THE APPLICATION OF HERRINGBONE GRAPHIC ORGANIZER STRATEGY IN TEACHING READING COMPREHENSION

by Ihsan Umraiti

THE APPLICATION OF HERRINGBONE GRAPHIC ORGANIZER STRATEGY IN TEACHING READING COMPREHENSION

Ihsan Umraiti
Graduate Student, Syiah Kuala University, Banda Aceh
ihsan.umraity@gmail.com
Bustami Usman
English Education department of Syiah Kuala University, Banda Aceh
bustamiusman@unsyiah.ac.id
Iskandar AS
English Education Department of Syiah Kuala University, Banda Aceh
iskandar.abdul.samad@gmail.com

Abstract

This research aims at investigating the application of Herringbone Graphic Organizer Strategy to enhance students' reading comprehension on finding main idea, identifying specific detail, and drawing inference aspect and their responses toward the application of Herringbone Graphic Organizer Strategy. The true experimental design was used in this research in which the samples were chosen by using cluster random sampling technique. The population of this research was the first grade students of Private Senior High School of Sukma Bangsa Lhokseumawe with the total number is 86 students concentrated in four classes. While the sample was students of class X/volcano as an experimental class consist of 18 students and class X/Hargowilis as a control class consists of 20 students. The experimental class was taught by using Herringbone Graphic Organizer Strategy, whereas the control class was taught by using conventional strategy. The instruments used for data collection are tests and questionnaires. The pre test and post test were given for both the experimental and control class but the questionnaire was only distributed for experimental class students. The data obtained from the tests were analyzed using the SPSS (statistical package for the social science) version 23 to obtain normality, homogeneity and independent t-test values. The questionnaire was analyzed by using Likert scale to find out student responses to the application of herringbone organizer strategy. The results of this research indicated that herringbone graphic organizer strategy is able to enhance students' ability in reading comprehension which is proved by the significance value of the t-test on the identifying the main idea ($p = 0.003$), specific detail (0,001), and inference aspect (0.001) therefore the probability Sig. <0.05, then H0 is rejected. In addition, the results of the questionnaire analysis showed that students' response to the application of herringbone graphic organizer was strongly positive (79.16%). Therefore it can be concluded that the application of this strategy can enhance reading comprehension of the first grade students of Private Senior High School of Sukma Bangsa Lhokseumawe.

Keywords: *Herringbone, Graphic Organizer, Reading Comprehension*

Introduction

Reading comprehension is one of English compulsory skills that must be taught by the English teachers and must be mastered by the students. According to Cremin (2009) said that reading is main instrument in the learning process. Reading activity can stimulate reader to give responds such as critics, acceptance or refusal from what they have read. Reading gives big impact in learning process. Reading is also considered very important activity in life which one can update his/her knowledge. In other words, reading skill is also important for academic success.

Regarding to the issues above, the writer had done the preliminary study at Private Senior High School of Sukma Bangsa Lhokseumawe to get information about the students' problems in reading comprehension on the EFL text. The test was administered to the first year students. Based on the result of the test, the writer found that many students got difficulty in answering the questions related to the text. Most students got under minimum passing grade criteria. That is 75.

Moreover, based on the observation, the researcher found out most of the first grade students faced difficulties in finding main idea, supporting detail, reference and inferences of the given texts. They only translate the texts word by word until finish without analyzing it.

Besides that, reading become a hard struggling activity for students because they are hard to focus on what they read, as the result, it take much time for students to answer the comprehension questions since they have to read many times in trying to understand the text. The phenomenon also effect the teaching process in a whole because of too much time taken in reading session, so the teacher have not had enough time for discussion, giving feed back or explaining another aspect of language. Automatically, the objective of teaching and learning process that day cannot be accomplished.

Having known the condition above, the writer proposes that Herringbone Graphic Organizer as a solution to improve student performance in reading comprehension because this technique offers the frame work for students on how to focus and to understand the text, Content or other sources. By using the technique, the learner can find detail information in the text by asking six comprehension questions; who? What, When, Where, Why and How. They are too can find the main idea by synthesizing it.

