SKRIPSI

**THE COMBINATION OF HERRINGBONE WITH BUZZ GROUP
TECHNIQUE TO IMPROVE THE STUDENTS'
READING COMPREHENSION AT THE
ELEVENTH SOCIAL GRADE
OF MAN PINRANG**

By

HASLINDAH
Reg Num. 14.1300.150

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

SKRIPSI

THE COMBINATION OF HERRINGBONE WITH BUZZ GROUP TECHNIQUE TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH SOCIAL GRADE OF MAN PINRANG

By

<u>HASLINDAH</u>
Reg Num. 14.1300.150

Submitted to the English Program of Tarbiyah and Adab Department of State Islamic
Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2018

THE COMBINATION OF HERRINGBONE WITH BUZZ GROUP TECHNIQUE TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE ELEVEVENTH SOCIAL GRADE OF MAN PINRANG

SKRIPSI

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd)**

English Program

Submitted by

**<u>HASLINDAH</u>
Reg Num. 14.1300.150**

to

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name : HASLINDAH

The Title of Skripsi : The Combination of Herringbone with Buzz group Technique to Improve the Students' Reading Comprehension at the Eleventh Social Grade of MAN PINRANG.

Student Reg. Number : 14.1300.150

Department : Tarbiyah and Adab

Study program : English

By Virtue of Consultant Degree : SK. Ketua Jurusan Tarbiyah dan Adab

Sti.08/PP.00.9/2745/2017

Has been legalized by Consultants:

Consultant : Drs. Ismail, M.M.

(...)

NIP : 19631207 198703 1 003

Co-Consultant : Drs. Amzah, M.Pd.

(...)

NIP : 19761231 200312 1 011

Approved by:

Plt. The Chairman of Tarbiyah and Adab Department

Bahtiar, S.Ag., M.A.

NIP: 19720505 199803 1 004

SKRIPSI

THE COMBINATION OF HERRINGBONE WITH BUZZ GROUP TECHNIQUE TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE ELEVEVENTH SOCIAL GRADE OF MAN PINRANG

Submitted by

HASLINDAH

Reg Num. 14.1300.150

Had been examined of August 21st, 2018 and had been declared that it fulfilled the requirements
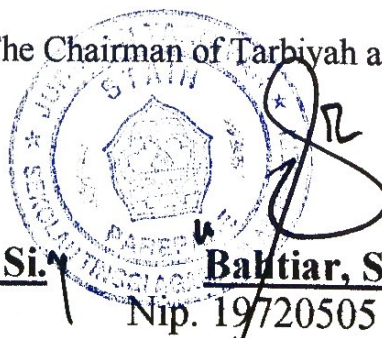
Approved by
Consultant Commissions

Consultant   : Drs. Ismail, M,M.   (.........................)

Nip   : 19631207 198703 1 003

Co- Consultant   : Drs. Amzah, M.Pd.   (.........................)

Nip   : 19761231 200312 1 011

Rector of IAIN Parepare   Plt. The Chairman of Tarbiyah and Adab Department

Dr. Ahmad Sultra Rustan, M. Si.   **Bahtiar, S.Ag., M.A.**
Nip. 19640427 198703 1 002   Nip. 19720505 199803 1 004

v

ENDORSEMENT OF EXAMINER COMMISION

Name of the Student : HASLINDAH

The Tittle of Skripsi : The Combination of Herringbone with Buzz group Technique to Improve the Students' Reading Comprehension at the Eleventh Social Grade of MAN PINRANG.

Student Reg. Number : 14.1300.150

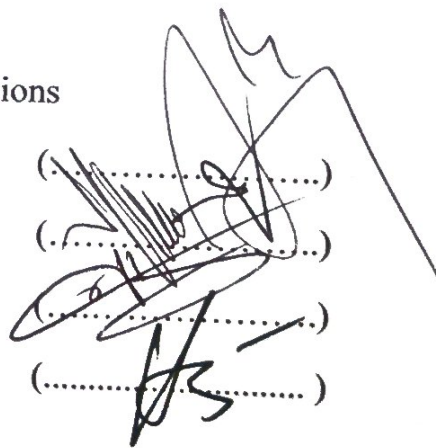Department : Tarbiyah and Adab Department

Study Program : English Program

By Virtue of Consultant Degree :SK Ketua Jurusan Tarbiyah dan Adab No./ Sti.08/PP.00.9/2745/2017

Date of Graduation : August 21st, 2018

Approved by Examiner Commisions

Drs. Ismail, M.M (Chairman) (.................................)

Drs. Amzah, M.Pd. (Secretary) (.................................)

Mujahidah, M.Pd (Member) (.................................)

Dr. Abdul Haris Sunubi, S.S, M.Pd (Member) (.................................)

Cognizant of:
The Rector of IAIN Parepare

Dr. Ahmad SultraRustan, M. Si.
Nip. 19640427 198703 1 002

vi

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

AlhamdulillahiRabbilAlamin. There is no beautiful sentence to say except prayer and thanks into our God Allah SWT, for His blessing, mercies, and enjoyment so that the writer could finish this skripsi completely. May shalawat and salam always be given to our prophet Muhammad SAW.as the big leader in this world, who has guided us from the stupidity to cleverness.

The researcher wants to thank a lot to all people who support and help her. She realizes that without their support and help, she could not be able to finish this "Skripsi".

Her deepest gratitude is due to the first consultant Drs. Ismail, M.M,.the second consultant Drs. Amzah Selle, M.Pd,.who have patiently guided and given their constructive suggestion, useful correction, valuable guidance and overall support from the preliminary stage of manuscript up the completion of this skripsi.

The researcher also would like to express her deepest and most thanks to:

1. Rector of State Islamic Institute (IAIN) Parepare, Dr. Ahmad Sultra Rustan, M.Si. and his stafs their help and motivation during she finished her study.

2. Bahtiar, S.Ag., M.A. as the chairman of Tarbiyah and Adab Department of IAIN Parepare who has given the researcher a guideline in finish this skripsi.

3. Mujahidah, M.Pd, as the chairman of English Education Program for the fabulous serving to the students.

5. All lecturers of English Education Program who have already taught the researcher during her study in IAIN Parepare.

6. Ramli,S.Pd.,M.Pd, as the headmaster of MAN PINRANG who has allowed the researcher to conduct and observe the research at the school.

7. Nurlaelah, S.Pd as the English Teacher of MAN PINRANG who has given the researcher advices in teaching and doing the research.

8. The researcher wants to give her sincerest gratitude to her beloved parents, Hasmiah and Hendra for supporting and always pray for her until the Degree of Strata-1 (S1), and her beloved sisters and brother Nur Asikin, Nurain and Muhammad Ansar who always given her endless love, immense care, sacrifice, advice, and sincere prayers for her safety, healthy and successful all time.

9. Her sweetest appreciation goes to her close friends; Rismayani. A, Rasda Aras, Putri Imam Pirammin Abdul Gani, Virda Deviyanti Ahnur, Nurul Istiqamah As'ad, Nur Yastad Fajrah, Juliana, and some others who cannot be mentioned one by one, who has given motivation, love, financial support, and advice.

10. Her friends in English Program of Tarbiyah Department 2014. Thanks for giving support and sharing their time, knowledge, and being a good friends.

11. All people who have given their help in writing this "Skripsi" that the researcher could not mention it one by one.

The words are not enough to appreciate for their help and contribution in writing this "Skripsi", may Allah swt. Bless them all. Finally, researcher realizes that

this research "Skripsi" is not perfect yet. Therefore, the researcher would like to accept critics and suggestion from everyone who reads this research.

Finally, the researcher expects this "Skripsi" will give valuable information for development of education and become the inspiration for people who read it.

May the Almighty Allah SWT. always blesses us now and forever, amin.

Parepare, july, 29th 2018

The Researcher

HASLINDAH
Reg Number. 14.1300.150

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : HASLINDAH

Student Reg. Number : 14.1300.150

Study Program : English Education

Department : Tarbiyah and Adab

Tittle of Skripsi : The Combination of Herringbone with Buzz group Technique to Improve the Students' Reading Comprehension at the Eleventh Social Grade of MAN PINRANG.

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 29th July 2018

The Researcher

Haslindah
14.1300.150

ABSTRACT

HASLINDAH. *The Combination of Herringbone with Buzz Group Technique to Improve the Students' Reading Comprehension at the Eleventh Social Grade of MAN PINRANG* (Supervised by Ismail and Amzah Selle).

This research to find out whether the combination of herringbone and buzz group technique able to improve the students' reading comprehension at the eleventh social grade students' of MAN PINRANG.

In this research, the researcher used pre-experimental. There were two variables, they were independent variable the combination of herringbone with buzz group technique and the dependent variable the students' reading comprehension. It was conducted at MAN PINRANG in the eleventh social class. The researcher took 35 respondents as the sample of this research. The researcher gave pre-test and post-test to the respondents to find out the students' reading comprehension before and after teaching the students by using combination of herringbone with buzz group technique and using questionnaire to know the students respond toward this technique.

The result of the research showed that, the mean score of pre-test was 53,14 and the mean score of post-test was 71.71. while the t-test was greater than the t-table $(14,25 > 2.032)$. It showed that the H_o hypothesis is rejected and the H_I hypothesis is accepted. There were 25 students got 43-50 score from all 35. The conclusion is the combination of herringbone with buzz group technique is able to improve the students' reading comprehension at the eleventh social grade of MAN PINRANG and they have positive responds toward in learning reading and they strongly agreed about it.

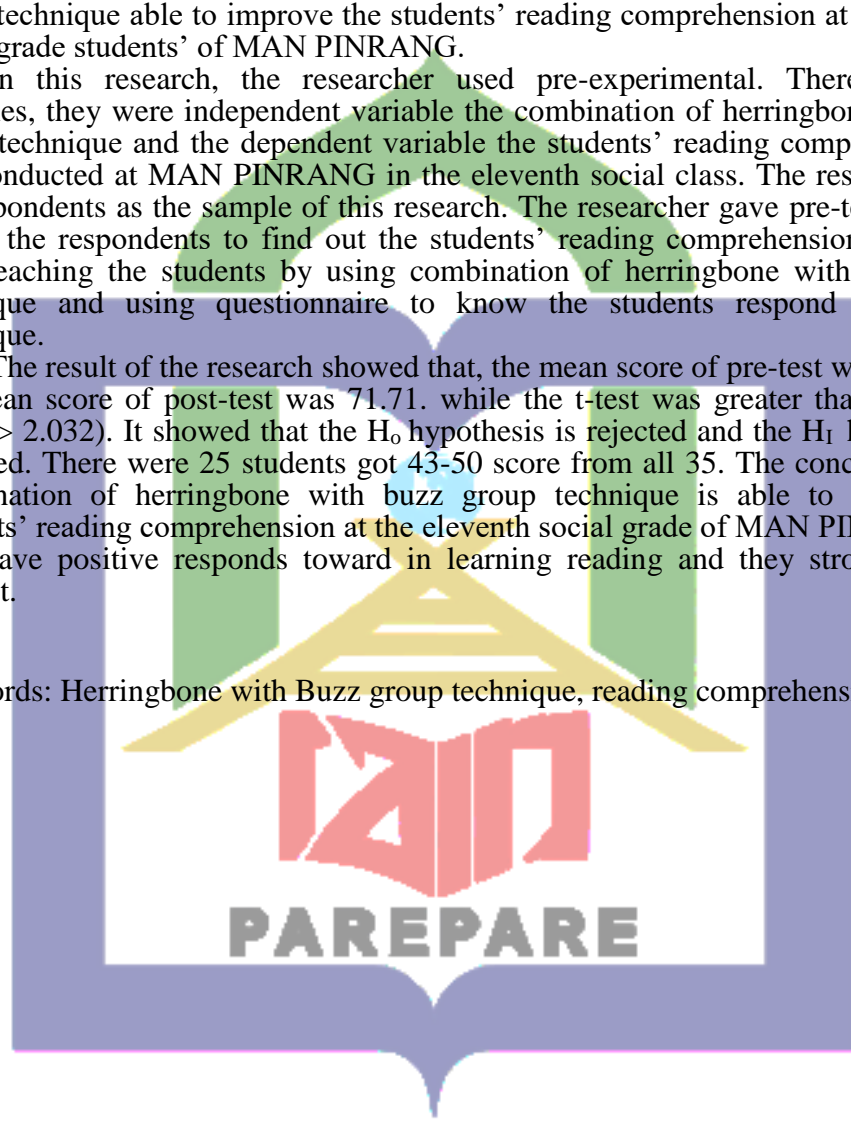Keywords: Herringbone with Buzz group technique, reading comprehension

TABLE OF CONTENTS

LIST OF TABLES

12	Learning reading through "Herringbone with Buzz group" technique make students' more active in learning process	37
13	Learning reading through "Herringbone with Buzz group" technique make students' become fun because they can work well together in complementing the test	38
14	Learning reading through "Herringbone and Buzz group" techniques make students active of learning with interesting technique	39
15	Learning reading through "Herringbone with Buzz group" techniques improve the students' ability to read and increase the vocabulary	40
16	Learning reading through "herringbone with Buzz group" make students' indifferent to ask questions with their teacher	41
17	Learning reading through "Herringbone with Buzz group" techniques make students' lazy ask about material that has not been understood in the learning process	42
	Learning reading through "Herringbone with Buzz group" technique does not have a positive effect for students	

Learning reading through "Herringbone with Buzz group" technique is boring for students

Learning reading through "Herringbone with Buzz group"

LIST OF FIGURES

LIST OF APPENDICES

**Number of
Appendices**

Tittle of Appendices

CHAPTER I

INTRODUCTION

1.1 Background

English is widely used by people around the world. Most people claim that English is an important language that has to be mastered in order to make them engaged in the modern life. Now days English is also used in some aspect of life such as education, entertainment, sport, technology, and so on. Therefore, mastering English is important. Considering the importance of English, most people attempt to get the information through receptive skill namely listening and reading and also productive skill namely speaking and writing.

Reading is one of the activities to get the information from the text. Reading is defined as an activity between the readers and the text. When readers look at the text and able to interpret the meaning of that written symbol, therefore it is a true reading activity.[1] In other words, reading is an activity that does not only pick up the words from the text but requires the reader to interpret what happen in the text. In addition, reading is an activity which involves the interaction between the reader, the text, and the interaction of both the reader and the text which has the goal of obtaining the massage in the text. In short, a good reader should build an interaction with text by understanding the issues stated in the text.

---

[1]Jo A. Aebersold, and Mary L. Field, *From Reader to Reading Teacher*, (New York: Cambridge University Press, 1997), p.5.

Reading is very important aspect in our lives. Without reading we would never be informed. Reading is helpful for the students to overcome the problems in their job, the cope their problems in household, help them to be good citizen, and have capability to overcome their personal lives.[2] The standard competence for reading skill for the fourth grade of primary school for instance, to understand short simple written English in classroom context. It can be concluded that reading is beneficial for the students to make them more advanced and knowledgeable.

However, many students consider that reading is not easy. To read an English text they should know vocabularies in the text. Based on the writer's observation, students claim that they face some problems regarding the unfamiliarity of the topic discuss in the texts, complicate language use in the text, and lack of vocabulary mastery. Those problems then make the students avoid reading. Furthermore, students' unwillingness in reading would make some problems. They may not engage in learning, may lack of knowledge, and will not get good scores. According to Kylene Beers, students who have unwillingness of reading consider that comprehending the text is difficult, unable to recognize the words, and have less fluency to read the text, they have the attitude toward reading , they believe that they cannot read and have no enjoyment in reading.[3]

Considering the above problems, it is important to find ways or strategies to make students interest in reading. According to Thom Hudson, reading

---

[2] Susan Lenski, Jill Lewis (ed.), *Reading Success for Struggling Adolescence Learners,* (The Guildford Press, Inc.,2008), p.177

[3] Kylene Beers, *Week Kids Can't Read, What Teachers Can Do*, Current Education Book Summaries, p.1.

comprehension strategy involves an interactive process between the readers and the text which has the goal of obtaining meaning through connect text.[4]

According to Winograd and Hare, a strategy is conscious action that students have to reach their goals.[5] In addition, strategy is beneficial as a procedure use in learning, thinking, etc to help the students reaching a goal of learning. Moreover, the strategy itself is helpful for language learners in learning and using a language in both conscious and unconscious processes.

