test and post-test of experimental group.

Table 4.2 The scores of the Pre-test and Post-test of Experimental Group (Numbered Head Together Technique)

No.	Students' name initial	Pre-test	Post-test
1	AEH	35	60
2	AJM	65	80
3	A	40	60
4	ANI	35	70
5	BHP	30	60
6	DPP	25	65
7	DMS	70	70
8	FGA	55	85
9	FGS	25	80
10	GGS	35	70
11	JS	85	60
12	JT	20	75
13	JAP	35	65
14	JMS	65	80
15	JEF	35	60
16	JCS	30	60
17	KFH	35	75
18	MIH	35	80

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

19	NJS	75	60
20	PRS	80	70
21	WMS	80	60
22	YAS	45	65
23	GDS	40	80
24	WHS	30	60
25	JUD	35	65
26	GGS	35	70
27	GSS	65	80
28	GAS	30	75
29	JNL	40	65
30	JUM	40	70
	Total (∑)	1350	2075
	Mean	45	69.16667

From the table above, it is shown that the total of pre-test of experimental group (Numbered Head Together Technique) is 1350 and total score post-test is 2075. The mean score of pre-test is 45 and the mean score both pre-test and post-test is 69.16. there is a significant different score both pre-test and post-test of experimental group.

The following are results of the pre-test and post-test of control group. It was taken by giving the same test both pre-test and post-test. The function of pre-test is to know the mean score of the control group after receiving the treatment with conventional technique.

Table 4.3 The scores of the Pre-test and Post-test of Control Group

No.	Students' name initial	Pre-test	Post-test
1	AIM	45	55
2	CRM	55	50
3	DQP	50	60
4	DSP	30	40
5	ERS	55	70
6	IAG	60	70
7	JMR	45	50
8	JCJ	30	55
9	JPS	35	30
10	JSA	45	60
11	KAS	60	70
12	LR	25	45
13	MGT	50	55
14	MMP	35	55
15	MPS	55	60
16	MGS	55	60
17	NLAP	30	45
18	OPM	40	60
19	OAM	60	70
20	RC	55	60
21	RJS	60	60
22	SPW	30	40
23	TCA	30	40
24	WAL	70	80
25	YCT	55	65
26	YAS	25	45
27	SSH	50	55
28	LRN	50	55
29	NAH	55	60

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

30	QMS	60	65
	Total (∑)	1400	1685
	Mean	46.66666667	56.1666667

From the table above, it is shown that the total of pre-test of control group group is 1400 and total score post-test is 1685. The mean score of pre-test is 46.66 and the mean score both pre-test and post-test is 56.16. The mean score of pre-test and post-test of control group is different but is not significant.

The Score of Reliability Class

Reliability is one of characteristic of good test. It refers to the consistency of the measurement. So to find out the reliability, it is needed the students;s score of try out in reading text . The following is the students' score of try out in reading comprehension.

No.	Students' name initial	SCORE X	X^2
1	AEH	7	49
2	AJM	13	169
3	A	8	64
4	ANI	7	49
5	BHP	6	36
6	DPP	5	25
7	DMS	14	196
8	FGA	11	121
9	FGS	5	25

10	GGS	7	49
11	JS	17	289
12	JT	4	16
13	JAP	7	49
14	JMS	13	169
15	JEF	7	49
16	JCS	6	36
17	KFH	7	49
18	MIH	7	49
19	NJS	15	225
20	PRS	16	256
21	WMS	16	256
22	YAS	9	81
23	GDS	8	64
24	WHS	6	36
25	JUD	7	49
26	GGS	7	49
27	GSS	13	169
28	GAS	6	36
29	JNL	8	64
30	JUM	8	64
	Total	270	2838
	Mean	9	

After getting the scores of students' reading comprehension, it is important to find mean, standard deviation before calculating the reliability of the test.

1. Mean

To find out the mean, the writer used this formula :

$$\mathrm{M} = \frac{\sum X}{N}$$

Where $\sum_x$: total score

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

N : Total of students

$$M = \frac{\sum X}{N}$$

$$M = \frac{270}{30}$$

M = 9

2. Standard Deviation

The formula to obtain the standard deviation is as follow

$$S^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$\overline{\qquad N \qquad}$$

$$S^2 = 2830 - \frac{72900}{30}$$

$$\overline{\qquad 30 \qquad}$$

$$S^2 = 13.6$$

The reliability can be calculated as the following :

$$KR_{21}(r) = \frac{K}{K-1}\left(1 - \frac{M(K-M)}{KS^2}\right)$$

$$= \frac{20}{20-1}\left(1 - \frac{9(20-9)}{20\ x\ 13.6}\right)$$

$$=1.05\left(1 - \frac{9(11)}{272}\right)$$

$$=1.05\left(\frac{99}{272}\right)$$

= 1.05 (1 – 0.363970588)

= 1.05 (0.636029412

= 0.66

From the calculation above,. The reliability of the test is 0.66. the followinh is the range of reliability based on Arikunto's statement.