In line with the issues above, there are some studies have been conducted regarding to the use of herringbone graphic organizer in teaching reading. Asnita (2013) conducted a study entitled "Using Herringbone Technique to Improve the Reading Comprehension Ability of the Students of SMU Bhakti Ibu 1 Palembang" Based on the findings, the results of t-test and interpretations, she concludes that Herringbone graphic organizer was applicable to improve students' ability in reading comprehension, and there was a significant difference between reading comprehension ability of students who were taught by using Herringbone technique and those who were taught by using the traditional approach.

Next, Indrawati (2016) conducted an experimental study entitled "The Effectiveness Of Herringbone Technique To teach Reading Of Narrative Text" this study is to determine the effect of using herringbone graphic organizer to eight grades students of SMP Negeri 24 Semarang in comprehending narrative text . It proved that the use of Herringbone is effective as a strategy to improve teaching reading comprehension of narrative text.

Moreover, Yulia (2012) conducted a research on the title "A Comparative Study Between Teaching Reading Comprehension Of Narrative Text By Using The Herringbone And The Context Clues Strategy To The Eighth Grade Students Of SMP Negeri 3 Padang sidempuan In 2011-2012 Academic Year" from the result of their research they concluded that The Herringbone Technique (HT) and the Context clues strategy are good to be implemented in teaching reading. The students' skills in reading, both the students who are taught by using the Heringbone and the Context clues strategy can be categorized into the capable category.

The last one, Martin (2006) conducted the action research entitled "Using WH - Fish Diagram in teaching reading". This research focuses on the use of a visual representation of ideas in order to help science stream students to understand reading texts. Based on the data collected, the introduction of the diagram produced positive results in terms of students' understanding of the reading text and their ability to present orally the completed diagram.

Considering the discussions above, the writer believes that Herringbone Graphic Organizer can be used to improve students reading comprehension. For this reason, the researcher is interested to apply Herringbone Graphic Organizer in improving students' reading comprehension At Private Senior High School of Sukma Bangsa Lhokseumawe.

Literature Review

Herringbone Graphic Organizer

There are various definitions about herringbone proposed by experts. Alshatti (2012) said that Herringbone Organizer is members of the directional GO group. It is designed to show the main topic and to provide details information. Similarly, Manoli (2012) continues that GO is originally called advance organizers and then structured overviews, were primarily initiated by Richard Barron but have their root in Ausubel's work. According to Ausubel's cognitive theory of meaningful verbal learning, the use of advance organizers enhances students' learning and retention of unfamiliar but meaningful materials. It is a student-directed study method that outlines the main ideas of a piece of writing that is used to help students understand and organize what they read from their text. This strategy is used after pre-reading, or skimming, a chapter/section. Pre-reading is important for understanding what the reading is going to be about, the main ideas, key words, and a general idea of what the reading will discuss.

Moreover, Mcknight (2010) explains that the herringbone provides readers with a framework for recognizing and recording main ideas and supporting details during and after reading. The categories included in the diagram are often the main idea (the spine of the fish) and "who, where, what, why, when, and how" (the ribs), but they can be altered to fit the particular text students are reading. The illustration is as the following.

: The place where the main idea should be written
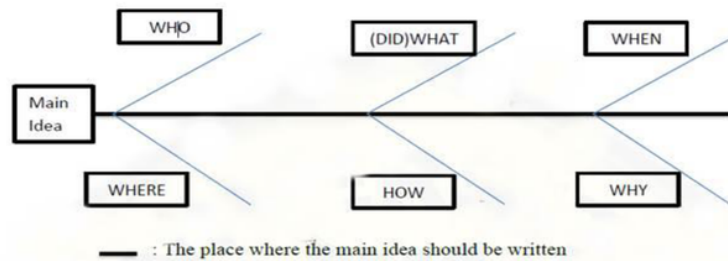
(Adapted from McKnight, 2010:50)

In term of usage, Sadosky (2010) expressed that the Herringbone Graphic Organizer is used for establishing supporting hard details for a main idea. It can be used to organize information for all content areas for 4 until 12 grade students. Students can use this graphic organizer when taking notes for assigned reading as a way to organize and classify new information.