The purpose of teaching reading is to improve student skill in comprehending the text and getting important information contain in the text. On other hand, many students have difficulties in comprehend the text. Most of them only read without knowing what they read

There are some techniques that can be used by the teacher in teaching reading, but the researcher choose two technique which combined to applied in teaching reading. The researcher suggest to combine Herringbone and buzz group technique, by combining these techniques in teaching reading, it will help students to more easily in comprehend the text and they more enjoy in learning process. Based on the explanation above, the researcher will do research on "The Combination of Herringbone with Buzz Group Technique to Improve the Students' Reading Comprehension at The Eleventh Social Grade of MAN PINRANG".

---

[4]Thom Hudson, *Teaching Second Language Reading*,(Oxford University Press,2007), p.107.
[5]Neil J Anderson, *Exploring Second Language Reading: Issues and Strategy.* (Heinle & Heinle Publishers,1999), p.70.

1.2 Problem Statement

Based on the previous background, the researcher formulated problem of the research:

1.2.1 Is the combination of herringbone with buzz group technique able to improve the students' reading comprehension at the eleventh social grade of MAN PINRANG?

1.2.2 What are the students' responses toward the combination of herringbone with buzz group technique at the eleventh social grade students' of MAN PINRANG?

1.3 Objective of the research

The objectives of the research are:

1.3.1 To find out wether the combination of herringbone and buzz group technique able to improve the students' reading comprehension at the eleventh social grade of MAN PINRANG.

1.3.2 To find out the students' responses toward the combination of herringbone with buzz group technique at the eleventh social grade students' of MAN PINRANG.

1.4 Significant of the Research

Significant of this research is expected to be of useful contributions for:

1.4.1 Theoretically significance

The result of the researcher is expected to be useful information the knowledge of English study, especially in teaching reading.

1.4.2 Practically significance

This study is expected to give contributions for the following parties:

a. Students

This study to give source or information for students. It also gives a contribution for them as a sample in language learning, especially, in learning reading. Therefore, they can learn with appropriate technique which is suitable for students' needs and capacities.

b. Teacher

This study is expected to give information and knowledge about implementing the technique in teaching reading to improve students' reading comprehension.

c. Other research

This study can be useful as reference to conduct a similar research that deals with the same technique and with the same or different design to develop the teaching quality of reading comprehension.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 Definition of Reading

Reading is a complex process in which the recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiences, language backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read.[6]

According to H.G Tarigan reading is a process done and used by a reader to get massage sent through written media.[7] It means that through reading, someone will get information or massage needed. We have to know that reading is an active process. Also, it sometimes needs oral cavity if we practice reading aloud.

Furthermore, reading is one of the ways to communicate in written forms. A writer puts his idea on the page and a reader tries to understand the author's ideas and thinks about what he was read. Because reading is used to communicate, when the reader needs to figure out what is being read. In other words, one should comprehend or understand the ideas.

---

[6] Albert J. Haris And Edward R. Sipay, *How Increase Reading Ability* (New York &London; Longman 1980), p.10.

[7] H.G Tarigan, *metodologi Pengajaran Bahasa*. (DepDikBud.Jakarta:P2LPTK,1997).

Heinemenn states that reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys all of it. Reading ability can be improved by teaching how to read for a particular purpose.[8]

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

From the definition above, it is included that reading is defined as an activity when people look at the text and able to interpret the meaning of that written symbol.

2.1.1.1 Aim of reading

A person may read many purposes, and purpose help to understand more what is read by people. If students are reading for pleasure or reading for pure recreation and enjoyment, they may read either quickly or slowly based on the way them like or files. But if read for studying or setting information such as news, science or some line, which are part of them study or assignment they did not it very slowly and carefully.

According to Paul S. Anderson , there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying of content.

1. Reading for details and fact is reading to know what is done by the subject of the story.
2. Reading for main ideas is reading to get the problem statement.
3. Reading for sequence or organization is reading to know each part of the story.
4. Reading for inference is reading to know what is the writer meant by its story.
5. Reading for classifying is reading to find unusual things.
6. Reading for evaluating is reading to know the value of the story.

---

[8]Heinemann, *Reading Process.* (Hanover Street: Winthrop Publishers, Inc,2009).

7. Reading for comparing or content is reading to compare the way of life at the story with the way of life of the reader.[9]

2.1.1.2 Types of reading

According to Brown, There are four types of reading is follow:

1. Perceptive

Perceptive reading task involves attending to the components of larger stretches of discourse: letters, words, punctuation, and other graph symbols. Bottom up processing is implied.

2. Selective

This category is largely an artifact or assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short strength of language, certain typical task is used, pictures tasks, matching, true/false, multiple choice, etc. a combination of bottom-up and top-down processing may be used.

3. Interactive

The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instance of bottom-up performance may be necessary.

4. Extensive

9A Widyamartaya, *Seni Membaca untuk Study* (Yogyakarta: Kamsius,1992,) p.90.

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.[10]

2.1.1.3 Definition of Reading Comprehension

In comprehending a topic, the readers interact with the text relates to the questioning of the text to prior experiences of construct meaning which can be found in the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, and an inference that can be drawn from the passages.

Some people have formulated a definition of reading comprehension. Bellows various definition of reading comprehension:

Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text.[11]

According to Schmidt the understanding that results is called reading comprehension. Reading is the process of receiving and interpreting information encoded in language form via the medium of print or comprehension occours when the reader extracts and integrates various information from the text and combines it with what is already known.[12]

---

[10]H. Douglas Brown, *Language Assessment Principles and Classroom Practices.*(Longman). P.189.

[11]Keith Kayner, Http://en.wilkipedia.org.wiki/reading_comprehension#cite-o. Accessed on 4thApril,2015.

[12] Willian Grabe, *Reading in a Second Language: Moving from Theory to Practice*(USA: Cambridge University Press, 2009), p.14.

Reading comprehension is not only a matter of understanding the print on a page but, it is the creation of meaning by combining what the print tells with what the reader already processes as knowledge.

Reading comprehension is making sense of what he already knew. It means the reader can answer a question or explaining texts because they had comprehension with connecting each idea in the text.[13]

Based on the definition above, reading comprehension is the process of using prior knowledge to infer the author's meaning, doing reading comprehension means doing something which involves the interaction between the perception of graphic symbols that represent language and the reader's language skill and knowledge of the world.

2.1.1.5 Kinds of Reading Comprehension

Richard states that different types of reading comprehension are distinguished according to the reader purpose and the types of reading that they use. The following are common to:

2.1.1.5.1   Literal comprehension

Reading in order to understand, remember, or recall the information explicit contained in a passage. The literal comprehension is the most fundamental in reading comprehension kind because the readers must first understand what the author express before drawing an inference, make an evaluation, or gain an appreciating.

2.1.1.5.2   Inferential comprehension

---

[13]Nuttal C, *Teaching Reading Skill in a Foreign Language* (London: Heineman Educational Books, 1987), p.91.

In order to find information which is not explicitly stated in the passage carefully put ideas and facts together to draw a conclusion, then inference it by using their experience and intuition.

2.1.1.5.3 Critical or evaluative comprehension

Reading in order to compare information in a passage with the reader own knowledge whether or not be information expressed by the author is worth enough to be absorbed.

2.1.1.5.4 Appreciate comprehension

Reading in order to gain an emotional response or other kinds of valued response from a passage.[14]

2.1.2 The Concept of Herringbone

2.1.2.1 Definition of Herringbone

The herringbone technique is an excellent strategy that provides readers with a framework for organizing, recording main ideas and supporting details during and after reading. The categories include in the diagram are often the main idea, which is the spine of the fish, and the" who, where, why, when, how," which comprise the ribs of the fish. These diagrams can be altered to fit the particular text that students are reading. Strengths: can be used at any point in the reading cycle, can be used in a few different contents areas, and can be used in a group setting or individually. Weakness: students might have different ideas about what the main idea is and confuse their peers with a different answer, and students may get off topic while working in groups.[15]

According to McCune herringbone technique is introduced as a tool to help students recognize the important relationships in the material by seeking answers to specific types of question.[16]This technique called herringbone technique because it

---

[14]J. Estill Alexander, *Teaching Reading.* General Editor. (Little, Brown And Company Buston Toronto. 1979). p.65.

[15]Http;//.yourdictionary.com/herringbone. Accessed. June 25 2013

[16]Shirley McCune, *Reading & Connections Across the Content Areas*. (Washington: all right reserved, 2000). p.34.

used a herringbone pattern to make the students easier to comprehend the text. Jacobs explained that the herringbone provides readers with a framework for recognizing and recording the main ideas and supporting details during and after reading.[17]

The herringbone technique enables students to remember important information presented in a chapter through the use of the following six important questions: who? What? Where? When? Why? And How?. The teacher provides an outline on which the students can structure their note taking and record this information. The students can be referring to their outline for future study.

Teaching reading by using herringbone technique is very useful in helping students to comprehend and determine main ideas in a reading text easily. Sometimes, the problem appears when the students read a text and it my happen for some reasons, such us: they do not have enough vocabulary and ability to read well. Herringbone technique has a design in such a way to answer such problems, since herringbone technique consists of explanation and guidance.

2.1.2.2 Procedure of Herringbone Technique

The graphic organizer is used to help students identify that the main idea and the related supporting ideas of a lesson, text or concept. It contains six question that helps students organize the detail of the text. The visual pattern of the herringbone crates a framework for students to short the information.

Example:

Who?   What?   When?

---
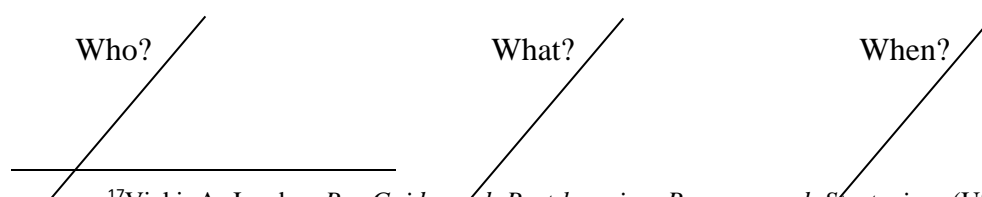
[17]Vicki A Jacobs, *Pre-Guide and Post-learning Purpose and Strategies.* (USA: Harvad University,2010), p.11.

Main Idea

| Where? | How? | Why? |
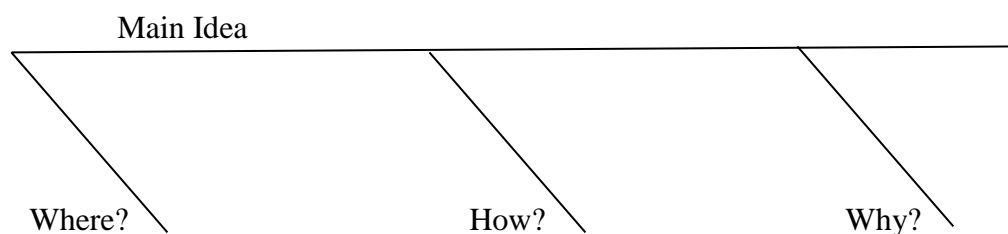
There are some opinions about the procedures of the herringbone technique. According to Edwards, the procedures of herringbone technique are:

1. Select reading material at the students level
2. Construct a herringbone outline with the 5W+H (Who? When? Where? Why? What? How?) and the main idea.
3. Students read, brainstorm and write important information about the story in their notebook.
4. After discussion, the students write answers on the herringbone outline.
5. Students discuss answers (5W+H+main idea)
6. The herringbone outline is used for the revision of the story.[18]

2.1.3 The Concept of Buzz Group

2.1.3.1 Definition of Buzz Group

Buzz group technique is a term of four to six students that are formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with a feedback and discussed by the whole group.[19] Each group can respond to more questions. In fact, some students have trouble participating in large group discussions or meetings. Therefore by dividing to whole class into small groups, more students have the opportunity to express their thoughts. Because

---

[18] Peter Edwards. *Literacy Technique.*Canada: All rights reserved. 2003,p.32

[19] E.F Barkley., K.P Cross& C.H Major. *Collaborative Learning Technique* : *A Handbook for College Faculty.* San Fransisco: Jossey-Bass.2001,p.112.

students have had a chance to practice their comment and to increase their repertoire of ideas in their buzz group, the whole-class discussion that follows is often richer and more participatory.

McKeachie stated that buzz group technique is a technique to ensure student participation in large classes.[20] The buzz group technique is very effective to be implemented in reading activity because the teacher can divide a large group into smaller groups. It means all students can deliver their own opinion to their friends without being ashamed. This technique is beneficial because it gives all students the freedom to express themselves equally, so every student gets a chance to contribute to the discussion on solving the problem in question. Moreover, buzz group also overcome students difficulties in reading comprehension obstacles such as having not enough background knowledge, having lack of vocabulary and the teacher centered technique implementation at class.

2.1.3.2 Procedure of Buzz Group Technique

According to Malawi Institute of education for effective use of buzz group technique are:

1. Explain the task to be discussed before the class breaks into groups.
2. Organize pupils into mixed ability groups or the same ability groups as need be.
3. Supervise the discussion in the groups so as to encourage and help pupils in difficulty.
4. Manage feedback concisely.
5. Rotate group leadership roles regularly.

---

[20] W.J McKeachhie. *Teching Tips: Strategies, Research, and Theory for College and University* Teachers(9th ed). Lexington, Massachusetts: D.C. Heath and Company.1994,p.232.

6. Try to give different but the related task to each group a special responsibility.

7. If the task is the same for all groups, organize feedback in such a way that one group present their ideas with other groups only contributing new ideas or let one group report one point at a time until all the groups have contributed.

8. Be time conscious.[21]

2.2 Previous Related Research Findings

There are some researchers who conducted related result referent to particularly in increasing Reading by using a lot of kinds of techniques, authentic material, or other teaching devise to reach the effective teaching and learning process. In other words it is a contribution to English teaching and some of them will be illustrated as follow:

Nuriati in her research entitled "*Improving Students' Reading Comprehension By Using Buzz Group Technique of the Seventh Grade Students of SMP Negeri 19 Palu",* said that in using of buzz group technique is effective to improve reading comprehension and this technique could be one option to be applied in teaching reading comprehension. It was proved by the result of pre-test (66,75) and post-test (75,97). It means that this activity is effective to be applied in teaching learning process by through conventional teaching.[22]

Desima Rafain in her research entitle "*The Effect of Herringbone Technique on Students' Reading Comprehension in Recount Text at Second Grade of SMPN 2 ENAM LINGKUNG PADANG PARIAMAN",* said that in teaching reading

---

[21]Malawi, *Institude of Education.*2004.p.5

[22] Nuriati"Improving Students' Reading Comprehension By Using Buzz Group Technique at The Seventh Grade Students of SMP Negeri 19 Palu"(Unpublished a Skripsi Of English Department FKIP Universitas Tadulako).

comprehension by using herringbone technique help students in comprehending a text especially in recount text more easily and this technique has a positive effect in learning reading comprehension by using herringbone technique. It was proved the student's post-test result showed that *t-obtained* was greater than *t-table* (2.8 > 2.00) and the average reading comprehension students in recount text generally increased from 68.33 to 80.33, it means that it is more effective to be applied in the teaching-learning process than through ordinary teaching.[23]

Then the study little is *the effect of herringbone technique on students' reading comprehension for the tenth grade at SMK N1 Lubuk Sikamping Academic year 2011/2012* by Benni Saputra. The data collecting used reading a test about the memo and invitation letter. From this study, the researcher compares with Benni Saputra. The result means from experimental class (77,05) > (61,59) control class and T-test (6,70) > T-table (1,67) it means that using herringbone technique can give significance effect for the result of English reading comprehension.[24]

Based on the variously related research findings above, the researcher could conclude that in the learning and teaching process, the teacher has to be creative how to make the students interest and enjoy in the learning process. The teacher has many techniques to teach of the students, so the students have high motivation in learning English.

