

THE IMPLEMENTATION OF THE HERRINGBONE TECHNIQUE IN READING NARRATIVE TEXT

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Abstract

This study aims to determine the increase in students' reading comprehension of narrative texts after applying the herringbone technique. This study a quantitative method. To achieve the research objectives, this study used an instrument in the form of a reading comprehension test. The population of this study was all class XI students at SMA Negeri 7 Pinrang, totaling 244 students from 7 different classes, in the odd semester of the 2023–2024 academic year. The interview sample was 34 students in class XI F of SMA Negeri 7 Pinrang, in the odd semester of the 2023–2024 academic year. As a result of the data analysis carried out, researchers can conclude that the application of the herringbone technique in reading can improve students' reading comprehension in narrative texts at SMA Negeri 7 Pinrang.

Keywords — Herringbone Technique, Reading, Narrative Text.

INTRODUCTION

In learning English, there are four language skills namely listening, reading, speaking, and writing. Speaking and writing are productive skills because the focus is on generating information. While listening and reading are receptive because the focus is on receiving information from outside sources. Reading is an important skill for English learners. According to Holden (2004), reading is a subject of the ability to understand written or printed symbols. So, reading is a lifelong skill to use both in school and throughout life.

There are numerous advantages for language learners when it comes to reading. For instance, they may engage in reading to acquire specific information or to grasp particular material, or simply for enjoyment. Harmer (2007) stated that reading provides opportunities to study language: vocabulary, grammar, punctuation, the way to construct sentences, paragraph and text. Reading holds significant importance and is highly essential for students as it enables

them to acquire information from texts, thereby enhancing their knowledge. In Indonesia, the primary goal of teaching reading is to focus particularly on enhancing students' reading abilities to facilitate their access to information and reading materials. However, referring to the results of the previous 2018 Programme for International Students Assessment (PISA) Indonesian students consistently demonstrate lower levels of reading literacy compared to the majority of other countries. From 2000 to 2018, Indonesia consistently ranks among the lowest in the PISA assessments. (OECD, 2018).

This is a problem because one of the skills tested in the English proficiency test is reading comprehension skills. To comprehend the text's meaning, students require reading comprehension skills. However, EFL students find reading English challenging due to it being a non-native language, thus, many still require assistance with reading comprehension. Based on Education First (EF) 2022, Indonesia's English proficiency index is in a low position. Indonesia's score is 469 which is ranked 81st out of 111 countries and the world's largest province (EF EPI, 2018).

Concerning engaging reading materials, narrative texts stand out as the most captivating to explore compared to others. This is because their primary aim is to entertain the reader, particularly by sharing and captivating factual experiences through various techniques (Lubis, 2019). The narrative genre typically revolves around challenging situations leading to a climax or pivotal moment, eventually leading to a resolution. It presents a sequence of events involving characters with distinct personalities. Despite its allure, narrative text is intricate, requiring attention to various aspects like textual elements, comprehension, and linguistic analysis. Compared to other text types, the language features and generic structure of narratives are more intricate. Moreover, students' existing knowledge, including grammar, vocabulary, and background information, significantly impacts their understanding of such texts.

In solving students' difficulties in reading comprehension, a teacher of course must use techniques and strategies that are able to attract students while at the same time can help students be active in the teaching and learning process (Lubis, 2019). Choosing the right teaching technique is able to make students understand the text well, predict and catch the implied meaning of a text. Creates active cognitive processes and enables teachers to make students more engaged in class.

In this research, the Herringbone Technique was selected by the researcher to enhance students' reading comprehension. This structured approach aims to assist students in

organizing key information from the text effectively. The Herringbone Technique involves students addressing the who, what, when, why, where, and how questions related to a visual representation, such as a fish skeleton. According to Deegan as cited in Losi (2020), the Herringbone technique is a method aimed at enhancing reading comprehension of the central idea by mapping out questions about who, what, when, where, why, and how onto a visual representation resembling a fish skeleton. Bouchard as cited in Munzidah & Iftitah (2022) suggests that this approach is especially effective for explanatory texts but can also be applied to narrative texts. The technique aims to enhance students' reading comprehension by structuring the essential information found in the text.

Halimah et al. (2023) conducted a study focusing on using the Herringbone Technique to enhance students' reading comprehension. The researchers employed classroom action research (CAR) as the study's methodology. Their findings demonstrated that implementing the Herringbone Technique led to improvements in students' reading comprehension abilities. Similarly, the current study aims to investigate whether the Herringbone Technique can effectively support students in learning to read, aligning with the objectives of Halimah et al.'s research.