Reading Comprehension

The Definition of Reading Comprehension can be varying but most of them have the same point. Johnson (2008) stated that Reading is the practice of using text to create meaning. The two important keywords here are creating and meaning. If there is no meaning being created means there is no reading taking place. While comprehension as defined by Denton (2007: 65) is the ability to gain meaning from text, is essentially the ultimate goal of reading. Next, Johnson (1982: 2) also defines comprehension as an active process which requires the reader to think about the author's message; deciding whether to accept, reject, or modify the author's ideas.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading and world knowledge, and fluency as what is stated by Harris (2007). Moreover, Armbruster in Toha (2001) defines reading comprehension as the act of understanding what you are reading. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Recount Text

According to Anderson, Recount is a piece of writings that retells past events or experience in the order in which it happened. Grace (2006) said that recount text is divided into two kinds: Factual recount and personal recount. The Factual recount is by telling the events in the story while the personal recount is by telling personal experiences. Recount text fulfills some language functions such as journal, diary, newspaper article, historical recount, letter, log, timeline, incident reports, newspaper report, police report, articles, and biography.

In short, recount text has the purpose to tell the reader the information. It has three parts. Firstly, orientation in the beginning which tells about setting of the event including participant, time and place. The second is events which tell what happen in correct time orders. And the last is reorientation which consists of conclusion or interpretation by the writer.

Herringbone Graphic Organizer in Teaching Reading Comprehension

The classroom Implementation of Herringbone organizer consists of activities that are attached to reading stages mentioned earlier, they are:

a. Pre - reading

First the teacher greets the learners and then tells goals and basic competencies to be achieved in the learning process. Select the text that is appropriate to the student. The material as well must be interesting and can improve understanding; it can be taken from books, the Internet, and other resources according to the ability of learners. Then the teacher introduced the form of Herringbone organizer to the students. The teacher then asks some questions to stimulate students' background knowledge.

b. Whilst-Reading

After the pre-reading activities, the teacher asks learners to read text, think and write important information about the course of the story based on guided keywords of what, when, where, who, why, and how from herringbone ribs. Then synthesize the information to draw inference and main idea from the texts.

c. Post Reading

In this stage, the teacher asks the students to summarize information they recorded from Herringbone pattern. Then after they complete the assignment, the teacher appoints one of the students to share their work to the class. Next the teacher re-confirms the comprehension and then concluded the lesson. This is done by the teacher to avoid misinformation obtained by learners.

Research Methodology

The research design is an experimental research with the purpose to find out if students who are taught by Herringbone Graphic Organizer enhanced their reading comprehension ability or not and their responses toward the application of the strategy.

This study was done at private senior high school of Sukma Bangsa Lhokseumawe, started from April until June 2018. The population in this study is all students of the first year at Private Senior High School of Sukma Bangsa Lhokseumawe that were distributed into 4 classes. The total numbers of the first year students are 86. The writer chooses the representative students of the first year at Private Senior High School of Sukma Bangsa Lhokseumawe as sample. Sampling is done by using cluster random sampling technique in which the researcher mixes all the subjects in the population so that all subjects have the same opportunity to be samples of the research. From the entire classes, two classes were taken randomly. Next, from those two classes the researcher drawn again to find which class to give treatment with Herringbone Graphic Organizer (experimental class) and class without treatment with Herringbone Graphic Organizer (control class).

Data Collection

In collecting data, the writer used tests and questionnaires. There were two tests involved in this research. The first was pre test, the Pre-tests were administered to the experimental group and the control group to know student ability before treatment is applied. After knowing the students score in reading comprehension from pretest. Then the researchers apply the strategy of herringbone organizer in reading for experimental class while control group applied conventional technique (teacher-centered) in reading lessons.