---

[23]Desima Rafain"The Effect of Herringbone Technique on Students' Reading Comprehension in Recount Text at Second Grade of SMPN ENAM Lingkung Padang Pariaman"(Unpublished a Skripsi of English Language Teaching Program of FBS UNP Padang,2013).

[24] Benni Saputra"The effect of herringbone technique toward students' reading comprehension for tenth grade at SMK N1 Lubuk Sikamping"(Unpublished a Thesis: STKIP PGRI Sumatra Barat, 2012).

2.3 Conceptual Framework

The main focus of this research is improving reading comprehension by using herringbone technique that combines with buzz group technique at the eleventh social grade students of MAN PINRANG.

The conceptual framework of this research is presented by this following:

INPUT		PROCESS		OUTPUT
English reading material	⇨	Teaching English by using combination with Herringbone and Buzz group technique	⇨	The students reading comprehension
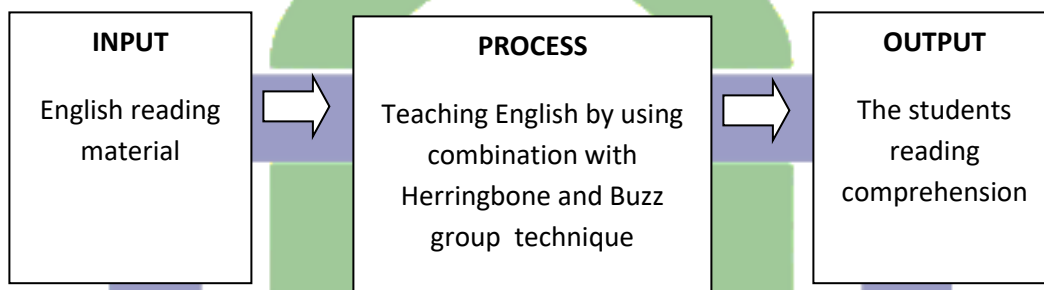
There are three elements namely:

1. Input : it refers to the material that applied by the researcher in the classroom, that is English reading material.
2. Process: it refers to the teaching English by using a combination of herringbone and buzz group technique.
3. Output : it refers to the students' reading comprehension after learning English by using combination technique.

2.4 Hypothesis

Based on the previous related literature and the problem statement above, the research formulates the hypothesis as follows:

Ho   : Using the combination of herringbone and buzz group technique is not able to improve students' reading comprehension at the eleventh social of MAN PINRANG.

Hi   : Using the combination of herringbone and buzz group technique is able to improve students' reading comprehension at the eleventh social grade of MAN PINRANG.

2.5 Operational definition of variable

2.5.1 Variable

There are two variables involved in this research namely independent variable and dependent variable.

1. Independent variable of this research is the combination of herringbone and buzz group technique.

2. The dependent variable of this research is students' reading comprehension at the eleventh social grade of MAN PINRANG.

2.5.2 Operational Definition

1. Herringbone technique is a structure outlining procedure design to help students organize important information in a text by using 5W-H.

2. Buzz group technique is small groups of students find solutions and report back to the entire class.

3. Reading comprehension is understanding a text that is read or the process of constructing meaning from a text.

CHAPTER III

METHOLOGY OF THE RESEARCH

This chapter provided information about the methodology of the research that the researcher applied in this study; they were researching design and variables, location and duration, population and sample, instruments of the researcher and procedures of the data analysis.

3.1 The Research Design

In this research, the researcher a collected process and analyze the data to get the conclusion of the research then the research determined the pre-experimental method which applied one group pre-test and post-test design. The design was formulated as follow[25]:

$$E = O1 \ X \ O2$$

Where :

E = Experimental

O_1 = Pre-test

X = Treatment

O_2 = Post-test

3.2 Location and Duration

The location of the research had done at MAN PINRANG Jl. Bulupakoro No.429 Pinrang, South Sulawesi .The duration of this research was five meetings namely once in the pre-test, three times in treatment and once in post-test. And the researcher needed one month to do this research.

---

[25] Sugiyono, *Metode Penelitian Pendidikan*, *(Pendekatan Kuantitatif, Kualitatif dan R&D* ,(Bandung:Alfabeta,2010), h.110-111.

3.3 Population and Sample

3.3.1 Population

The population of this research is the eleventh social grade students' of MAN PINRANG in academic year 2017/2018. They are XI Social 1 to XI Social 2. The total of the population is 63 students.

Table 1. Total students of MAN PINRANG

No	Class	Male	Female	Total
1	XI Social 1	20	15	35
2	XI Social 2	13	15	28
	Total	34	29	63

(Source of administration of MAN Pinrang)

3.3.2 Sample

The writer used purposive sampling by taking one class in this school generally for XI Social 1. There several reasons to pick this class at the sample, the varied of students ability might be the first reason. Beside, the result of early observation and an interview with the English teacher find out that this class in the most proper class in the most proper class to represent the all of population because of the varied of the students' ability in English. So, the total sample is 35 students.

Table 2. Sample of the students XI Social 1 of MAN PINRANG.

Class	Students		Total
	Male	Female	

XI Social 1	20	15	35
	Total		35

3.4 Instrument of the Research

In this research, the writer utilized test and questionnaire as the instruments. The test was applied in pre-test and post-test. The pre-test to find out the students' prior knowledge before using the combination of herringbone and buzz group technique, in this case reading text, and the post-test to find out the improvement of the students' in using the combination of herringbone and buzz group technique, and using questionnaire to know the students' respond toward combination of herringbone and buzz group technique.

3.5 Procedure of Collecting Data

In this research, data is all information that is directly gathered from the research subjects. The present of data collecting is in chronological other as below:

3.5.1   Pre-Test

Before doing treatment, on the first meeting, the researcher gave a pre-test to the students to find out the students' reading comprehension especially before teaching reading with using the combination of herringbone and buzz group technique. The pre-test consist of reading text.

3.5.2   Post-Test

After doing treatment, the researcher gave the post-test to measure the students' improvement the reading comprehension based on materials that have been learned. The test was different for the pre-test.

3.5.3   Questionnaire

In the last meeting, the researcher gave the questionnaire to find out the students' response to learning reading by using the combination of herringbone with buzz group technique. The questionnaire used in contents worksheet.

3.6 Treatment

After giving a pre-test, the researcher treated the students. The researcher gave the treatment three times. Each meeting ran for 90 minutes. The procedure of treatment that researcher was present and introduce the materials to the class and explain what the students have to do. After that the researcher gave the students activity.

3.6.1   The first meeting (The Golden Eggs)

3.6.1.1 The first meeting gave a greeting for the students to open the class.

3.6.1.2 The researcher gave motivation to the students before teaching the materials.

3.6.1.3 The researcher explained how to find out the main idea of the text.

3.6.1.4 The researcher taught how to find out the main idea of the text.

3.6.1.5 The researcher gave a chance to the students to ask about the unclear materials.

3.6.1.6 The researcher would divide the students' in some group.

3.6.1.7 Then the researcher gave the student a sheet of work paper, and answered the questions concerning the material that has been explained by the teacher.

3.6.1.8 Evaluation

3.6.1.9 The researcher closed the teaching process.

3.6.2   The second meeting (The Houses of Toraja)

3.6.2.1 The first meeting gave the greeting to the students to open the class.

3.6.2.2 The researcher gave motivation and games to the students before teaching the materials.

3.6.2.3 The researcher explained how to find out the main idea of the text.

3.6.2.4 The researcher gave a chance to the students to ask about the unclear materials.

3.6.2.5 The research form students in some groups, then gave the student a sheet of work paper.

3.6.2.6 The students answer the question appropriate to the story of the text.

3.6.2.7 Evaluation

3.6.2.8 The researcher closed the teaching process.

3.6.3 The Third Meeting (Moon)

3.6.3.1 The first meeting gave a greeting for the students to open the class.

3.6.3.2 The researcher gave motivation to the students before teaching the materials.

3.6.3.3 The researcher taught how to find out the main idea of the text.

3.6.3.4 The researcher gave a chance to the students to ask about the unclear materials.

3.6.3.5 The researcher divided the students' in some group.

3.6.3.6 Then the researcher gave the student a sheet of work paper, and answer the questions concerning the material that has been explaining to the teacher.

3.6.3.7 Evaluation

3.6.3.8 The researcher closed the teaching process.

3.7 Technique of Data Analysis

The form is applied in this research to process the data as follow:

1.
$$Score = \frac{Students' correct answer}{Total number of items} \times 100$$

2. The classification of the students' reading comprehension as follows:

Table.3 Classification of the students' reading comprehension

No	Classification	Score
1	Excellent	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very Poor	30-39[26]

3. Computing the frequency and the rate percentage of the students' score.

$$P = \frac{Fq}{N} \times 100\%$$

Where: P   : Percentage

              Fq   : Frequency of the students' score

---

[26] Suharsimi Arikunto.*Dasar-dasar Evaluasi Pendidikan (Edisi Revisi).* Jakarta:PT. Bumi Aksara. 2005. P.245.

N   : The total number of the students'[27]

4. Finding out the mean score of pre-test and post-test by using the following formula:

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

Which:

X   : Mean score

$\sum E$: Total sum of all score

N   : Number of students[28]

1. Calculating the main score of the difference between pre-test and post-test by using the following formula:

$$D = \frac{\sum D}{N}$$

Which:

D   : The mean score of difference

$\sum D$: The total scores of difference between pre-test and post-test $(X^1 - X^2)$

N   : Total sample

2. Finding out the difference by calculating the T-test value by using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N}}{N(N-1)}}$$

esearch,New Work: Charles Merril Publishing. Co,A. Bell and

esearch,New Work: Charles Merril Publishing. Co,A. Bell and

Hower Company.1987.p.298

$$\overline{}$$
$$\underline{}$$

T   : Test of significance

D   : The mean score of difference (X^1-X^2)

$\sum$D   : The sum of the total score

$\sum$D²   : The square of the sum score of difference

N   : The total sample[29]

7. To analyze the students' interest, the researcher gave the questionnaire to the students. The questionnaire of this research employs 10 questions which consist of 5 positive and 5 negative statements. The researcher used a Liker scale that can be seen on the following table:

Table.4 Liker Scale

Positive statement score	Category	Negative statement score
5	Strongly agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly disagree	5[30]

---

[29] Gay, L.R. *Educational Research*,New Work: Charles Merril Publishing. Co,A. Bell and Howel Company.1987.p.331

[30]Sugyono. *Metode Penelitian Pendidkan.* (Bandung: Penerbit Alfabeta, 2010).p.135

if a respondent answers all the positive statements with strongly agree along with all the one who answers all the positive statements with strongly disagree along with all 5 negative ones with strongly agree get 10 scores. So the rating score ranges from 10 to 50 (interval 40). Since the questionnaire employs 5 level / category, the interval which will be used to determine the level / category of respondents is 40:5 =8.

Accordingly the rating score for each category ranges as shown in the table as follows:

Table.5 The rating score of interest category

Score	Category
43-50	Very interested (very positive)
35-42	Interested (Positive)
27-34	Undecided
19-26	Uninterested (negative)
10-18	Very uninterested (very negative)[31]

The table above means that the student was said to have strongly interested when the mean score is 43 up to 50; they were said to have interested if the mean score is between 35-42; they were said to have moderate interested if the mean score

---

[31]Ridwan,dkk. *Rumus dan Data Dalam Analisis Statika.*(Bandung : Alfabeta. 2005).p.18

is between 27-34; they were said to have uninterested if the mean score is between 19-26; and they were said to have strongly uninterested if the mean score is between 10-18.

Table.6 The rating percentage of the students' interest score.

Score	Category
81 – 100	Very Strong
61 – 80	Strong
41 – 60	Enough
21 – 40	Low
0 – 20	Very Low

The table above means that the student was said to have strongly interested if the mean score is 81 up to 100; they were said to have interested if the mean score is between 61-80; they were said to have moderate interested if the mean score is between 41-60; they were said to have uninterested if the mean score is between 21-40; and they were said to have strongly uninterested if the mean score is between 0-20[32].

The calculating the rate percentage of the students' interest score:

$$P = \frac{F}{N} \times 100\%$$

Where:

[32]Ridwan,dkk. *Rumus dan Data Dalam Analisis Statika.*(Bandung : Alfabeta. 2005).p.245

P : Percentage F : Frequency

N : Total number of sample[33]

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

1. The Rate of the Students' Score Obtained through Pre-Test

As a linking of the data analysis, which after analyzing of the sample, the score were classified into the five levels of classification, in order to know whether the use of Combination technique (Herringbone with Buzz group) improve the students' reading comprehension.

a. Score of Pre-Test

---

[33]Ridwan,dkk. *Rumus dan Data Dalam Analisis Statika.*(Bandung : Alfabeta. 2005).p.245

The frequency and rate percentage of the students' score of pre-test as show in the table below.

Table 7. The frequency and rate percentage of the students' reading comprehension of Pre-Test.

No	Classification	Scores	Frequency	Percentage (%)
1	Very good	80-100	-	-
2	Good	66-79	-	-
3	Fair	56-65	12	34,29
4	Poor	40-55	23	65,71
5	Very poor	30-39	-	-
	Total		35	100

The table above shows that before giving the treatment of combination technique (Herringbone with Buzz group) the students only got the score in the fair category. There were 12 (34,29 %) students got fair, and 23 (65,71 %) students got poor category.

Based on the table from 35 students, 23 students got poor category have followed English course for elementary level. So they did not recognize a few meaning words in the reading text. But no one got a good or very good score. Its mean that the students' reading was still low.

b. The Mean Score of the Students' Pre-Test

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

$$X = \frac{1860}{35}$$

$$X = 53{,}14$$

Thus, the mean score for pre-test is 53,14

2. **The Rate Percentage of the students' score obtained through Post-Test**

a. Score of Post-Test

The frequency and rate percentage of the students' score of post-test shows in the table below:

Table 8. The frequency and rate percentage of the students' reading comprehension of Post-Test

No	Classification	Scores	Frequency	Percentage (%)
1	Very good	80-100	11	31,42
2	Good	66-79	19	54,29
3	Fair	56-65	5	14,29
4	Poor	40-55	-	-
5	Very poor	30-39	-	-
	Total		35	100

The table above shows that after giving the treatment combination technique (herringbone with buzz group), the students' reading comprehension score could be classified as good by the result of post-test. There were 11 (31,42%) out of 35

students' classified into very good, 19 (54,29%) out of 35 students' classified into good, 5 (14,29) out of 35 students' classified into fair. So that the researcher was able to conclude that the students got a change in the study of English if given combination technique.

b. The mean score of the students' Post-Test

$$X = \frac{\Sigma x}{N}$$

$$X = \frac{2510}{35}$$

$$X = 71,71$$

3. The T-test analysis

Table 9. The worksheet of calculated of the score pre-test and post-test of reading comprehension.