Based on the description above, the researcher is interested in implementing the herringbone technique to improve reading comprehension. However, what makes this research different was this research will focus on improving reading comprehension, especially in understanding narrative texts. Whereas narrative text is a complicated text compared to other types of text. In addition, the researcher also used a pre-experimental research design where to obtain data, the researcher gave a pre-test before treatment. Thus, the results of the treatment can be known more accurately because it can compare conditions before being given treatment. The title of the research to be conducted is "The Implementation of Herringbone Technique in Reading Narrative Text" in class XI students of SMA Negeri 7 Pinrang. So that the results of this study can be used as a reference to overcome students' reading comprehension difficulties.

LITERATUR REVIEW

1. Reading Skill

One of the four basic skills in English is reading. Reading is the process of understanding the meaning contained in a text by looking for the ideas contained in the text. As per Tarigan

(2008), reading involves the reader's engagement with written words to grasp the author's intended message. Nurhadi (2003) presents Thorndike's viewpoint that reading entails a cognitive process of thinking and reasoning. In essence, when a reader engages with a text, they actively employ their cognitive faculties to think and reason.

Reading has a major role in our life, because reading can add to our knowledge of science and technology, and easily get useful information to achieve learning success. Linse & Nunan (2005) categorize the objectives of reading into two types: reading for enjoyment and reading for acquiring information. Reading for enjoyment involves immersing oneself in a narrative and appreciating the literary elements such as rhythm or rhymes within the text. Furthermore, Mikulecky & Jeffries (2004) say that reading regularly for pleasure can help students increase their knowledge. Reading can improve students' vocabulary, speed of reading, comprehension, and writing. In addition, students can gain more knowledge by finding examples of different ways people speak or write.

Reading is typically classified into two categories: intensive and extensive. Each type possesses distinct definitions and characteristics. Intensive reading involves a thorough examination of the text for details, where students aim to grasp every intricacy present within the text. Brown (2001) described intensive reading as a form of reading that concentrates on the surface aspects of the text, including grammatical structures, meanings, and similar elements. Extensive reading is a form of learning from meaning-focused input (Nation 2009). Extensive reading aims to foster students' enjoyment of reading. Students can read with confidence, without needing to consult a dictionary for challenging words, as long as they comprehend the overall idea presented in the book.

Reading comprehension, commonly referred to as silent reading, entails reading with comprehension. The objective is to extract information, comprehend, and derive insights from the text. The main goal of reading comprehension is to enhance students' proficiency in understanding English as it appears in written materials. As per Nuttal (1982), reading comprehension refers to lessons focused traditionally on a text passage followed by inquiries or questions. Effective questions are those that actively engage readers in the process of comprehending the text, aiding them in making sense of it. Rather than expecting to understand what just happened.

The primary elements of reading significantly impact an individual's comprehension of the text. Readers form diverse interpretations based on their understanding of the material. A

reader will achieve complete comprehension of the text, indicating a thorough understanding of the author's message, when they grasp the fundamental components of reading effectively. There are six elements to reading, including: 1) Decoding knowledge, 2) Vocabulary knowledge, 3) Discourse knowledge, 4) Reading aspect traditionally, 5) Affective aspect, 6) Syntactic knowledge.

As per Mark & Kathy (1998), a narrative is a form of written text that recounts a story, thereby providing entertainment to the audience. It depicts one or more characters navigating through specific situations. The goal is to present a worldview that entertains or informs readers or listeners.

The primary objective of a narrative is to recount a story, although specific goals may differ across genres. For instance, myths often aim to elucidate natural phenomena, while legends typically seek to preserve cultural traditions or beliefs. These narratives are usually focused, less informal, and often directed towards achieving a specific purpose.

As outlined by Chatman (1993), narrative texts consist of four fundamental elements: (1) Characters, which are paramount and encompass physical attributes like age, weight, and height, as well as personality traits such as strengths and weaknesses. (2) Setting, which denotes the time and place where the story unfolds, encompassing aspects of realism, historical fiction, or fantasy. (3) Plot, comprising a sequence of events crafted by the author to captivate the reader's interest and escalate excitement throughout the narrative. (4) Conclusion, where the writer summarizes the story and resolves any conflicts presented within it.