The second test was post-test. In this test, the researcher wanted to know the students ability in reading after teaching students through herringbone graphic organizer and the other class without applying herringbone technique (conventional strategy). In addition, both pre and post test consist of questions about the reading aspects namely main idea, specific detail and word inference.

Besides tests, the writer also distributed the questionnaires for the students. The questionnaires consisted of ten statements about the use of herringbone technique in teaching reading comprehension.

Data Analysis

There were two items that became the subject of analysis. They were test analysis and questionnaire analysis. The results of the tests were analyzed by using SPSS statistical procedure to get mean, standard deviation, and T-test result. Whereas in analyzing the questionnaire result the researcher used Likert Scale analyzing technique.

Result and Discussion

This section provides the comparison of the students' pre-test and the post-test result for both the experimental class and control class. These tests analyses are important to answer the first research questions. Does Herringbone Graphic Organizer improve class X students' reading comprehension ability of SMAS Sukma Bangsa in finding main idea, identifying specific detail, and drawing inference from a text?

The table presented below is the raw pre-test and post-test score of the experimental class in reading comprehension aspects namely main idea, specific detail, and inference that were focused on this research.

Table 1: The Raw Score of Reading Aspects for Experimental Class

NO	NAME	MAIN IDEA		DETAIL		INFERENCES	
		PRE	POST	PRE	POST	PRE	POST
1	Student 1	25	75	33.34	100	20	80
2	Student 2	25	100	16.67	83.35	20	60
3	Student 3	75	50	66.68	83.35	60	80
4	Student 4	50	75	33.34	33.34	40	40
5	Student 5	25	75	50.01	100	40	80
6	Student 6	0	25	50.01	66.68	40	40
7	Student 7	50	75	33.34	33.34	20	40
8	Student 8	50	50	16.67	50.01	20	40
9	Student 9	25	75	50.01	100	80	60
10	Student 10	25	75	16.67	83.35	20	60
11	Student 11	50	100	50.01	83.35	20	40
12	Student 12	100	100	100	100	80	100
13	Student 13	50	25	66.68	83.35	60	80
14	Student 14	25	75	50.01	66.68	20	40
15	Student 15	100	100	83.35	100	80	80
16	Student 16	25	100	66.68	83.35	60	80
17	Student 17	25	75	50.01	66.68	20	40
18	Student 18	75	75	50.01	100	0	40
	TOTAL	800	1325	883.49	1416.83	700	1080
	AVERAGE	44.44	73.61	49.08	78.71278	38.88	60

The table 1 above showed pre test and post test score for experimental class students in finding main idea, identifying specific detail and drawing inference aspect.

Clearly the Mean Scores of pre and post tests obtained by the students in the experimental class for each aspect of reading comprehension can be seen on the following chart.

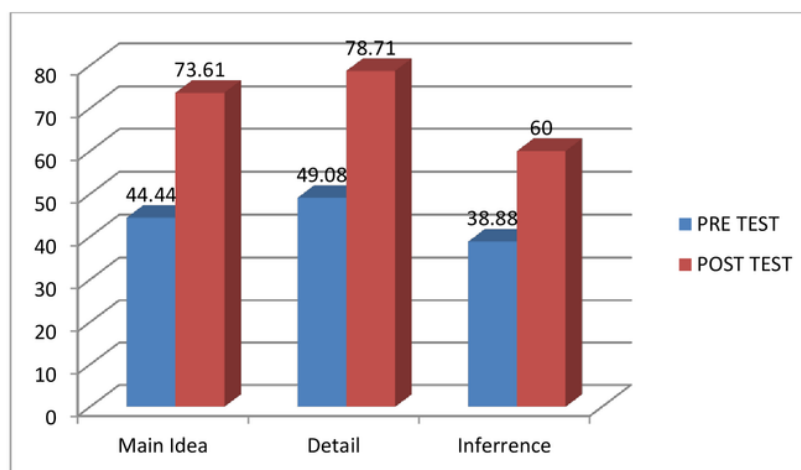**Chart 1 the comparative score of reading aspects for experimental class**