NO	Pre-test	Post-test	(D)	D²
1	50	80	30	900
2	50	80	30	900
3	50	70	20	400
4	50	70	20	400
5	60	70	10	100
6	50	80	30	900

7	50	70	20	400
8	60	80	20	400
9	50	70	20	400
10	50	80	30	900
11	50	70	20	400
12	60	70	10	100
13	60	80	20	400
14	50	70	20	400
15	60	70	10	100
16	50	70	20	400
17	50	70	20	400
18	50	60	10	100
19	60	70	10	100
20	50	70	20	400
21	60	60	10	100
22	50	60	10	100
23	50	60	10	100

24	60	70	10	100
25	60	80	20	400
26	60	80	20	400
27	60	80	20	400
28	50	60	10	100
29	50	70	20	400
30	50	80	30	900
31	50	70	20	400
32	50	70	20	400
33	40	80	40	1600
34	60	70	10	100
35	60	70	10	100
Total			650	14100

$$D = \frac{\sum D}{N}$$

$$= \frac{650}{35}$$

$$= 18,57$$

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{18,57}{\sqrt{\dfrac{14100 - \dfrac{(650)^2}{35}}{35(35-1)}}}$$

$$= \frac{18,57}{\sqrt{\dfrac{14100 - 12071,42}{35}}{35(35-1)}}$$

$$\frac{18,57}{\sqrt{\dfrac{14100 - 12071,42}{35}}{35(35-1)}}$$

$$= \frac{18,57}{\sqrt{\dfrac{2028,58}{35(34)}}}$$

$$= \frac{18,57}{\sqrt{1,70}}$$

$$= \frac{18,57}{1,303}$$

t = 14,25

In order to know whether the means score of the pre-test and the means score of the post-test is significantly different, the research used a T-test. The result of the T-test is t = 14,25. To find out the degree of freedom (df) the research use following formula:

df   = N – 1

df   = 35 – 1

df   =34

For the level of significance (p = 0,05) and df = 34 then the value of the table = 2,023 Thus the value of T-test greater than the variable (14,25 > 2,032) it meant that there is significant difference in reading comprehension after doing treatment by combination technique (Herringbone with Buzz group) in students' reading comprehension at the eleventh social grade students' of MAN PINRANG.

4. **Hypothesis testing**

The hypothesis was tested by using the t-Test statistical analysis. The result as follow:

If the t-Test value was greater than the t-Table value for the level of significance 0.05 with a degree of freedom 34, thus the alternative Hypothesis would be accepted.

The data analysis result is the t-Test value (14,25) was greater than the t-Table value (2,032). So, the Alternative hypothesis is accepted. By this result, it is concluded that there was a significant difference between the students' reading comprehension that was through combination technique (Herringbone with Buzz group).

5. The finding through the questionnaire

RESPONDENT	ITEM										TOTAL
	1	2	3	4	5	6	7	8	9	10	
1	5	4	5	4	3	5	4	4	5	3	36
2	4	5	3	3	5	5	4	5	4	5	42
3	4	5	2	4	5	5	4	5	4	3	41
4	5	4	5	4	5	5	4	4	3	4	43
5	5	3	5	3	5	3	3	5	1	5	38
6	5	4	5	5	5	5	1	5	5	5	45
7	5	5	3	3	5	5	4	5	4	5	44
8	5	3	5	3	5	3	3	5	4	4	40
9	5	5	3	4	5	5	4	4	4	4	43
10	5	3	5	3	5	3	2	4	1	5	32
11	5	4	3	4	5	5	4	4	4	5	43
12	2	1	1	4	2	5	1	4	2	4	26
13	5	5	5	5	5	5	4	4	4	5	47
14	5	4	5	3	5	4	4	5	3	4	42

15	5	4	5	3	5	4	4	5	3	5	43
16	4	5	5	5	5	4	5	4	4	4	45
17	4	5	5	5	5	4	4	4	3	5	44
18	5	5	5	5	4	4	5	4	5	4	46
19	4	5	5	5	5	5	4	4	4	5	46
20	4	5	5	5	5	4	4	4	5	4	45
21	4	5	4	4	5	3	4	4	5	5	43
22	4	5	5	5	5	5	4	4	4	5	46
23	4	5	5	5	5	5	4	4	4	5	46
24	5	5	4	3	5	4	4	4	4	5	43
25	4	5	5	3	5	5	5	3	3	5	43
26	5	5	4	4	5	5	4	5	5	5	47
27	5	5	5	4	5	4	4	4	3	5	44
28	5	3	5	4	5	4	4	4	4	5	43
29	5	5	5	5	5	5	4	4	4	5	47
30	5	5	3	3	5	5	4	5	4	5	44
31	4	5	3	3	5	5	4	5	4	5	42

32	5	3	5	3	5	3	3	5	1	5	38
33	4	5	5	5	5	4	4	4	3	5	45
34	5	5	4	3	5	4	4	4	4	5	43
35	5	3	5	4	5	4	4	4	4	5	43
Total											1488

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

$$X = \frac{1488}{35}$$

$$X = 42,51$$

The table above shows that from 5 positive and 5 negative questionnaires. All the students' answered very positive and most of them got 43-50 according to the Likert's scale. Based on Likert's scale that the students' very interest in learning reading comprehension by combination technique (Herringbone with Buzz group).

At the second part analyzed about tabulates and analyzed the data from questionnaire into percentage as follow:

Table 11: Learning reading through "Herringbone and Buzz group" technique make students' easy to understand English text.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	23	115
2	Agree	4	4	16

3	Neutral	3	6	18
4	Disagree	2	1	2
5	Strongly Disagree	1	1	1
	Total		35	160

(Data source: Questionnaire item no 1)

Based on the table (item 1) there was 23 out of 35 students started that learning reading through (Herringbone with Buzz group) technique make students easy to understand English text was at strongly agree, by continuum can be shown below:
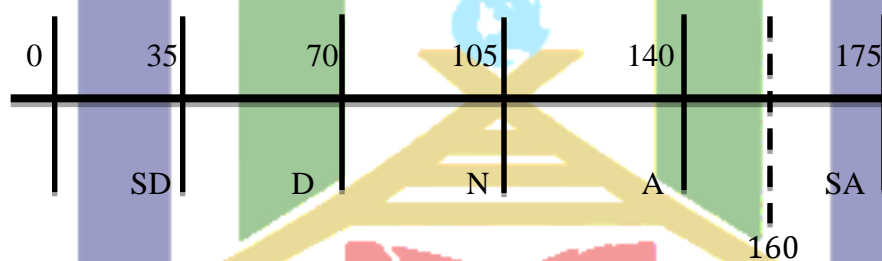
So the students like to learn the English language by using combination technique (Herringbone with Buzz group), namely 160/175 x 100 = 91,4 so, it was categorized very strong.

Table 12: Learning reading through "Herringbone with Buzz group" technique make students' more active in the learning process.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	22	110

2	Agree	4	6	24
3	Neutral	3	6	18
4	Disagree	2	0	0
5	Strongly Disagree	1	1	1
	Total		35	153

<div align="right">(Data source: Questionnaire item no 2)</div>

Based on the table (item 2) there was 22 out of 35 students started that learning reading through (Herringbone with Buzz group) technique make students more active in learning process was at strongly agree, by continuum can be shown below:

0	35	70	105	140	175
	SD	D	N	A	SA

153

So the students like to learn the English language by using combination technique (Herringbone with Buzz group), namely 153/175 x 100 = 87,4 so, it was categorized very strong.

Table 13: Learning reading through "Herringbone with Buzz group" technique make students' become fun because they can work well together in complementing the test.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	23	115
2	Agree	4	4	16
3	Neutral	3	6	18
4	Disagree	2	1	2
5	Strongly Disagree	1	1	1
	Total		35	152

(Data source: Questionnaire item no 3)

Based on the table (item 3) there was 23 out of 35 students started that learning reading through (Herringbone with Buzz group) technique make students become fun because they can work well together in complementing the test was at strongly agree, by continuum can be shown below:

So the students like to learn the English language by using combination technique (Herringbone with Buzz group), namely 152/175 x 100 = 87 so, it was categorized very strong.
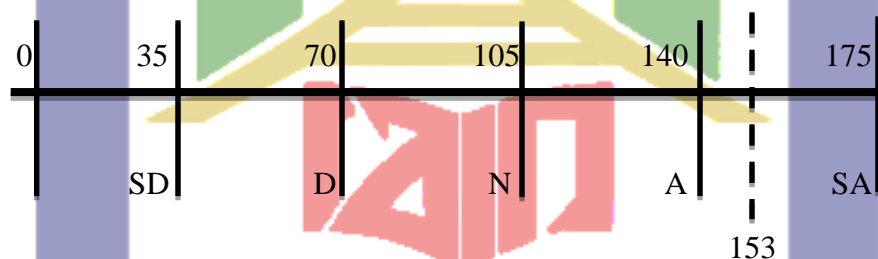
Table 14: Learning reading through "Herringbone and Buzz group" techniques make students active in learning with interesting technique.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	11	55
2	Agree	4	11	44
3	Neutral	3	13	39
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
	Total		35	138

(Data source: Questionnaire item no 4)

Based on the table (item 4) there was 11 out of 35 students started that learning reading through (Herringbone with Buzz group) techniques make students active of learning with the interesting technique was at strongly agree, by continuum can be shown below:

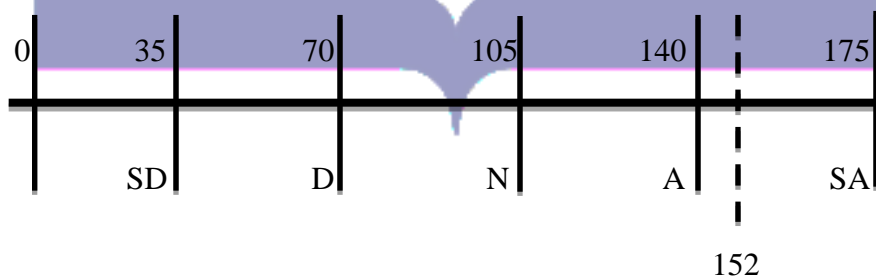| 0	35	70	105	140	175
	SD	D	N	A	SA

138

So the students like to learn English language by using combination technique (Herringbone with Buzz group), namely 138/175 x 100 = 79 so, it was categorized strong.

Table 15: Learning reading through "Herringbone with Buzz group" techniques improve the students' ability to read and increase the vocabulary.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	32	160
2	Agree	4	1	4
3	Neutral	3	1	3
4	Disagree	2	1	2
5	Strongly Disagree	1	0	0
	Total		35	169

(Data source: Questionnaire item no 5)

Based on the table (item 5) there was 32 out of 35 students started that so learning reading through (Herringbone with Buzz group) techniques improve the student's ability to read and increase the vocabulary was at strongly agree, by continuum can be shown below:

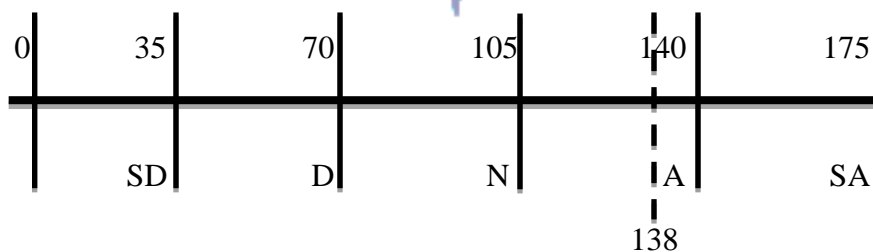| 0	35	70	105	140	175
	SD	D	N	A	SA

So the students like to learn the English language by using combination technique (Herringbone with Buzz group), namely 169/175 x 100 = 97 so, it was categorized very strong.

Table 16: Learning reading through "herringbone with Buzz group"
make students' indifferent to ask questions with their teacher.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	18	90
2	Agree	4	12	48
3	Neutral	3	5	15
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
	Total		35	153

(Data source: Questionnaire item no 6)

Based on the table (item 6) there was 18 out of 35 students started that so learning reading through (Herringbone with Buzz group) techniques indifferent to ask questions with their teacher was at strongly agree, by continuum can be shown below:

0   35   70   105   140   175
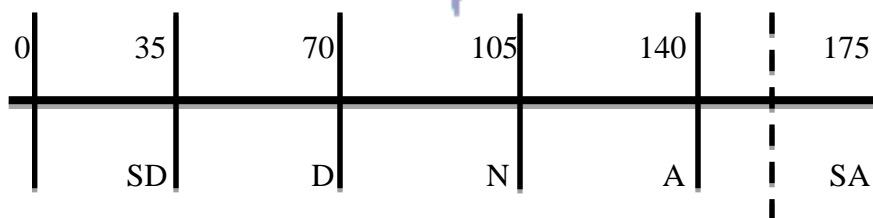
SD   D   N   A   SA

So the students like to learn the English language by using combination technique (Herringbone with Buzz group), namely 153/175 x 100 = 87,4 so, it was categorized very strong.

Table 17: Learning reading through "Herringbone with Buzz group" techniques make students' lazy ask about material that has not been understood in the learning process.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	3	15
2	Agree	4	26	104
3	Neutral	3	3	9
4	Disagree	2	1	2
5	Strongly Disagree	1	2	2
	Total		35	132

(Data source: Questionnaire item no 7)

Based on the table (item 7) there was 3 out of 35 students started that so learning reading through (Herringbone with Buzz group) techniques make students lazy ask about material that has not been understood in the learning process was at strongly agree, by continuum can be shown below:

0	35	70	105	140	175
	SD	D	N	A	SA

132
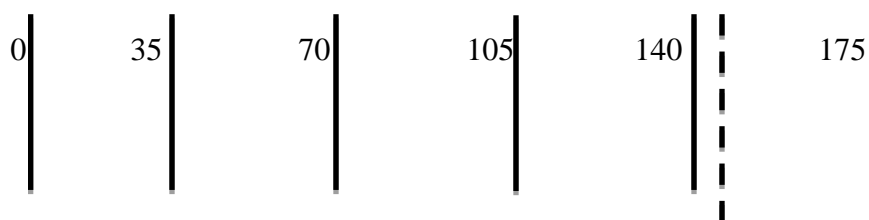
So the students like to learn the English language by using combination technique (Herringbone with Buzz group), namely 132/175 x 100 = 75,4 so, it was categorized strong.

Table 18: Learning reading through "Herringbone with Buzz group" technique does not have a positive effect on students.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	12	17
2	Agree	4	22	88
3	Neutral	3	1	3
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
	Total		35	108

(Data source: Questionnaire item no 8)

Based on the table (item 8) there was 12 out of 35 students started that learning reading through (Herringbone with Buzz group) techniques do not have a positive effect for students was at strongly agree, by continuum can be shown below:

0	35	70	105	140	175
	SD	D	N	A	SA

108
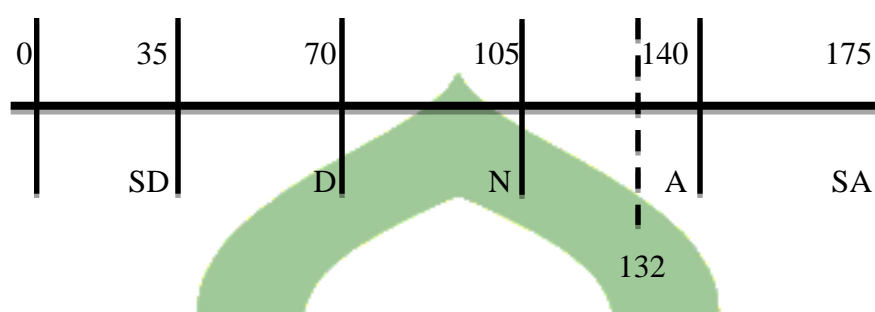
So the students like to learn English language by using combination technique (Herringbone with Buzz group), namely 108/175 x 100 = 62 so, it was categorized strong.