0.0 – 0.20 = the reliability is very low

0.21 – 0.40 = the reliability is low

0.41 – 0.60 = the reliability is fair

0.61 – 0.80 = the reliability is high

0.81 – above = is very high

From the analysis by using formula, the result of the reliability is 0.66 it can be concluded that the reliability of the test is high, so the test used in this research is reliable. .

Testing he Hypothesis

In testing hypothesis the formula and distribution table of the score are applied. These are used to see whether the hypothesis is accepted or not. The following table is the scores of pre-test and post-test of experimental group.

No.	Students' name initial	Pre-test (X1)	Post-test (X2)	Deviation (X2-X1)	D^2
1	AGS	60	95	35	1225
2	APB	75	95	20	400
3	AZS	55	85	30	900
4	CDL	75	90	15	225
5	CIO	65	80	15	225
6	CGH	60	90	30	900
7	DJS	55	85	30	900
8	EPL	80	100	20	400
9	ECS	55	100	45	2025
10	GMS	20	100	80	6400
11	GHS	60	95	35	1225
12	GNH	65	100	35	1225
13	IHS	65	100	35	1225
14	ISJ	55	90	35	1225

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

15	JFMT	55	95	40	1600
16	JAS	65	95	30	900
17	JJWS	60	95	35	1225
18	KHHP	30	100	70	4900
19	LSTS	60	85	25	625
20	MDP	65	90	25	625
21	MKS	55	85	30	900
22	PMS	65	100	35	1225
23	VAS	70	95	25	625
24	CRW	65	100	35	1225
25	ANM	65	90	25	625
26	ASM	60	95	35	1225
27	CLS	55	85	30	900
28	DCF	70	70	0	0
29	DAS	40	80	40	1600
30	ECN	50	90	40	1600
	Total (∑x)	1775	2755	990	38900
	Mean (∑x)/n	59.16667	91.83333	33	

From the table above, the mean score of experimental group (Herring boe Technique) is calculated as the following :

$$Mx_1 = \frac{\sum X}{N}$$

$$Mx_1 = \frac{990}{30}$$

$$Mx_1 = 33$$

The deviation square of experimental group is calculated as follows :

$$dx_1^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$\overline{\qquad\qquad N}$$

$$dx_1^2 = 38900 - \frac{(990)^2}{N}$$

$$dx_1^2 = 38900 - \frac{(980100)}{30}$$

$$dx_1^2 = 38900 - 32670$$

$$dx_1^2 = 6230$$

No.	Students' name initial	Pre-test (X1)	Post-test (X2)	Deviation (X2-X1)	D^2
1	AEH	35	60	25	625
2	AJM	65	80	15	225
3	A	40	60	20	400
4	ANI	35	70	35	1225
5	BHP	30	60	30	900
6	DPP	25	65	40	1600
7	DMS	70	70	0	0
8	FGA	55	85	30	900
9	FGS	25	80	55	3025
10	GGS	35	70	35	1225
11	JS	85	60	-25	625
12	JT	20	75	55	3025
13	JAP	35	65	30	900
14	JMS	65	80	15	225
15	JEF	35	60	25	625
16	JCS	30	60	30	900
17	KFH	35	75	40	1600
18	MIH	35	80	45	2025
19	NJS	75	60	-15	225
20	PRS	80	70	-10	100
21	WMS	80	60	-20	400

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

22	YAS	45	65	20	400
23	GDS	40	80	40	1600
24	WHS	30	60	30	900
25	JUD	35	65	30	900
26	GGS	35	70	35	1225
27	GSS	65	80	15	225
28	GAS	30	75	45	2025
29	JNL	40	65	25	625
30	JUM	40	70	30	900
	Total (∑)	1350	2075	725	
	Mean (∑x)/n	45	69.16667	24.16667	29575

Table 4.6 Calculation of the Experimental Group (Numbered Head Together Technique)

From the table above, the mean score of experimental group (Numbered Head Together Technique) is calculated as the following :

$$Mx_1 = \frac{\sum X}{N}$$

$$Mx_1 = \frac{725}{30}$$

Mx_1 = 24.16667

The deviation square of experimental group is calculated as follows :

$$dx_1^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$\overline{\qquad\qquad}$$

$$N$$

dx_1^2 = 29575 - $\frac{(725)^2}{30}$

dx_1^2 =29575 - $\frac{(525625)}{30}$

dx_1^2= 38900 – 17520.83333

dx_1^2 = 12054.16667

The following table is the scores of pre-test and post-test of control group.