Chart 1 above present both The Raw Score of Reading Aspects for Experimental Class before and after the treatment is given by Herringbone Graphic Organizer in the class based on each aspect of reading comprehension. The mean score of pre-test on main idea aspect is 44.44 and the post-test score is 73.61. After that, the mean score of pre-test on specific detail is 49.08 and the mean score of post-test is 78.71. Then, in case of inference aspect, the mean of pre-test score achieved by the students is 38.88 while in the post-test score is 60.00. The total mean score of pre-test for the three aspects is 44.13 while the total mean score of post-test is 70.77. It means that there is score improvement for all aspect of reading comprehension in experimental class after having treatment by using Herringbone Graphic Organizer strategy.

Having known the raw score from the experimental class, next the following table presents the raw score of the control class on each aspect in reading comprehension which was obtained before and after study.

**Table 2: The Raw Score of Reading Aspects for Control Class**

NO	NAME	MAIN IDEA		DETAIL		INFERENCES	
		PRE	POST	PRE	POST	PRE	POST
1	Student 1	25	25	33.34	33.34	20	20
2	Student 2	50	75	33.34	16.67	40	40
3	Student 3	0	25	33.34	16.67	20	20

4	Student 4	50	50	33.34	66.68	20	60
5	Student 5	25	75	33.34	33.34	0	20
6	Student 6	75	75	33.34	33.34	60	40
7	Student 7	0	0	50.01	33.34	20	40
8	Student 8	0	25	16.67	33.34	0	20
9	Student 9	50	75	16.67	16.67	0	20
10	Student 10	25	25	33.34	33.34	20	20
11	Student 11	25	25	16.67	33.34	40	40
12	Student 12	25	25	83.35	83.35	40	40
13	Student 13	50	75	16.67	33.34	40	20
14	Student 14	25	25	16.67	50.01	60	20
15	Student 15	25	25	16.67	16.67	0	40
16	Student 16	50	25	16.67	16.67	40	20
17	Student 17	25	50	16.67	16.67	0	20
18	Student 18	75	75	83.35	83.35	60	60
19	Student 19	50	25	50.01	83.35	40	20
20	Student 20	75	50	66.68	66.68	40	40
	TOTAL	725	850	700.14	800.16	560	620
	AVERAGE	36.25	42.5	35.01	40.01	28	31

The table 2 above shows the pre-test and post-test scores from the aspects of main idea, specific detail, and inference of control class students.

Related to the table above, the mean scores of pre and post tests obtained by the students in the control class for each aspect of reading comprehension can be seen on the following chart.

Chart 2: the comparative score of reading aspects for control class
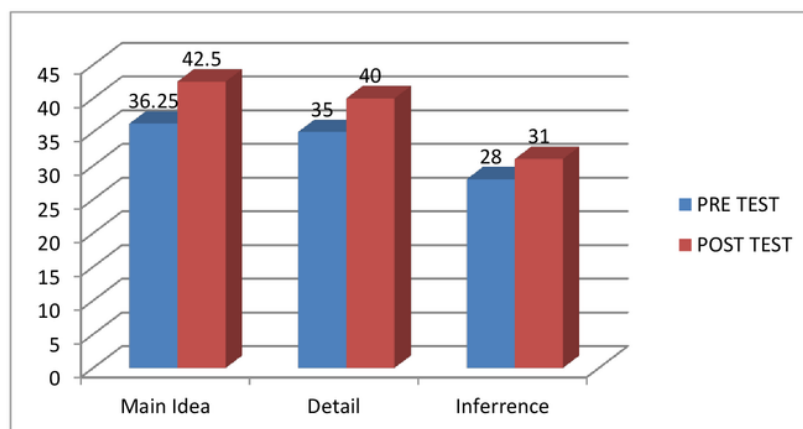
From the Chart 4.2 about the raw score for control class without implementing Herringbone Graphic Organizer in teaching reading comprehension we know that there is a slight improvement in which the mean score of pre-test on main idea aspect is 36.25 while the post-test score mean is 42.50. Then, the mean score of pre-test on specific detail aspect is 35.00 while the mean score of post-test is 40.00. Lastly, the mean score of post-test on inference aspect is 28.00 while the post-test score mean is 31.00. The total mean score of pre-test is 33.08 whereas the total means score of post-test is 37.83. In this section we know that the mean score achieved by student in control class is also increased.