Table 19: Learning reading through "Herringbone with Buzz group" technique is boring for students.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	6	30
2	Agree	4	18	72
3	Neutral	3	7	21
4	Disagree	2	1	2
5	Strongly Disagree	1	3	3

			Total	35	128

Based on the table (item 9) there was 6 out of 35 students started that learning reading through (Herringbone with Buzz group) technique is boring for students was at strongly agree, by continuum can be shown below:
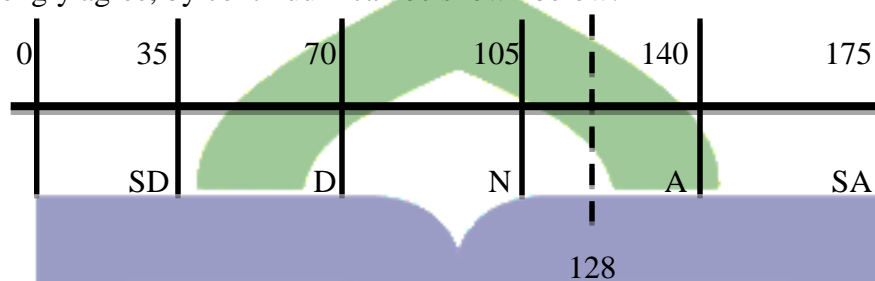
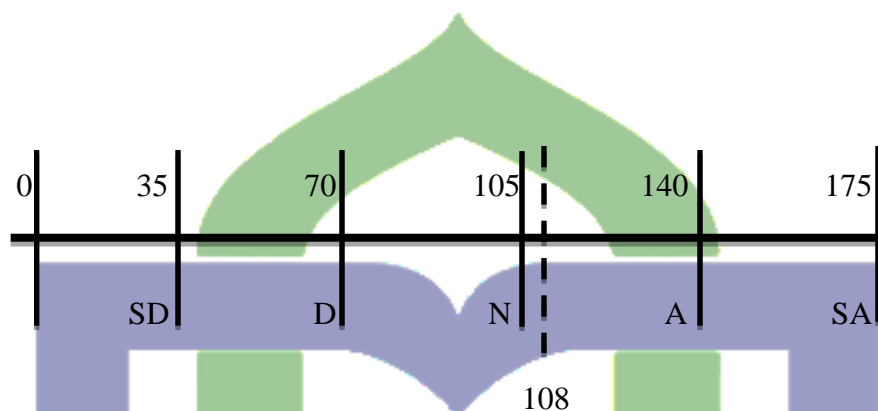| 0	35	70	105	140	175
	SD	D	N	A	SA

128

So the students like to learn the English language by using combination technique (Herringbone with Buzz group), namely 128/175 x 100 = 73,1 so, it was categorized strong.

Table 20: Learning reading through "Herringbone with Buzz group" technique make students' difficult to interact with other students.

No	Question alternative	Scores	Frequency	Sum of Score
1	Strongly Agree	5	25	125
2	Agree	4	8	32
3	Neutral	3	2	6
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
	Total		35	163

Based on the table (item 10) there was 25 out of 35 students started that learning reading through (Herringbone with Buzz group) techniques make students difficult to interact with other students was at strongly agree, by continuum can be shown below:
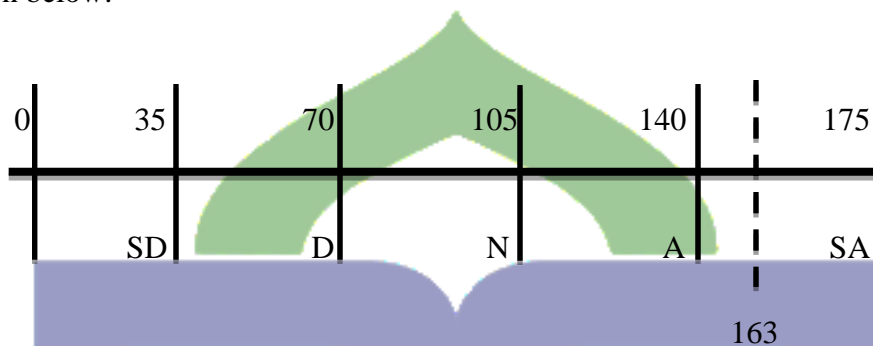
0	35	70	105	140		175
	SD	D	N	A		SA

163

So the students like to learn the English language by using combination technique (Herringbone with Buzz group), namely 163/175 x 100 = 93,1 so, it was categorized very strong.

Table 21: The percentage of the positive statement of the questionnaire on Learning reading by combination technique (Herringbone with Buzz group).

No	Frequency					Point					Score
	SA	A	N	D	SD	SA	A	N	D	SD	
1	22	12	0	1	0	110	48	0	2	0	160
2	22	6	6	0	1	110	24	18	0	1	153
3	23	4	6	1	1	115	16	18	2	1	152

No	SA	A	N	D	SD	SA	A	N	D	SD	Score
4	11	11	13	0	0	55	44	39	0	0	138
5	32	1	1	1	0	160	4	3	2	0	169
Score						**550**	**136**	**78**	**6**	**2**	**772**

The table above shows that the cumulative percentage on the five items of the positive statement questionnaire was 88,22 (Very Strong), while the cumulative score that they got the questionnaire was 772 (Strongly Agree).

0	175	350	525	700	875
	SD	D	N	A	SA

772
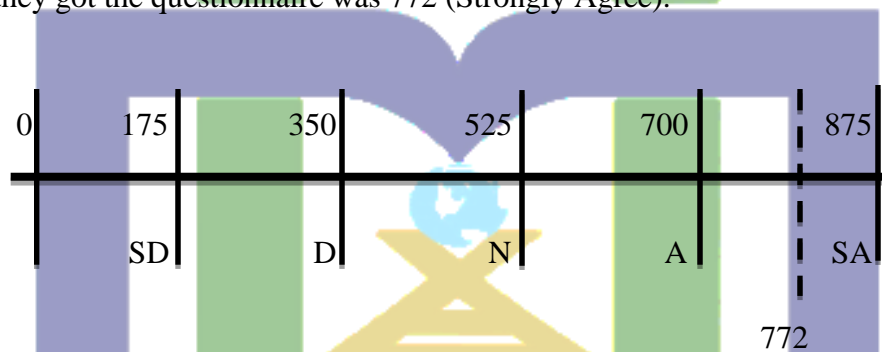
Table 22: The percentage of the negative statement of the questionnaire on Learning reading by combination technique (Herringbone with Buzz group).

No	Frequency					Point					Score
	SA	A	N	D	SD	SA	A	N	D	SD	
1	18	12	5	0	0	90	48	15	0	0	153
2	3	26	3	1	2	15	104	9	2	2	132

3	12	22	1	0	0	60	88	3	0	0	151
4	6	18	7	1	3	30	72	21	2	3	128
5	25	8	2	0	0	125	32	6	0	0	163
Score						**320**	**344**	**54**	**4**	**5**	**727**

The table above shows that the cumulative percentage on the five items of the Negative statement questionnaire was 83,08 (Very Strong), while the cumulative score that they got the questionnaire was 727 (Strongly Agree).

```
0        175        350        525        700    :      875
|---------|----------|----------|----------|-----:------|
         SD          D          N          A    :      SA
                                                :
                                               727
```

4.2 Discussion

1. **The discussion of the finding through the test**

To find out the answer of the research question in the previous chapter, the researcher administered a test. The test was a reading tests that given before and after treatments, which aims to know the answer of the problem statement.

There were third meetings for doing the treatment of this research. At the fisrt, before giving the treatment, the students did the pre-test it purposed to know students' ability in reading comprehension before getting the treatment. The step of this test was the researcher started to introduced herself and gave information about her aim with the students made the students interest to do the next instruction of the researcher. The researcher try to ask the students in the classroom about how to find out the main idea of the text, no one knows about them. Then the researcher explains little about the material. After the researcher gave work of pre-test with consist 10 questions. And the questions have been presented from Herringbone technique. It purposed to know the students' improvement in reading comprehension before getting the treatment. In this case, the researcher checked the students' work at home. The researcher gave some correction on the students' paper that was not connect with the main idea of the test.

The first meeting was on Mei 04th, 2018 before students started to answer the question, the researcher gave greeting for the students gave information about her aim with the students. After that, the researcher gave explanation about how to do the instrument and guide the students to understand the process of the technique, and also divided students' into some group. After that the researcher gave explanation and then gave students a chance to ask the researcher if they did not understood about how to do the instrument. There were some students asked about instrument, and the researcher explained once the test more and after the students understood, the researcher gave some minutes to read about the test before the researcher ask the students to answer the question. Most of them did not understand well how to translate the reading text, It was showed when they were answer the text,

The second meeting was on 16th May, 2018 ,the researcher have giving games, to made them not nervous, the students can was relaxing and fun to enjoy the treatment. The class runs in very fun. The researcher has giving some key words to them to answer the question of reading text,and then the researcher also helped them to how to translate the reading text with 5W+1H questions, this way was successful, almost all the students understood well about the reading text and can answer it well although there was some of them was still confused to translate and answer the text.

The third meeting was 23th May, 2018, the class was running enjoyable although half of the students were not ready to get the material and did not understood well the text, the researcher had tried to make the students more understand.

From the pre-test, the researcher concluded that students' reading comprehension still low. It was proved from the result of pre-test got a very low score (53,14%). After that, the researcher gave the treatment by using a combination technique (Herringbone with Buzz group technique) for three meetings. The researcher look the increasing students in understanding the material. In the third meeting they can know how to find out the main idea of the reading text.

After doing third times of treatment on 4th July, 2018 the researcher conducted a post- test. The post-test score showed that there significance different before giving treatment and after treatment. The mean score of the post-test was 71,71. The data analysis result is the Test value (14,25) was greater than the t-Table value (2.032). By this result, it is concluded that there is an improvement between the students reading comprehension before and after giving treatment by combination technique

(Herringbone with Buzz group). It shows that the alternative hypothesis (Hi) is accepted in the null hypothesis (Ho) is rejected.

After applying Herringbone with Buzz group technique in teaching reading gave improvement to the eleventh social grade students of MAN PINRANG, for example:

1. The students easy to understand the material because it used interesting technique.
2. The students more enjoy and fun to study English during teaching and learning.
3. The students were able to improve their reading comprehension because the students enjoy to study about the materials and also the researcher given some instruction that would help the students when they answer the question.

The procedure of treatment, before the researcher give the reading text, firstly the researcher explain how to find out the mind ideas of the text, and the researcher give them some minutes to read the text before the students answer it, and also the researcher give time to the students to ask the researcher when they still not understand it.

Before giving treatment, students faced some problem in reading comprehension, they are:

1. The students were afraid to answer the questions when they did not understand the meaning of the text.,
2. The students have lack vocabulary to translate the English.
3. The students lack of motivation and awareness in Learning English.

The herringbone technique is a technique that used to find the main idea and important information in the text by asking six comprehension questions; Who?, What?, When?, Where?, Why?, and How?. McCune (2002:34) explains that the herringbone technique is introduced as a tool to help students recognize the important relationship in the material by seeking answers to specific types of question. Then Buzz group technique is small groups of students find solutions and report back to entire class, Tiberius (1999:21).

The technique in teaching should match with condition of students, teacher and the activity in classroom. The combining the Herringbone with Buzz group technique in teaching reading can help students to be more interest and focus. Wallace (2003) states that actually, many techniques that can be implemented in teaching reading, the teacher not only can use one technique, but also can combine two techniques to improve the students reading comprehension, such as: combining Herringbone with Buzz group technique.

2. The discussion of the finding through the questionnaire

The students' response toward combination technique (Herringbone with Buzz group) techniques in teaching reading comprehension in the eleventh social grade students' of MAN PINRANG has been and analyzed by using liker scale. The questionnaire were successfully filled by 35 respondent that taken on May 2018.

From 5 positive and 5 negative questionnaires, all the students answered very positive and most of them got 43-50, according to the liker scale. Based on the liker scale that the students were very positive in learning reading comprehension by using combination technique (Herringbone with Buzz group technique).

It means that the combination technique (Herringbone with Buzz group) makes students have positive response toward in learning reading and they strongly agreed about it. There were 25 students got 43-50 score (Very positive) 8 students got 35-42 score (positive) and 2 students got 27-34 (undecided) from all 35 students who have thought by combination technique (Herringbone with Buzz group technique). And the main score of the students was 42,51 from 35 students.
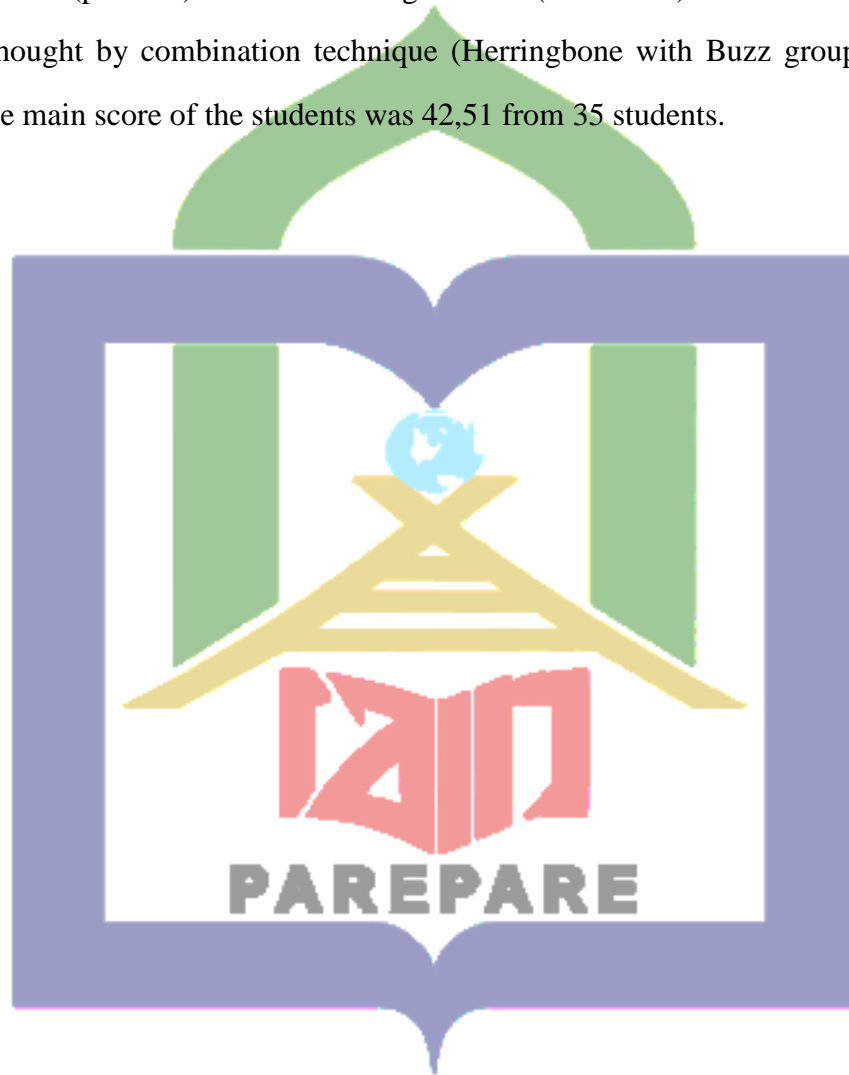
CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the finding and discussion of the previous chapter in this study, the writer concluded that:

1. Combination technique (Herringbone with Buzz group technique) improved students' reading comprehension at the eleventh social grade students' of MAN PINRANG. T-test result in which the value of the t-test was 14,25 than t-table was 2,032 at the level significance and degree of freedom (df) was 34.

2. The students' were very positive after learning reading through combination technique (Herringbone with Buzz group technique). Its mean that the students are very excited about the technique. They got enjoyable and feel interesting in learning English. Most of them show their positive responses about the material in the technique.

5.2 Suggestion

Based on the result of data analysis and conclusions, the researcher puts the following suggestion:

1. The teacher generally should be able to apply some techniques in teaching English which is suitable with students' condition so that the students are not bored following the materials.