Essentially, narrative texts exhibit distinctive characteristics that set them apart from other types of texts. These characteristics encompass various language features such as the use of simple past tense, adverbs of time (e.g., one day, once upon a time), time conjunctions (e.g., when, suddenly, then), action verbs (e.g., walked, killed, dug), specific character references (e.g., Snow White, Rapunzel, Sleeping Beauty), descriptive language, character introductions (e.g., when, where, who), and dialogue. Narratives typically incorporate action, dialogue, and often humor. Additionally, a well-crafted narrative is characterized by its ability to tell an engaging story, offer insights into human nature, and illustrate how an experience profoundly alters someone's life.

Knapp (2005) identifies the linguistic characteristics of narrative text as follows:

- a. Employing action verbs.

- b. Utilizing temporal conjunctions.
- c. Employing the past tense.
- d. Employing relational and mental processes to convey the emotions of the characters in the narrative.
- e. Utilizing metaphoric verbs.
- f. Incorporating rhythm and repetition to enhance the narrative's impact.

The Herringbone Technique was initially developed by Tierney et al. in 1980. They describe it as a structured method for extracting crucial information from a text by posing six fundamental comprehension questions (who, what, when, where, why, and how). The responses to these questions are arranged in a fishbone pattern. Following this process, students derive topic sentences from the text. They collaborate in pairs to exchange ideas while reading. The Herringbone technique serves to elucidate and substantiate the details of the main idea and can be applied to organize information across various subject areas (McKnight, 2010).

The Herringbone Technique serves as a beneficial tool for students to structure and arrange information. As stated by Deegan in Losi (2020), this strategy aids in enhancing reading comprehension by mapping out who, what, when, where, why, and how questions onto a visual representation resembling a fish skeleton. By utilizing the responses to these questions, students articulate the main ideas along the backbone of the fish diagram.

The Herringbone technique offers the benefit of aiding students in encoding information, thereby improving their capacity to respond effectively to essay questions. According to Tierney et al. (1980), this technique also encourages students to allocate time effectively during the reading process. The Herringbone technique offers several advantages in enhancing reading comprehension:

- a. It engages students actively in the learning process by providing a fishbone pattern.
- b. According to Walker (2005), the Herringbone technique aids students in organizing information within the text.
- c. As noted by Deegan in Rizqoh (2022), the Herringbone technique:
 - 1) Supports students in encoding information to improve their essay question responses.
 - 2) Helps students arrange main ideas derived from facts in paragraphs.
 - 3) Assists students in understanding the connections between various pieces of information they may overlook.

4) Enhances students' ability to remember details.

However, the Herringbone technique also presents drawbacks in the reading comprehension process. Herber (1978) identifies several weaknesses associated with this technique, including:

- a. Certain instructors may perceive creating answer keys for chart organizers as a time-consuming task.
- b. Students might have divergent interpretations of the main idea, leading to confusion among peers with varying answers.
- c. Working in groups, students may veer off-topic.

2. The Use of The Herringbone Technique in Teaching Reading Narrative Text

The steps involved in utilizing the Herringbone technique to teach narrative text are outlined as follows:

- a. The teacher selects a narrative text appropriate for the class's reading level.
- b. The teacher provides students with a visual diagram of the Herringbone technique.
- c. Students are tasked with recording their responses to specific questions on the diagram, seeking information about the characters, actions, timing, location, manner, and reasons presented in the text.
- d. Students read the text to find answers and record their responses on the diagrams, simultaneously filling in the Herringbone diagram questions as they progress through the text.
- e. The teacher demonstrates how each response corresponds to a slot in the main idea sentence. After recording the information, students are guided to formulate the main idea of the text using the responses to the WH questions.
- f. Students then compose main ideas based on the information gathered from the Herringbone technique.

METHODS

In this study, researcher was used experimental research methods with a quantitative approach and pre-experimental research designs. According to Sugiyono (2022), the experimental research method involves examining the impact of specific treatments on others

within controlled conditions. In this study, the chosen experimental research design was the Pre-Experimental Design featuring a one-group pretest-posttest design.

In this researched there were two variables, namely the independent variable and the dependent variable. Sugiyono (2022) defines a population as a broad category comprising objects/subjects possessing specific qualities and characteristics designated by the researcher for study and eventual conclusion drawing. Researcher was taking the entire population of class XI students at SMA Negeri 7 Pinrang, totaling 244 students from 7 different classes, in the odd semester of the 2023–2024 academic year.