Then, Data was statistically analyzed using Wilcoxon paired independent t-test. The purpose of this test is to discover whether the application of Herringbone Graphic Organizer has a significance impact on students' reading comprehension score by investigating pre-test score compared to post-test score from both experimental and control class in identifying main idea, specific detail, and inference of recount text.

Table 3: Results from Both Tests for Aspects of Reading from Both Groups

Sig.	post main idea exp - pre main idea exp	post main idea cont - pre main idea cont	Post detail exp - pre detail exp	post detail cont - pre detail cont	post inference exp - pre inference exp	post inference cont - pre inference cont
Z	-2.976^b	-1.387^b	-3.436^b	-1.473^b	-3.211^b	$-.660^b$
Asymp. Sig. (2-tailed)	**.003**	.166	**.001**	.141	**.001**	.509

According to the level of significance degree, it is found that the p value of main idea pre-test score compared to post-test score of the experimental class is 0.03, but the p value of main idea pre-test score compared to post-test score of the control class is 0.166. This result indicates that the difference between main idea pre-test score and post-test score of the control class is not significant, but the difference between main idea pre-test score and posttest score of the experimental class is significant.

Next, it is found that the p value from specific detail of pre-test score compared to post-test score of the experimental class is 0.01, but the p value from specific detail of pre-test score compared to post-test score of the control class is 0.141. This result indicates that the difference between pre-test score and post-test score of the control class is not significant, but the difference between pre-test score and posttest score of the experimental class is significant.

The last, it is found that the p value from inference pre-test score compared to post-test score of the experimental class is 0.01, but the p value from inference

pre-test score compared to post-test score of the control class is 0.509. This result indicates that the difference between pre-test score and post-test score of the control class is not significant, but the difference between pre-test score and posttest score of the experimental class is significant.

After analyzing the data the researcher concluded that the Experimental class students had better scores in reading comprehension in all reading aspects after they were treated using herringbone graphic organizer strategy compared to the scores of the Control class students that were treated using conventional teaching strategy.

Furthermore, the questionnaire was given in order to answer the second research question that was to know the students' responses toward the implementation of Herringbone Graphic Organizer in the process of teaching reading comprehension to the students of class X The Private Senior High School Of Sukma Bangsa Lhokseumawe. The questionnaire data were then statistically analyzed by using Likert scale as it is seen in table below.

Figure 1: the result of Likert Scale analysis
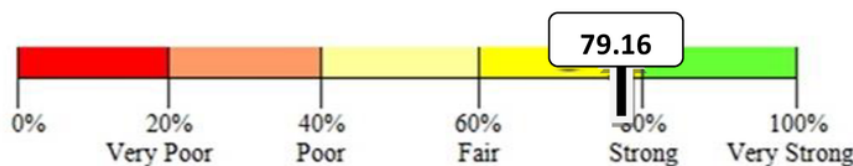
Based on the Likert scale figure above, it can be seen that the total score of Likert scale was 570. Then, the interpretation of the students' responses was 79.16%. It shows that the interpretation of the questionnaire is quite positive. Referring to those results of analyzing questionnaire table and the range scale of the questionnaire by Likert, it can be concluded that Herringbone Graphic Organizer is strongly improved students' ability in reading comprehension.

Discussion

This study is to determine whether there is difference ability in Understanding the recount text in terms of finding for main ideas, specific details and drawing inference from the text between the experimental groups treated with Herringbone graphic organizer and the control groups treated without using Herringbone technique. In addition, this study also aims to determine the response of students to the application of Herringbone in understanding the text recount.