2. The teacher should be active in giving feedback to involve the students in teaching learning process.

3. Since the implementation of combination technique (Herringbone with Buzz group technique) has been proven to be successful in improving the students reading comprehension, it is strongly suggested that such teaching strategy is continually implemented in teaching English to the class.

BIBLIOGRAFHY

Aebersold Jo A., and Mary L. Field 1997. *From Reader to Reading Teacher*. New York: Cambridge University Press.

Anderson Neil J. 1999. *Exploring Second Language Reading: Issues and Strategy.* Heinle & Heinle Publishers.

Alexander J. Estill. 1979. *Teaching Reading.* General Editor. Little, Brown And Company Buston Toronto.

Arikunto Suharsimi. 2005. *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi).* Jakarta:PT. Bumi Aksara.

Beers Kylene. *Week Kids Can't Read, What Teachers Can Do.* Current Education Book Summaries.

Benni Saputra. 2012." *the effect of herringbone technique toward students' reading comprehension for tenth grade at SMK N1 Lubuk Sikamping".* A Thesis: STKIP PGRI Sumatra Barat.

Brown H. Douglas. *Language Assessment Principles and Classroom Practices.*(Longman).

Desima Rafain. 2013."The Effect of Herringbone Technique on Students' Reading Comprehension in Recount Text at Second Grade of SMPN 2 ENAM Lingkung Padang Pariaman". A Skripsi Of English Language Teaching Program of FBS UNP Padang.

Edwards Peter. 2003. *Literacy Technique.* Canada: All rights reserved.

Jacobs A Vicki. 2010. *Pre-Guide and Post-learning Purpose and Strategies.*USA: Harvad University.

Hudson Thom. 2007. *Teaching Second Language Reading.* Oxford University Press.

Tarigan H.G. 1997.*metodologi Pengajaran Bahasa.*DepDikBud.Jakarta:P2LPTK.

Heinemann. 2009. *Reading Process.* Hanover Street: Winthrop Publishers, Inc.

Http;//.yourdictionary.com/herringbone. 2013. Accessed. June 25.

Haris Albert J. And Edward R. Sipay. 1980. *How Increase Reading Ability.* New York &London; Longman.

Kayner Keith. 2015. Http://en.wilkipedia.org.wiki/reading_comprehension#cite-o. Accessed on 4th April.

Barkley E.F., K.P Cross, & C.H Major. 2001. *Collaborative Learning Technique.* San Fransisco: Jossey-Bass : *A Handbook for College Faculty.*

L.R Gay, 1987. *Educational Research.* New Work: Charles Merril Publishing. Co,A. Bell and Howel Company.

McCune Shirley. 2000. *Reading & Connections Across the Content Areas.* Washington: all right reserved.

McKeachhie W.J. 1994. *Teching Tips: Strategies, Research, and Theory for College and University* Teachers(9th ed). Lexington, Massachusetts: D.C. Heath and Company.

Nuttal C. 1987. *Teaching Reading Skill in a Foreign Language.* London: Heineman Educational Books.

Nuriati. "Improving Students' Reading Comprehension By Using Buzz Group Technique at The Seventh Grade Students of SMP Negeri 19 Palu". A Skripsi Of English Department FKIP Universitas Tadulako.

Ridwan,dkk. 2005. *Rumus dan Data Dalam Analisis Statika.* Bandung : Alfabeta.

Sugyono. 2010. *Metode Penelitian Pendidkan.* Bandung: Penerbit Alfabeta.

Widyamartaya A. 1992. *Seni Membaca untuk Study.* Yogyakarta: Kamsius.

APPENDICES

APPENDIX 1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MAN PINRANG

Mata pelajaran : Bahasa Inggris

Kelas : XI Social 1

Pertemuan : I (Pertama)

Gendre : The Golden Eggs

Alokasi waktu : 2 x 40 menit

Skill : Reading (Membaca)

Standar kompetensi :5. Memahami makna esei pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi dasar :5.1 Merespon makna yang terdapat dalam teks esei pendek sederhana dengan akurat, lancar dan untuk berinteraksi dalam konteks kehidupan sehari-hari.

Indikator :1. Mengidentifikasi makna dan cirri kebahasaan yang terdapat dalam esei pendek sederhana.

2. mengidentifikasi informasi tersurat dari teks esei pendek sederhana.

3. mengidentifikasi informasi rinci dari teks esei pendek sederhana.

4. mengidentifikasi tujuan komunikatif teks esei pendek sederhana.

1. **Tujuan Pembelajaran**

1.1 Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Peserta didik mampu mengidentifikasi makna gagasan dalam teks esei pendek sederhana.

- Peserta didik mampu mengidentifikasi makna gagasan dalam teks esei pendek sederhana.

- Peserta didik mampu mengidentifikasi tujuan komunikatif teks esei pendek sederhana.

- Peserta didik mampu mengidentifikasi informasi rinci teks esei sederhana.

1.2 Karakter siswa yang diharapkan:

- Dapat dipercaya

- Rasa hormat dan perhatian

- Tekun

2. **Metode Pembelajaran:**

a. **Metode Pembelajaran: Diskusi kelompok, tanya jawab dan penugasan.**

b. Pengelolaan kelas: Individu, kelompok.

3. **Langkah-langkah Kegiatan**

No.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
a.	Kegiatan Pendahuluan	1. Salam dan tutur sapa (Santun dan peduli) 2. Berdoa sebelum belajar 3. Mengecek kehadiran peserta didik 4. Mencapaikan tujuan pembelajaran teks esei pendek sederhana.	10 menit

b.	Inti (Eksplorasi)	- Guru menyampaikan judul materi yang akan dibahas. - Guru menyampaikan dan tujuan dari teks esei sederhana dengan menggunakan kombinasi herringbone dan buzz grup teknik. - Peneliti menjelaskan pengertian dan langkah-langkah teknik herringbone dan buzz group teknik terhadap bacaan dengan baik dan benar. Elaborasi Peneliti membagikan teks bacaan yang berjudul " The Golden Eggs" - Peneliti menjelaskan bagaimana menemukan ide pokok dalam sebuah bacaan. - Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan (mandiri). - Peneliti menyuruh peserta didik menjawab pertanyaan (5W+1H) yang telah terdapat dalam teks bacaan tersebut.	60 menit

		Konfirmasi - Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikan kepada peserta didik.	
c.	Penutup	1. Guru bersama siswa bertanya jawab meluruskan kesalah pemahaman. 2. Memberikan Feedback positif dalam keberhasilan peserta didik. 3. Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. 4. Guru memberikan penguatan dan kesimpulan terhadap peserrta didik.	10 menit

5. **Media:**

   - Worksheet atau lembar kerja (siswa)

6. **Alat/ Bahan:**

   - Papan tulis, spidol, Laptop, Papan tulis.

Name :

first Meeting

THE GOLDEN EGGS

Long time ago a remote village, in central China, was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later an old man, with long grey beard, passed by his house took pity on him. He gave his a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to his utmost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, the livelihood had rapidly improved but the farmer had forgotten this earlier hardship. He became lazy, arrogant, and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer most patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though he very much regretted for his foolishness, it's already too late.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MAN PINRANG

Mata pelajaran : Bahasa Inggris

Kelas : XI Social 1

Pertemuan : II (Kedua)

Gendre : The Houses of Toraja

Alokasi waktu : 2 x 40 menit

Skill : Reading (Membaca)

Standar kompetensi :5. Memahami makna esei pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi dasar :5.1 Merespon makna yang terdapat dalam teks esei pendek sederhana dengan akurat, lancar dan untuk berinteraksi dalam konteks kehidupan sehari-hari.

Indikator :1. Mengidentifikasi makna dan cirri kebahasaan yang terdapat dalam esei pendek sederhana.

2. mengidentifikasi informasi tersurat dari teks esei pendek sederhana.

3. mengidentifikasi informasi rinci dari teks esei pendek sederhana.

4. mengidentifikasi tujuan komunikatif teks esei pendek sederhana.

4. Tujuan Pembelajaran

4.1 Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Peserta didik mampu mengidentifikasi makna gagasan dalam teks esei pendek sederhana.
- Peserta didik mampu mengidentifikasi makna gagasan dalam teks esei pendek sederhana.
- Peserta didik mampu mengidentifikasi tujuan komunikatif teks esei pendek sederhana.
- Peserta didik mampu mengidentifikasi informasi rinci teks esei sederhana.

4.2 Karakter siswa yang diharapkan:

- Dapat dipercaya
- Rasa hormat dan perhatian
- Tekun

5. Metode Pembelajaran:

c. **Metode Pembelajaran: Diskusi kelompok, tanya jawab dan penugasan.**

d. Pengelolaan kelas: Individu, kelompok.

6. Langkah-langkah Kegiatan

No.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
a.	Kegiatan Pendahuluan	5. Salam dan tutur sapa (Santun dan peduli) 6. Berdoa sebelum belajar 7. Mengecek kehadiran peserta didik 8. Mencapaikan tujuan pembelajaran teks esei pendek sederhana.	10 menit

| b. | Inti (Eksplorasi) | - Guru menyampaikan judul materi yang akan dibahas.

 - Guru menyampaikan dan tujuan dari teks esei sederhana dengan menggunakan kombinasi herringbone dan buzz grup teknik.

 - Peneliti menjelaskan pengertian dan langkah-langkah teknik herringbone dan buzz group teknik terhadap bacaan dengan baik dan benar.

 Elaborasi

 - Peneliti membagikan teks bacaan yang berjudul "The Houses of Toraja"

 - Peneliti menjelaskan bagaimana menemukan ide pokok dalam sebuah bacaan.

 - Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan (mandiri).

 - Peneliti menyuruh peserta didik menjawab pertanyaan (5W+1H) yang telah terdapat dalam teks bacaan tersebut. | 60 menit |

		Konfirmasi - Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikan kepada peserta didik.	
c.	Penutup	7. Guru bersama siswa bertanya jawab meluruskan kesalah pemahaman. 8. Memberikan Feedback positif dalam keberhasilan peserta didik. 9. Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif. 10. Guru memberikan penguatan dan kesimpulan terhadap peserrta didik.	10 menit

11. Media:

- Worksheet atau lembar kerja (siswa)

12. Alat/ Bahan:

- Papan tulis, spidol, Laptop, Papan tulis.

Name :

Second Meeting

The Houses Of Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makkaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of Toraja are the "Buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs contrasted by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built cement) houses with such roofs.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: MAN PINRANG
Mata pelajaran	: Bahasa Inggris
Kelas	: XI Social 1
Pertemuan	: III (Ketiga)
Gendre	: Moon
Alokasi waktu	: 2 x 40 menit
Skill	: Reading (Membaca)
Standar kompetensi	:5. Memahami makna esei pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari.
Kompetensi dasar	:5.1 Merespon makna yang terdapat dalam teks esei pendek sederhana dengan akurat, lancar dan untuk berinteraksi dalam konteks kehidupan sehari-hari.
Indikator	:1. Mengidentifikasi makna dan cirri kebahasaan yang terdapat dalam esei pendek sederhana.
	2. mengidentifikasi informasi tersurat dari teks esei pendek sederhana.
	3. mengidentifikasi informasi rinci dari teks esei pendek sederhana.
	4. mengidentifikasi tujuan komunikatif teks esei pendek sederhana.

7. **Tujuan Pembelajaran**

7.1 Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Peserta didik mampu mengidentifikasi makna gagasan dalam teks esei pendek sederhana.

- Peserta didik mampu mengidentifikasi makna gagasan dalam teks esei pendek sederhana.

- Peserta didik mampu mengidentifikasi tujuan komunikatif teks esei pendek sederhana.

- Peserta didik mampu mengidentifikasi informasi rinci teks esei sederhana.

7.2   Karakter siswa yang diharapkan:

- Dapat dipercaya

- Rasa hormat dan perhatian

- Tekun

8. **Metode Pembelajaran:**

  e. Metode Pembelajaran: Diskusi kelompok, tanya jawab dan penugasan.

  f. Pengelolaan kelas: Individu, kelompok.

9. **Langkah-langkah Kegiatan**

No.	Tahapan Kegiatan	Uraian Kegiatan	Alokasi Waktu
a.	Kegiatan Pendahuluan	9. Salam dan tutur sapa (Santun dan peduli) 10. Berdoa sebelum belajar 11. Mengecek kehadiran peserta didik 12. Mencapaikan tujuan pembelajaran teks esei pendek sederhana.	10 menit

b.	Inti (Eksplorasi)	- Guru menyampaikan judul materi yang akan dibahas. - Guru menyampaikan dan tujuan dari teks esei sederhana dengan menggunakan kombinasi herringbone dan buzz grup teknik. - Peneliti menjelaskan pengertian dan langkah-langkah teknik herringbone dan buzz group teknik terhadap bacaan dengan baik dan benar. Elaborasi - Peneliti membagikan teks bacaan yang berjudul "Moon" - Peneliti menjelaskan bagaimana menemukan ide pokok dalam sebuah bacaan. - Peneliti menyuruh peserta didik untuk membaca bacaan yang telah dibagikan (mandiri). - Peneliti menyuruh peserta didik menjawab pertanyaan (5W+1H) yang telah terdapat dalam teks bacaan tersebut.	60 menit

		Konfirmasi	
		- Peneliti mengevaluasi tentang hasil pekerjaan dan menyampaikan kepada peserta didik.	
c.	Penutup	13. Guru bersama siswa bertanya jawab meluruskan kesalah pemahaman.	10 menit
		14. Memberikan Feedback positif dalam keberhasilan peserta didik.	
		15. Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.	
		16. Guru memberikan penguatan dan kesimpulan terhadap peserrta didik.	

17. Media:

- Worksheet atau lembar kerja (siswa)

18. Alat/ Bahan:

- Papan tulis, spidol, Laptop, Papan tulis.

Name :

Third Meeting

MOON

Moon is the earth's satellite which we often see in the night. The moon is the one place in out solar system where humans have visited. For the first time on July 20,1969, astronauts Neil Armstrong and Edwin Aldrin landed the Lunar Module of Apollo 11 on the surface of the moon. Neil Armstrong was the first man to talk on the moon. However do you know what descriptive facts about the moon are?

The moon rises in the east and sets in the west. It moves toward the east in our sky by about 12 degrees each day. The moon is about 384,400 kilometers from earth. The moon has a diameter of 2,000 miles which is like to 3,476 kilometers.

The surface of the moon has many things, such as craters, lava plains, mountains, and valleys. Scientists believe the craters were formed around 4.5 to 4.5 billion years ago by meteors hitting the moon's surface. The moon does not have atmosphere, wind and weather that is why the footprints left there on moon by the Apollo astronauts will remain there for millions of years.

The moon is not a light source. It means that Moon does not make its own light. It reflects light from the sun. All of can see the moon especially in the night because light from the sun bounces of it back to the earth. If the sun wasn't there, we cannot see the Moon.

The moon influences many of the tides in the oceans. This is because of the gravity force between the Earth and Moon. At full Moon and new Moon, the sun. Earth and Moon are lined up, producing the higher then normals tides. When the Moon is a first or last quarter, it forms smaller neap tides.