The sample for this study was taken using cluster random sampling technique because it is based on the object under study or a very broad data source, for example the population of a country, province or district. So, the researcher chose the cluster random sampling technique as a technique for collecting student data on reading comprehension. The sample for this research consisted of 34 students.

In this study, the researcher utilized the test as a research tool. A pre-test was given before the researcher gave any treatment to students to measure how far students' reading comprehension is in narrative texts. While the post-test was given after the researcher gave treatment to students.

The objective of the post-test was to assess the impact of employing the herringbone technique on students' comprehension of narrative texts. The researcher was used a reading comprehension test to collect data. Data collection was carried out using a pre-test and post-test. Where a pre-test and post-test was carried out with multiple choice in the form of 20 questions for each test. Where these questions fulfill aspects of reading comprehension. 20 items of multiple-choice questions on narrative text were collected from several high-school level English books and also taken from internet references.

The procedure of collecting data involves the following steps:

a. Pre-Test

This stage was an initial test that was carried out to determine the level of students' ability to read narrative texts before being given treatment. At the pretest stage, the researcher was provided reading comprehension worksheets in narrative text. The test included multiple choice in the form of 20 questions and then students was worked on these questions at a predetermined time where they are prohibited from choosing the correct answer choice.

b. Treatment

At this stage students were treated using the Herringbone technique. The Herringbone Technique is a technique that helps students easily find the ideas contained in the reading and provides six comprehension questions (5W+1H). The researcher was provided treatment in the form of applying the herringbone technique in reading narrative texts. Treatment was given in 4 meetings with several different narrative texts. The action steps are contained in the Lesson Plan (RPP) in the attachment.

c. Post-test

At this stage, students were given a post-test after the class is given treatment. After receiving several treatments, a post-test was given to see the increase in students' reading comprehension. The researcher was provided a reading comprehension worksheet in narrative text. The test included multiple choice in the form of 20 questions, then students worked on these questions at a predetermined time where they were required to choose the correct answer option. The post-test served as a means to gather conclusive data regarding students' reading comprehension.

Data analysis techniques in quantitative research use statistics. According to Sugiyono (2022), in quantitative research, the data analysis methods employed are straightforward and aimed at addressing the problem statement or testing the formulated hypothesis in the proposal. Given the quantitative nature of the data, statistical techniques are utilized for data analysis. Method The data in this research was analyzed descriptively and inferential data analysis using the Statistical Program for Social Science (SPSS) application with the paired sample t-test and n-gain test methods. The n-gain test was carried out if there were differences in the paired sample t-test.

RESULTS

The results of descriptive statistical analysis for students' ability to understand narrative text for class IX SMA Negeri 7 Pinrang in the form of pre-test score data and post-test score data can be seen in the results of the Statistical Program for Social Science (SPSS) output in Table 1, a description of students' ability scores to understand the following narrative text:

Table 1. Description of Students' Ability Scores in Understanding Narrative Text

Type of test	N	SD	Min.	Max.	Mean
Pre-Test	34	20,26	20	95	65
Post-Test	34	6.60	70	95	80.74

Analysis results in Table 1. show that the average pretest score of students is 65 with a standard deviation of 20.26, while the posttest score has an average value of 80.74 with a standard deviation of 6.60. This description shows that there is a difference in the test results of students' ability to understand narrative text before and after applying the herringbone technique, namely that the posttest score is greater than the pretest score. The increase in students' ability to understand narrative text can be seen in the graph in Figure 1. below:

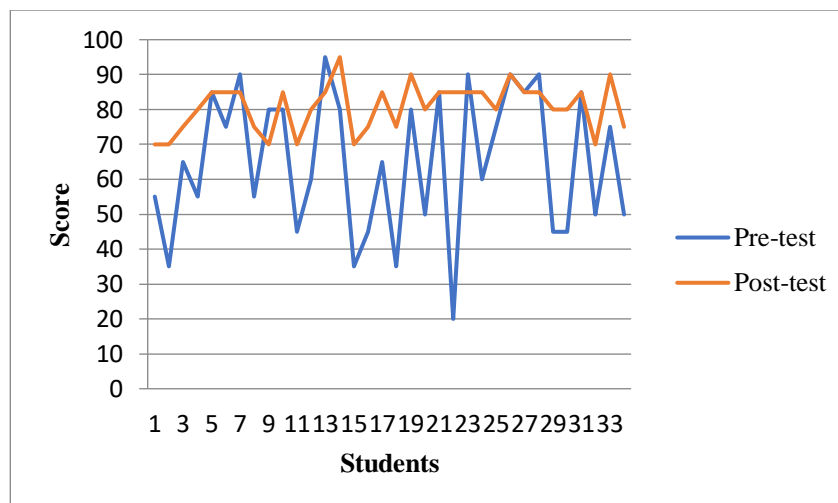


Figure 1. Graph of Student Ability Test Scores in Understanding Narrative Text

Based on Figure 1, it can be seen that there is an increase in students' ability to understand narrative text after applying the herringbone technique. On the graph we can see that the post-test scores have increased significantly.

The normality test aimed to determine the distribution of the data obtained and whether it is normally distributed or not. The normality test used in this research was the Kolmogorov-Smirnov test, which was used to test. The normality test data was a data test to determine whether the data obtained from the population is normally distributed or not. Test the normality of pre-test and post-test data using the Kolmogorov-Smirnov method in the Statistical Package for Social Science (SPSS) 29.0.2.0 for Windows program. The decision-making criteria for the normality test are if the significance value (2-tailed) is $> \alpha$ 0.05. Data is

normally distributed if the significant value (2-tailed) is $< \alpha 0.05$. Data is not normally distributed. Normality test results can be seen in Table 4.2.

Table 2. Kolmogorov-Smirnov Normality Test Results

	Statistic	df	Sig.
Pre-test and Post-test	0,088	34	0,718

Table 2 results of the Kolmogorov-Smirnov normality test show a value of $0.718 > 0.05$. This means that the pre-test and post-test test results data on students comprehension abilities in reading narrative texts are normally distributed, as evidenced by the significance value of the pre-test and post-test results being greater than 0.05.

a. Paired Sample T-test

Pretest and posttest data on students' comprehension ability in reading narrative texts that have gone through a reflection test with the Kolmogorov-Smirnov normality test were then carried out. The hypothesis test used in this research is a paired sample t-test to determine whether or not there is a difference between students' comprehension abilities in reading narrative text before and after applying the Herringbone Technique. The research hypothesis is as follows:

Ha: There was a significant difference between the use of the herringbone technique and students' reading comprehension of narrative texts at SMA Negeri 7 Pinrang.

Ho: There was no significant difference between the use of the herringbone technique and students' reading comprehension of narrative texts at SMA Negeri 7 Pinrang.

Table 3. Hypothesis Test Results for Students' Reading Ability

Variable	Test Type	Significance Value	Information
Result of Pretest-Posttest	Paired Sample t-test	0,001	The result are not same (there is a difference)

Decision-making criteria were based on the probability values obtained. If the significance value is > 0.05 , then H_0 is accepted and H_a is rejected. If the significance value is $\text{sig} < 0.05$, then H_0 is rejected and H_a is accepted. Based on table 3, it can be concluded that there is a difference between the pretest results and the posttest results because the significance value is 0.001, smaller than $\alpha=0.05$ (Sign. <0.05), which means that H_0 is rejected and H_a is accepted;

in other words, there was a significant difference between the use of the herringbone technique and students' reading comprehension of narrative texts at SMA Negeri 7 Pinrang.

b. N-Gain Test

The increase in students' ability to understand narrative text after applying the herringbone technique can be seen after analyzing the data in the form of pretest and posttest scores by calculating the normalized gain. The results of the N-gain analysis can be seen in the following table.

Table 4. Results of the N-Gain Test Analysis of Students' Reading Comprehension

N-Gain	Criteria
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Moderate
$g < 0,3$	Low
Average (0.23)	Low

Based on table 4, the average n-gain of students' ability to understand narrative text after applying the herringbone technique showed an increase with a gain value of 0.23. Referring to the distribution of gain scores, according to Hake (1999), there was an increase in student learning outcomes with a range of $g < 0.3$, which means they were in the low improvement category.