Table 4.7 Calculation of the Control Group

No.	Students' name initial	Pre-test (Y1)	Post-test (Y2)	Deviation (Y2-Y1)	D^2
1	AIM	45	55	10	100
2	CRM	55	50	-5	25
3	DQP	50	60	10	100
4	DSP	30	40	10	100
5	ERS	55	70	15	225
6	IAG	60	70	10	100
7	JMR	45	50	5	25
8	JCJ	30	55	25	625
9	JPS	35	30	-5	25
10	JSA	45	60	15	225
11	KAS	60	70	10	100
12	LR	25	45	20	400
13	MGT	50	55	5	25
14	MMP	35	55	20	400
15	MPS	55	60	5	25
16	MGS	55	60	5	25
17	NLAP	30	45	15	225
18	OPM	40	60	20	400
19	OAM	60	70	10	100
20	RC	55	60	5	25

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

21	RJS	60	60	0	0
22	SPW	30	40	10	100
23	TCA	30	40	10	100
24	WAL	70	80	10	100
25	YCT	55	65	10	100
26	YAS	25	45	20	400
27	SSH	50	55	5	25
28	LRN	50	55	5	25
29	NAH	55	60	5	25
30	QMS	60	65	5	25
	Total (∑)	1400	1685	275	3525
	Mean (∑)	46.66667	56.16667	9.166666667	

From the table above , the mean score control group can be calculated as follows :

$$My = \frac{\sum X}{N}$$

$$My = \frac{275}{30}$$

$$My = 9.1666667$$

The deviation square of experimental group (Herringbone Technique) is calculated as follows :

$$dy^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$\overline{\qquad\qquad N}$$

$$dy^2 = 3525 - \frac{(275)^2}{30}$$

$$dy^2 = 3525 - \frac{(75625)}{30}$$

$$dy^2 = 3525 - 2520.855555$$

$$dy^2 = 1004.144445$$

Discussion

The result from teaching reading comprehension by using Herringbone Technique shows that students could understand the text. They feel enjoy and more active. It could be seen in in the treatment process, the students are more interested when the researcher applies this technique. They feel enthusiastic and independent to find the main idea by answer WH question into the Herringbone diagram. Whereas in teaching reading comprehension by using Numbered Head Together Technique the students were active too but some of students who have low in English, they were more depend to their friend who is smart in group. It caused some of them couldn't really comprehend the text well. Then the researcher must work harder than to manage the class it caused many was wasted.

The last group is the students which taught by Conventional Technique. In this class the students only learn by hearing he teacher explain what the recount text is found some difficult words and answered the question. The researcher found that the students felt bored with this technique and it was monotones.

In fact, Herringbone Technique can improve students' reading comprehension skill. When the teacher gave the text to the students and asked them to read the text, they were able to understand the content of the text and the man idea. The technique is also useful for study group, focusing good by proposing questions. It is line with the theory by Thaler (2008:88), a useful technique for analyzing a single idea or text is the Herringbone Technique, so named because it resembles a fish skeleton. The students answer the questions listed in fishbone graphic organizer. This leads to the synthesis all the information in one newly created sentence, which becomes the main idea statement. Herringbone Technique helps the students spend a few times while they are reading the text.

Based on the explanation above the Herringbone Technique is most effective one for the

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

students on reading recount text comprehension Numbered Head Together Technique than Numbered Head Together Technique and Conventional Technique.

Conclusion

Having analyzed the data, it was found that The Herringbone Technique and Numbered Head Together Technique significantly affected students' comprehension in reading recount text. In the following are the description of conclusion can be drawn as follows:

1. Herringbone Technique significantly is affecting the students' reading comprehension skill in reading recount text. Since the $t_{obs} > t_{table}$ ($\alpha = 0,05$) df (58), or 8,26 > 1.67155 ($\alpha = 0,05$)
2. Numbered Head Together Technique significantly is affecting the students' reading comprehension skill in reading recount text. $t_{obs} > t_{table}$ ($\alpha = 0,05$) df (58), or 4,08 > 1.67155 ($\alpha = 0,05$)
3. It is indicated that *Ha* is accepted and *Ho* is rejected
4. On a average the students are taught by using Herringbone Technique and Numbered Head Together Technique have higher score than in control group
5. The students who are taught by Herringbone Technique have score higher than Numbered Head Together Technique

Suggestion

Based on the conclusion drawn above, the writer would like to give some suggestion in teaching reading especially for teaching reading.

1. For teacher : teacher should be more active in searching various technique in teaching reading and giving more examples and exercises in teaching reading. The Herringbone Technique and Numbered Head Together Technique I a suitable technique in teaching reading, but the Herringbone Technique is most active. The teacher should use this technique to train students to be

more active. The teacher should use Herringbone Technique as an alternative in teaching reading recount text, because by this technique students were directed in answering 5W + 1H during reading text. This study shows that using Herringbone Technique can affect students' reading comprehension skill in recount text.

2. For the students, it is suggested to use Herringbone Technique because this technique can hell the students understand the text easily
3. It is also suggested that order researchers who are interested in doing further research relate to the study with different subjects.

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