APPENDIX 2

LIST OF THE SAMPLES' SCORES OF STUDENTS' PRE-TEST

NO	SP	CA	NI	Score	Clf
1	Ainun Sahra	50	100	50	Fair
2	Dewi Yuliana	50	100	50	Fair
3	Dian Sari	50	100	50	Poor
4	Fatimah Azzahra	50	100	50	Fair
5	Febi Febrianti	60	100	60	Fair
6	Fitri Handayani	50	100	50	Fair
7	Hasnika	50	100	50	Fair
8	Ika Nur Ana Sulfa	60	100	60	Fair
9	Lisna Tasyus	50	100	50	Fair
10	Nur Aslina	50	100	50	Fair
11	Nurhalifah	50	100	50	Fair
12	Sartika	60	100	60	Fair
13	Sutriana	60	100	60	Fair
14	Wahyudi	50	100	50	Fair
15	Sumarni	60	100	60	Fair
16	Habi Toyibah	50	100	50	Fair
17	Abrarsyah	50	100	50	Fair
18	Al-Munawar	50	100	50	Fair
19	Andika Putra	60	100	60	Fair
20	Firman	50	100	50	Fair

21	M.Yazid Farhan	60	100	60	Fair
22	Muh. Agung Nugraha	50	100	50	Fair
23	Muh. Rizal	50	100	50	Fair
24	Muh. Nur Rezki	60	100	60	Fair
25	Syarul Khaidir	60	100	60	Fair
26	Muh. Alwan	60	100	60	Fair
27	Muh. Fahrul Maulana	60	100	60	Fair
28	Masrul	50	100	50	Fair
29	Ahmad Saharuddin	50	100	50	Fair
30	Muh. Dermawan	50	100	50	Fair
31	Andika	50	100	50	Fair
32	A.Anjas	50	100	50	Fair
33	Romy Pawelloi	40	100	40	Poor
34	M. Fauzan	60	100	60	Fair
35	Ridwan	60	100	60	Fair
	TOTAL			1860	

APPENDIX 3

LIST OF THE SAMPLES' SCORES OF STUDENTS' POST-TEST

NO	SP	CA	NI	Score	Clf
1	Ainun Sahra	80	100	80	Excellent
2	Dewi Yuliana	80	100	80	Excellent
3	Dian Sari	70	100	70	Poor
4	Fatimah Azzahra	70	100	70	Good
5	Febi Febrianti	70	100	70	Good
6	Fitri Handayani	80	100	80	Excellent
7	Hasnika	70	100	70	Good
8	Ika Nur Ana Sulfa	80	100	80	Excellent
9	Lisna Tasyus	70	100	70	Good
10	Nur Aslina	80	100	80	Excellent
11	Nurhalifah	70	100	70	Good
12	Sartika	70	100	70	Good
13	Sutriana	80	100	80	Excellent
14	Wahyudi	70	100	70	Good
15	Sumarni	70	100	70	Good
16	Habi Toyibah	70	100	70	Good
17	Abrarsyah	70	100	70	Good
18	Al-Munawar	60	100	60	Fair
19	Andika Putra	70	100	70	Good
20	Firman	70	100	70	Good

21	M.Yazid Farhan	60	100	60	Fair
22	Muh. Agung Nugraha	60	100	60	Fair
23	Muh. Rizal	60	100	60	Fair
24	Muh. Nur Rezki	70	100	70	Good
25	Syarul Khaidir	80	100	80	Excellent
26	Muh. Alwan	80	100	80	Excellent
27	Muh. Fahrul Maulana	80	100	80	Excellent
28	Masrul	60	100	60	Fair
29	Ahmad Saharuddin	70	100	70	Good
30	Muh. Dermawan	80	100	80	Excellent
31	Andika	70	100	70	Good
32	A.Anjas	70	100	70	Good
33	Romy Pawelloi	80	100	80	Excellent
34	M. Fauzan	70	100	70	Good
35	Ridwan	70	100	70	Good
	TOTAL			2510	

APPENDIX 4 The T-test Value

The worksheet of calculated of the score pre-test and post-test of reading comprehension.

NO	Pre-test	Post-test	(D)	D²
1	50	80	30	900
2	50	80	30	900
3	50	70	20	400
4	50	70	20	400
5	60	70	10	100
6	50	80	30	900
7	50	70	20	400
8	60	80	20	400
9	50	70	20	400
10	50	80	30	900
11	50	70	20	400
12	60	70	10	100
13	60	80	20	400
14	50	70	20	400
15	60	70	10	100
16	50	70	20	400
17	50	70	20	400
18	50	60	10	100
19	60	70	10	100
20	50	70	20	400

21	60	60	10	100
22	50	60	10	100
23	50	60	10	100
24	60	70	10	100
25	60	80	20	400
26	60	80	20	400
27	60	80	20	400
28	50	60	10	100
29	50	70	20	400
30	50	80	30	900
31	50	70	20	400
32	50	70	20	400
33	40	80	40	1600
34	60	70	10	100
35	60	70	10	100
	Total		650	14100

$$D = \frac{\sum D}{N}$$

$$= \frac{650}{35}$$

$$= 18{,}57$$

$$t = \dfrac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \dfrac{18{,}57}{\sqrt{\dfrac{14100 - \dfrac{(650)^2}{35}}{35(35-1)}}}$$

$$= \dfrac{18{,}57}{\sqrt{\dfrac{14100 - 12071{,}42}{35(35-1)}}}$$

$$= \dfrac{18{,}57}{\sqrt{\dfrac{2028{,}58}{35(34)}}}$$

$$= \dfrac{18{,}57}{\sqrt{1{,}70}}$$

$$= \dfrac{18{,}57}{1{,}303}$$

$$t = 14{,}25$$

The table above that after calculated the score pre-test and post-test of reading comprehension, t-test was 14,25.

APPENDIX 5 The finding through the questionnaire

The Score of Questionnaire

RESPONDENT	ITEM										TOTAL
	1	2	3	4	5	6	7	8	9	10	
1	5	4	5	4	3	5	4	4	5	3	36
2	4	5	3	3	5	5	4	5	4	5	42
3	4	5	2	4	5	5	4	5	4	3	41
4	5	4	5	4	5	5	4	4	3	4	43
5	5	3	5	3	5	3	3	5	1	5	38
6	5	4	5	5	5	5	1	5	5	5	45
7	5	5	3	3	5	5	4	5	4	5	44
8	5	3	5	3	5	3	3	5	4	4	40
9	5	5	3	4	5	5	4	4	4	4	43
10	5	3	5	3	5	3	2	4	1	5	32
11	5	4	3	4	5	5	4	4	4	5	43
12	2	1	1	4	2	5	1	4	2	4	26
13	5	5	5	5	5	5	4	4	4	5	47
14	5	4	5	3	5	4	4	5	3	4	42
15	5	4	5	3	5	4	4	5	3	5	43
16	4	5	5	5	5	4	5	4	4	4	45
17	4	5	5	5	5	4	4	4	3	5	44
18	5	5	5	5	4	4	5	4	5	4	46
19	4	5	5	5	5	5	4	4	4	5	46
20	4	5	5	5	5	4	4	4	5	4	45

21	4	5	4	4	5	3	4	4	5	5	43
22	4	5	5	5	5	5	4	4	4	5	46
23	4	5	5	5	5	5	4	4	4	5	46
24	5	5	4	3	5	4	4	4	4	5	43
25	4	5	5	3	5	5	5	3	3	5	43
26	5	5	4	4	5	5	4	5	5	5	47
27	5	5	5	4	5	4	4	4	3	5	44
28	5	3	5	4	5	4	4	4	4	5	43
29	5	5	5	5	5	5	4	4	4	5	47
30	5	5	3	3	5	5	4	5	4	5	44
31	4	5	3	3	5	5	4	5	4	5	42
32	5	3	5	3	5	3	3	5	1	5	38
33	4	5	5	5	5	4	4	4	3	5	45
34	5	5	4	3	5	4	4	4	4	5	43
35	5	3	5	4	5	4	4	4	4	5	43
Total											1488

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

$$X = \frac{1488}{35}$$

$$X = 42,51$$

The table above shows that from 5 positive and 5 negative questionnaires. All the students' answered very positive and most of them got 43-50 according to the likert's scale. Based on likert's scale that the students' very interest in learning reading comprehension by combination technique (Herringbone with Buzz group).

APPENDIX 6 Instrument of Pre-Test

Pre-Test

Name :

Class :

SMART MONKEY AND DULL CROCODILE

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on his back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again".

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told to the crocodile to swim back to the river bank. "What's for? Asked the crocodile." because I don't bring my heart." Said the monkey. " I left it under tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jump of the crocodile's back. Then he climbed up to the top of tree. "Where is your heart?" asked the crocodile. "You're foolish," said the monkey to the crocodile. "Now I am free and I have my heart."
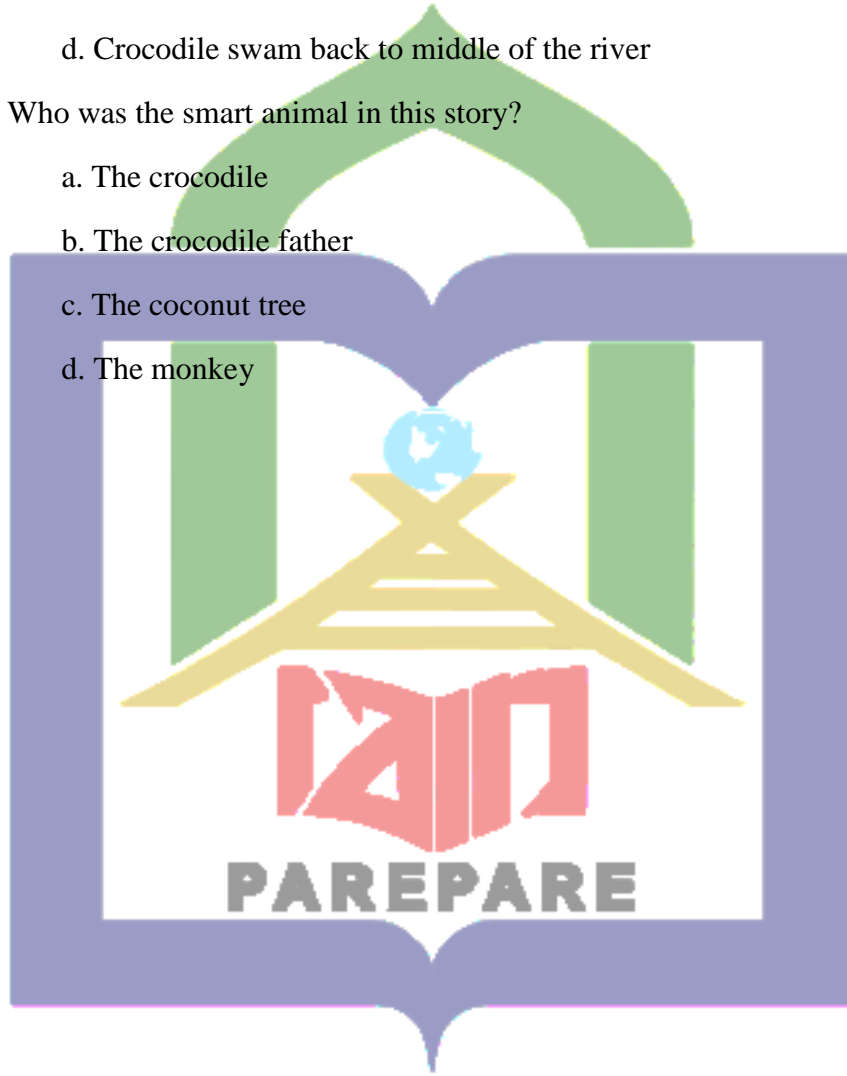
Answer the question below!

I. ESSAY

1. What did the main idea of the text?

2. Why the monkey jump on crocodile back?

3. What did crocodile said to the monkey in the middle of the river?

4. Who is sick and need the monkey's heart?

5. Where the place monkey left his heart?

II. MULTIPLE CHOICE

1. What did the monkey do near the river?

   a. He wanted to see crocodile

   b. He wanted to cross the river

   c. He wanted to swim

   d. He wanted to drink

2. Who was seen by the monkey in the river?

   a. The crocodile

   b. The crocodile father

   c. The other monkey

   d. The coconuts tree

3. Why did crocodile stopped in the middle of the river?

   a. Because crocodile was very tired

   b. Because crocodile was very sick

   c. Because crocodile was very hungry

   d. Because crocodile was very dull

4. Where did the crocodile swim back?

    a. Crocodile swam back to the river

    b. Crocodile swam back to the coconut tree

    c. Crocodile swam back to his home

    d. Crocodile swam back to middle of the river

5. Who was the smart animal in this story?

    a. The crocodile

    b. The crocodile father

    c. The coconut tree

    d. The monkey

APPENDIX 7 Instrument of Post-test

Post-test

Name :

Class   :

GIRAFFE

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has unique characteristic. They have a very long neck and two small horns on its head. Giraffes have a big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attacted by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height, baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

Answer the question below!

III. ESSAY

1. What is the mean idea of the text?

2. Why giraffe has unique characteristic?

3. When female giraffes can start pregnant?

4. Why giraffes can survive without drinking for long time?

5. What do you think about giraffe's life?

IV. MULTIPLE CHOICE

1. The text tells us about?

   a. Giraffe's reproduction

   b. The strange animals

   c. The highest animal

   d. Baby giraffe

2. The unique characteristic of giraffe is?

   a. Two horns on its head

   b. Their long neck

   c. Brown spot

   d. Their food

   e. Their life

3. The second paragraph mainly discussed about?

   a. Giraffe's food

   b. Giraffe's characteristic

   c. Giraffe's life

   d. Giraffe's reproduction

   e. Giraffe's baby

4. The word "it" in third paragraph refers to?

   a. Neck

   b. Horn

   c. Baby giraffe

   d. Food

   e. Long period of pregnant

5. Giraffe is the highest animal in the world. Its height can reach?

   a. 4.8 to 5.5 Meters

   b. 6.0 to 6.5 Meters

   c. 6.5 to 7.0 Meters

   d. 5.5 to 6.6 Meters

   e. 4.7 to 5.5 Meters

APPENDIX 8 Questionnaire

NAME   :

CLASS   :

Petunjuk Pengisian

a. Berilah tanda cross (√) pada pilihan keterangan jawaban yang telah disediakan !

b. Berilah jawaban sesuai dengan pendapat anda dengan sejujur-jujurnya tanpa dipengaruhi oleh pihak lain.

keterangan:

1. Sangat Setuju: SS

2. Setuju: S

3. Ragu-ragu: R

4. Tidak Setuju: TS

5. Sangat Tidak Setuju: STS

QUESTIONNAIRE

NO	Questionnaire	Answer				
		SS	S	R	TS	STS
1	Belajar membaca melalui teknik "Herringbone dan Buzz group" membuat siswa mudah untuk memahami bacaan dalam bahasa Inggris.					
2	Belajar melalui teknik "Herringbone dan Buzz group" membuat siswa lebih aktif dalam proses belajar.					
3	Belajar membaca melalui teknik "Herringbone dan Buzz group" membuat para siswa menjadi menyenangkan karena mereka dapat bekerja sama					

	dengan baik dalam menyelesaikan test.					
4	Belajar membaca melalui teknik "Herringbone dan Buzz group" membuat para siswa aktif karena belajar dengan teknik yang menarik.					
5	Belajar membaca melalui teknik "Herringbone dan Buzz Group" meningkatkan kemampuan siswa dalam membaca dan menambah kosa kata.					

6	Belajar membaca melalui teknik "Herringbone dan Buzz group" membuat siswa acuh tak acuh untuk bertanya dengan tutor mereka.					
7	Belajar membaca melalui teknik "Herringbone dan Buzz group" membuat siswa malas bertanya mengenai materi yang belum dipahami dalam proses belajar.					
8	Belajar membaca melalui teknik "Herringbone dan Buzz group" tidak member pengaruh positif terhadap siswa.					
9	Belajar membaca melalui teknik "Herringbone dan Buzz group" membosankan bagi siswa.					
10	Belajar membaca melalui teknik "Herringbone dan Buzz group" membuat siswa sulit berinteraksi dengan siswa lainnya.					

APPENDIX 9 Treatment of the First Meeting

Name :

Class :

THE GOLDEN EGGS

Long time ago a remote village, in central China, was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later an old man, with long grey beard, passed by his house took pity on him. He gave his a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to his utmost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, the livelihood had rapidly improved but the farmer had forgotten this earlier hardship. He became lazy, arrogant, and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer most patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though he very much regretted for his foolishness, it's already too late.

Answer the question below!