DISCUSSIONS

This research was carried out at SMA Negeri 7 Pinrang. The population in this study were all class XI students, totaling 244 students from 7 different classes, in the odd semester of the 2023-2024 academic year. Meanwhile, the sample in this study was 34 students. The research method used was a pre-experiment with a one-group pretest-posttest design. Data was collected through tests carried out twice, namely a pretest given before receiving treatment to determine students' initial abilities. Then, after being given treatment, a posttest was carried out to determine the students' abilities after applying the herringbone technique. Then the data in the research were analyzed descriptively and inferentially. The aim of this research is to determine the effectiveness of applying the herringbone technique in improving students' reading comprehension in narrative texts. Specifically, this research also aims to determine whether there are significant differences after the class is treated to learning using the Herringbone technique.

Before the class was given treatment in the form of applying the Herringbone technique, the researcher gave the students a pre-test, which aimed to determine the students' initial abilities in reading skills. The pre-test stage was carried out on November 7, 2023, by providing a reading comprehension test on narrative text material. Furthermore, the process of providing treatment in the form of applying the Herringbone Technique to narrative text material was carried out over four meetings, starting on November 7, 2023, and ending on November 28, 2023.

During treatment, researchers gave students material in the form of narrative text. The researcher then explained how the herringbone technique works and directed students to implement this technique in reading narrative texts. Tierney et al. (1980) introduced the Herringbone Technique for the first time. The Herringbone technique, according to its description, is a methodical outline process that uses six fundamental comprehension questions who, what, when, where, why, and how to extract significant information from a text. The Herringbone Technique is a technique that helps students easily find ideas contained in reading and provides six comprehension questions (5W+1H). All answers are included in a fishbone pattern to help students understand the content of the text when reading narrative text. In understanding narrative texts, they use the herringbone technique, which consists of six basic comprehension questions (who, what, when, where, why, and how). Treatment was given in four meetings with several different narrative texts.

After the treatment process ends, the next step is a post-test for students on November 28, 2023, by giving a reading comprehension test on narrative text material. This test aims to determine the effectiveness of applying the Herringbone technique to students' reading comprehension in narrative texts.

Based on the average student pre-test and post-test scores, it shows that there are differences. This can be seen in Table 4.1, and the results of inferential data analysis, which show significant differences in the Statistical Package for Social Science (SPSS) application using the paired sample t test method, are in line with research conducted by Halimah et al. (2023) on the application of the Herringbone Technique to improve students' reading comprehension. The results showed that the herringbone technique improved students' reading comprehension skills. And also, research conducted by Wati et al. (2023), where the results of this research show that the use of the Herringbone Technique is effective in improving

students' reading comprehension. Thus, it can be concluded that the implementation of the herringbone technique can improve students' reading comprehension.

Based on the results of the paired sample t test, the significance value obtained is 0.001, which is smaller than 0.05. It can be concluded that there is a significant difference between the pretest and posttest scores through the paired sample t test, and therefore it can be continued to determine the effectiveness of using the herringbone technique in reading narratives. text. The gain score obtained was 0.23, which is included in the low criteria. This is due to the students' lack of understanding of vocabulary. According to research conducted by Education First (EF) 2022, Indonesia's English proficiency index is in a low position. Indonesia's score is 469, which ranks 81st out of 111 countries and is the largest province in the world.

Theoretically, the findings of this research provide additional knowledge for students, lecturers, other researchers, and especially for researchers themselves in providing new insights and literature to scientists implementing the herringbone technique in reading narrative texts. This is a consideration in teaching English and then further research regarding the implementation of the herringbone technique in reading. Practically, the results of this research show the results of implementing the herringbone technique for students in reading narrative texts in English Language Teaching (ELT). Therefore, this reading technique can be used by teachers and lecturers as a tool for teaching and learning English.

CONCLUSIONS

Based on the results of research and the analysis of statistical tests carried out, researchers can conclude that the application of the herringbone technique in reading can improve students' reading comprehension in narrative texts at SMA Negeri 7 Pinrang. Data analysis in this research was analyzed descriptively and inferentially. The results of descriptive statistical analysis for students' ability to understand narrative text for class IX SMA Negeri 7 Pinrang in the form of pre-test score data and post-test score data can be seen in the output results of the Statistical Program for Social Science (SPSS). The results of the analysis show that the average pretest score of students is 65 with a standard deviation of 20.26, while the posttest score has an average value of 80.74 with a standard deviation of 6.60. This description shows that there is a difference in the test results of students' ability to understand narrative text before and after applying the herringbone technique, namely that the posttest score is greater

than the pretest score. Inferential data analysis consists of three tests: the Kolmogorov-Smirnov normality test, the paired sample T test, and the N-gain Gain Test.

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