Moreover, the treatment process is done for three times with the material given during the treatment stage both in the experimental group or control group is recount text about personal experience, biography, and historical recount. After the

treatment process ends, then the researcher conduct the final test or post-test in experimental and control groups.

Based on the findings, the students' ability in reading comprehension was higher after the instruction of Herringbone Graphic Organizer given where the total mean score of all aspect of reading in experimental class increased from 44.44 to 73.61. In which based on the p value of main idea that $0.03 < 0.05$, specific detail that $0.01 < 0.05$ and inference aspects that are significant 0.001 for experimental class. While in control class, main idea, specific detail, and inference aspects are not significant (Main Idea = $0.166 > 0.05$, Specific Detail = $0.141 > 0.05$, Inference = $0.509 > 0.05$).

The findings above are confirmed by other researchers. Firstly, the study done by Arriyani (2014) where the result showed that herringbone graphic organizer can significantly improve students' ability in reading comprehension. Next, a research done by Apriasih (2014) show that the average students score improved from 63 to 75 after applying herringbone GO. The last one a classroom action research by Listiyanti (2016). It can be seen from the result of the score, where in cycle I post-test is higher than pre-test ($69.33 \geq 67.23$) and in cycle II ($84.03 \geq 75.33$). The t calculation is 2.80 also shows that is is higher than t table 2.04.

The finding above means that the students have a better score in reading comprehension in reading comprehension after they were taught by implementing Herringbone Graphic Organizer than by implementing conventional technique.

Besides, Based on the questionnaire, it is proved that the experience of students in the experimental class Based on the Likert scale analysis can be seen that the total score of Likert scale was 570. Then, the interpretation of the students' responses was 79.16%. It shows that the interpretation of the questionnaires have strongly positive perspective on the use of Herringbone Graphic Organizer in reading comprehension. Therefore, the researcher concludes that the application of herringbone graphic organizer strategy is effective in teaching reading comprehension in tenth grade student of The Private Senior High School of Sukma Bangsa Lhokseumawe.

Conclusions And Suggestions

Conclusions

This research concludes that Herringbone Graphic Organizer Strategy improved students' ability in finding main idea. The data of pre-test compared to post-test of experimental class for main idea aspect showed that the result was significant (p = 0.003). Based on the data from pre-test and post-test scores, the student are able to increase the score of main idea aspect from 44.44 in pre-test to 73.61 in post-test.

Furthermore, Herringbone Graphic Organizer Strategy improved students' ability in finding specific detail; this can be seen from the data of pre-test compared to posttest of experimental class. For specific detail aspect, it showed that the result was significant (p = 0.001). Based on the data from pre-test and post-test scores, the student are able to increase this aspect from 49.08 in pre-test to 78.71 in post-test.

In addition, Herringbone Graphic Organizer Strategy improved students' in drawing inference, because data of pre-test compared to post-test of experimental class for inference aspect showed the significant improvement (p = 0.001) where the mean scores of pre-test was 38.86, while post-test 60.00.

Beside the test score, the findings from questionnaire showed that The students' positive responses toward The Application of Herringbone Graphic Organizer Strategy in learning reading comprehension reaches 78.38% of 100%, it means that this strategy is strongly effective in teaching reading comprehension.

Suggestions

It is suggested for other researchers who conduct similar study in other schools that this result of the study can be additional reference related to the implementation of Herringbone Organizer. In addition, those who are interested in conducting the study regarding to the similar topic to be more creative on the basis of students need and level of their ability. Next, this study is still limited on the meetings of teaching process. In this case, it was three meetings.

Therefore, it can be more meetings that fit with the study so that the time could be sufficient in getting the data needed. The result of this study is only representing the activity of teaching reading for X graders of The Private Senior High School of Sukma Bangsa Lhokseumawe. It means that this finding cannot be generalized to all X graders of all high schools.

References

Cremin, T. (2015).*Teaching English creatively*.Abingdon: Routledge.

Nunan, D. (1999). Second Language Teaching and Learning. New York: Newbury.

Alshatti, S., Watters, J., & Kidman, C. (2011) Enhancing the teaching of family and consumer sciences : the role of graphic organizers. *Journal of Family and Consumer Sciences Education, Vol. 28 (2)*, 14-35.

Manoli, P.(2012). Graphic Organizers as a Reading Strategy:Research*Findings and Issues Creative Education.Vol.3*(3),348-356

Mcknight, K. S. (2010) *The Teacher's Big Book of Graphic Organizers:100 Reproducible Organizers that Help Kids with Reading, Writing, and the Content Areas.* San Francisco: Jossey-Bass.

Bouchard, M. (2005).*Comprehension strategies for English language learners.* New York: Scholastic.

Hugo,A.J. (1999). *Strategies for Designing Course Material.*Unpublished doctoral dissertation.University of South Africa.

Crothers, B. (2003). *English Leteracy Development Curriculum and Instructional Service.*York Region Distric School Board.

Asnita, R. (2005). *Using herringbone technique to improve the reading comprehension ability of the pupils of SMU Bhakti lbu I Palembang.* Palembang: Program PascaSarjanaUnsri.

Yulia, R., & Yuswin, H. (2016). A Comparative Study Between Teaching Reading Comprehension Of Narrative Text By Using The Herringbone Technique (HT) And The Context Clues Strategy. *IOSR Journal of Research & Method in Education.Vol 6*, (2), 1- 5.

Kurniawan, A. Y., & Indrawati.(2016). The Effectiveness of Herringbone Technique To Teach Reading of Narrative Text.*Journal of English language teaching, State University of Semarang. Vol5.* (2). 1-10

Sadosky, M. (2004).*Conceptual Foundations of Teaching Reading*, New York: Guilford Press.

Harris, K. R. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties,* New York: Guilford Press.

Johnson, P. A. (2008). *Teaching Reading and Writing.* New York: Rowman and Littlefield Education.

Denton, C. (2007). *Effective Instruction for Middle School Students with Reading Difficulties.*Texas: The Meadows Foundation.

Johnson, P. A. (1982).*Helping Children Construct Meaning: Comprehension Strategies that Work.* Berkeley: The Berkeley Electronic Press.

Hanum, Z. (2001).*Influence of graphic organizers on students' Text comprehension.*Unpublished master's thesis, UniversitiTeknologi Malaysia.

Martin, J (2006). WH-fish diagram in teaching reading. *The Journal of classroom action research PPG Sri Aman,* Serawak. *Vol2.*1-13.

Woolley, G. (2011). *Reading comprehension: Assisting children with learning difficulties*. New York: Springer.

Schumm, S. J. (2006). *Reading Assessment and Instruction for All Learners*.NewYork: The Guilford Press.

Grace, A. (2006). *Look Ahead for grade X*. Bandung: Erlangga.

Arriyani, N., & Aryanti, N. (2014). *Improving reading comprehension achievement by using folktales through Herringbone technique*. SULE-IC (p. 129-139). Palembang: Faculty of Teacher Training and Education, Sriwijaya University.

Apriasih, R. (2014). *the effectiveness of using herringbone technique to improve students' reading and writing skills in recount text*. Salatiga: IAIN Salatiga

Listiyanti, L. (2017). *the use of herringbone technique to improve the students' reading comprehension in recount text*. Semarang: UIN Walisongo

THE APPLICATION OF HERRINGBONE GRAPHIC ORGANIZER STRATEGY IN TEACHING READING COMPREHENSION

9	Submitted to University of Dayton Student Paper	1%
10	jurnal.radenfatah.ac.id Internet Source	1%
11	staff.uny.ac.id Internet Source	1%
12	www.temple.edu Internet Source	1%
13	digilib.unila.ac.id Internet Source	1%
14	prezi.com Internet Source	1%

| Exclude quotes | Off | Exclude matches | < 1% |
| Exclude bibliography | On | | |

THE APPLICATION OF HERRINGBONE GRAPHIC ORGANIZER STRATEGY IN TEACHING READING COMPREHENSION