V. ESSAY

1. What is the main idea of the text?

2. Why the farmer prayed hard to God?

3. Where is place the farmer found the egg?

4. Why the farmer become lazy, arrogant and spendthrift?

5. Who though very much regretted for his foolishness?

VI. MULTIPLE CHOICE

1. Where was this story happened?

    a. In Southern China

    b. In Northern China

    c. In Western China

    d. In Central China

2. What happened to the farmer livestock?

    a. They were all eaten by the wild animal

    b. They were all stolen

    c. They were lost by flood

    d. They were all given away

3. What did the story teach us?

    a. It taught us not to be greedy and be contented with what we had.

    b. It taught us to pray to god for help

    c. It taught us foolishness did not pay

    d. It taught us not to be lazy and arrogant

4. What is the communicative purpose of the text?

a. To share an amusing story with others

b. To inform readers about the farmer and the goose

c. To entertain the reader with an interesting story

d. The persuade the reader to read the story

5. Who gave the goose to the farmer?

a. God gave the goose to the farmer

b. The old man gave the goose to the farmer

c. A fairy gave the goose to the farmer

d. It was a stray goose found by the farmer
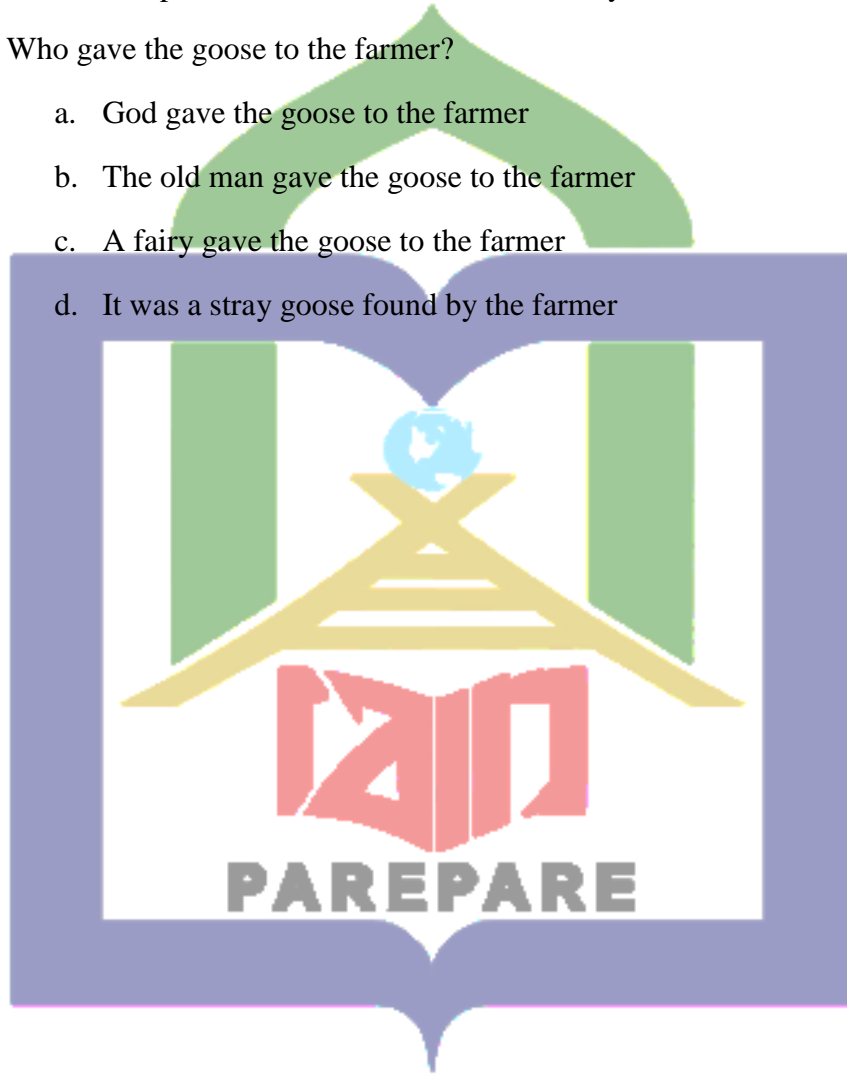
APPENDIX 10 Treatment of The Second Meeting

Name :

Class :

The Houses Of Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makkaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of Toraja are the "Buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs contrasted by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built cement) houses with such roofs.

Answer the question below!

VII.ESSAY

6. What is the mean idea of the text?

7. What are the ordinary people commonly called?

8. How many parts to make tongkonan?

9. Why Toraja are called "Buffalo horns"?

10. What is your opinion about toraja?

VIII. MULTIPLE CHOICE

6. What is the text about?

   a. The culture of Toraja

   b. The society of Toraja

   c. The distinctive features of traditional houses

   d. The decription of a traditional houses of Toraja

   e. The ethnic groups of southwest and central Sulawesi

7. "… and even today they bulid modern…" (paragraph 3)

   The underlined word refers to…

   a. Raja

   b. Rengreng

   c. Society

   d. Toraja people

   e. Mountain regions

8. Which of the following does not symbolyze a buffalo?

   a. Status

   b. Courage

c. Strength

d. Cowardice

e. Fighting Spirit

9. The tongkonan is constructed in three parts, include?

   a. Society

   b. Cowardice

   c. Rengnge

   d. Tongkonan

   e. Buffalo

10. The tongkonan is constructed in three parts, except?

   a. The upper world

   b. Kaunan

   c. The world of humans

   d. The underworld

   e. The roof

APPENDIX 11 Treatment of the Third Meeting

Name   :

Class   :

MOON

Moon is the earth's satellite which we often see in the night. The moon is the one place in out solar system where humans have visited. For the first time on July 20,1969, astronauts Neil Armstrong and Edwin Aldrin landed the Lunar Module of Apollo 11 on the surface of the moon. Neil Armstrong was the first man to talk on the moon. However do you know what descriptive facts about the moon are?

The moon rises in the east and sets in the west. It moves toward the east in our sky by about 12 degrees each day. The moon is about 384,400 kilometers from earth. The moon has a diameter of 2,000 miles which is like to 3,476 kilometers.

The surface of the moon has many things, such as craters, lava plains, mountains, and valleys. Scientists believe the craters were formed around 4.5 to 4.5 billion years ago by meteors hitting the moon's surface. The moon does not have atmosphere, wind and weather that is why the footprints left there on moon by the Apollo astronauts will remain there for millions of years.

The moon is not a light source. It means that Moon does not make its own light. It reflects light from the sun. All of can see the moon especially in the night because light from the sun bounces of it back to the earth. If the sun wasn't there, we cannot see the Moon.
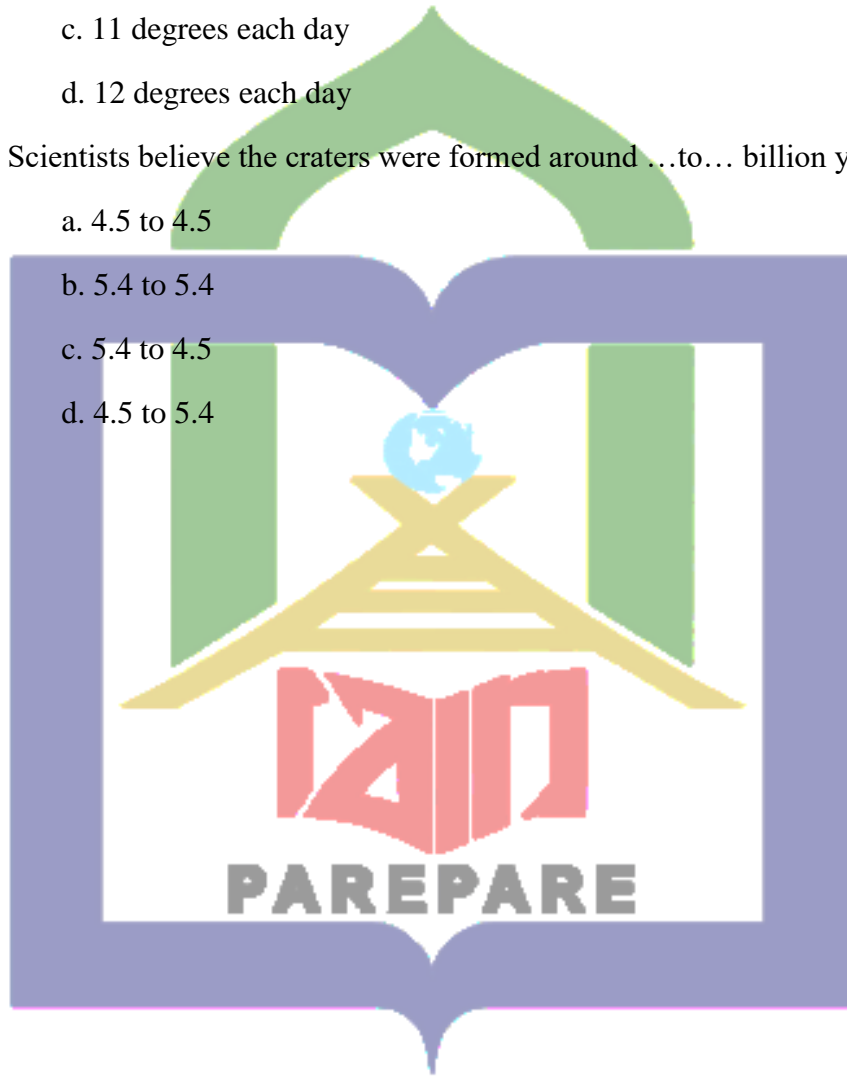
Answer the question below!

IX. ESSAY

6. What did the main idea of the text?

7. Who was the first time to land the moon?

8. How does the moon influence the ocean?

9. Where does the moon get light?

10. How is forming the crater at the surface the moon?

X. MULTIPLE CHOICE

5. The moon is about 384,400 kilometers from earth?

   a. 2,000 kilometers

   b. 3,476 kilometers

   c. 384,400 kilometers

   d. 384,500 kilometers

6. Who are Neil Armstrong and Edwin Aldrin?

   a. Astronauts

   b. The first man to talk on the moon

   c. The Lunar Module of Apollo

   d. Surface of the moon

7. The surface of the moon has many things, except?

   a. Craters

   b. Beach

   c. Lava plains

   d. Mountains

8. The moon rises in the east in our sky by about?

   a. 9 degrees each day

   b. 10 degrees each day

   c. 11 degrees each day

   d. 12 degrees each day

5. Scientists believe the craters were formed around …to… billion years ago?

   a. 4.5 to 4.5

   b. 5.4 to 5.4

   c. 5.4 to 4.5

   d. 4.5 to 5.4

Pre-Test

Name : Fitri Handayani

Class : XI . Sosial . 1

$\frac{5}{10} \times 100$ (50)

SMART MONKEY AND DULL CROCODILE

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on his back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again".

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told to the crocodile to swim back to the river bank. "What's for? Asked the crocodile." because I don't bring my heart." Said the monkey. " I left it under tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jump of the crocodile's back. Then he climbed up to the top of tree. "Where is your heart?" asked the crocodile. "You're foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

Answer the question below!

I. **ESSAY**

1. What did the main idea of the text? *smart monkey and dull* ✗ ✓
2. Why the monkey jump on crocodile back? *he wanted cross the river* ✓
3. What did crocodile said to the monkey in the middle of the river? *he was to eat heart of the monkey* ✓
4. Who is sick and need the monkey's heart? *crocodile my father* ✗
5. Where the place monkey left his heart? *I left it under tree, near some coconuts in the river bank* ✓

II. **MULTIPLE CHOICE**

1. What did the monkey do near the river?

   a. He wanted to see crocodile

   ✗ b. He wanted to cross the river ✓

   c. He wanted to swim

   d. He wanted to drink

2. Who was seen by the monkey in the river?

   a. The crocodile

   b. The crocodile father

   c. The other monkey

   ✗ d. The coconuts tree ✗

3. Why did crocodile stopped in the middle of the river?

   a. Because crocodile was very tired

   ✗ b. Because crocodile was very sick ✗

   c. Because crocodile was very hungry

   d. Because crocodile was very dull

4. Where did the crocodile swim back?

    a. Crocodile swam back to the river

    ~~b.~~ Crocodile swam back to the coconut tree ✗

    c. Crocodile swam back to his home

    d. Crocodile swam back to middle of the river

5. Who was the smart animal in this story?

    a. The crocodile

    b. The crocodile father

    c. The coconut tree ✓

    ~~d.~~ The monkey

$\frac{8}{10} \times 100$

(80)

Post-test

Name : Fitri Handayani

Class : XI - sosial · 1

GIRAFFE

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has unique characteristic. They have a very long neck and two small horns on its head. Giraffes have a big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attacted by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height, baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

Answer the question below!

I. **ESSAY**

1. What is the mean idea of the text? giraffe is the highest animal in the world ✓
2. Why giraffe has unique characteristic? because they have a verry long neck and two small horns on its head ✓

3. When female giraffes can start pregnant? *they always young leaves that grow in the tree tops* ✗
4. Why giraffes can survive without drinking for long time? *because giraffe can really on the water container on leaves they eat* ✓
5. What do you think about giraffe's life? *they has unique charasteristic* ✓

II. MULTIPLE CHOICE

1. The text tells us about?

   a. Giraffe's reproduction

   b. The strange animals

   ✗ c. The highest animal ✓

   d. Baby giraffe

2. The unique characteristic of giraffe is?

   ✗ a. Two horns on its head ✗

   b. Their long neck

   c. Brown spot

   d. Their food

   e. Their life

3. The second paragraph mainly discussed about?

   ✗ a. Giraffe's food ✓

   b. Giraffe's characteristic

   c. Giraffe's life

   d. Giraffe's reproduction

   e. Giraffe's baby

4. The word "it" in third paragraph refers to?

    a. Neck

    b. Horn

    c. Baby giraffe ✓

    d. Food

    e. Long period of pregnant

5. Giraffe is the highest animal in the world. Its height can reach?

    a. 4.8 to 5.5 Meters ✓

    b. 6.0 to 6.5 Meters

    c. 6.5 to 7.0 Meters

    d. 5.5 to 6.6 Meters

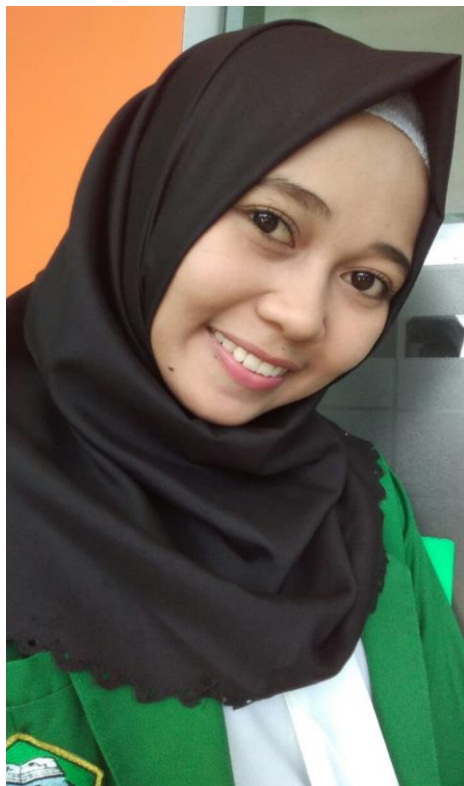   e. 4.7 to 5.5 Meters

APPENDIX 12 Documentation

Surat 1

Surat 2

Surat3

CURRICULUM VITAE

The writer **HASLINDAH** was born on January 27th, 1996 at Bulukae, Kec.Duampanua. Kab.Pinrang. She is the First child in her family. She has two sisters and one brother. Her father's name is Hendra and her mother's name is Hasmiah. Her educational background, she began her study 2002 in SDN 262 Duampanua and graduated on 2007, at the same year she registered at Mts DDI Kaluppang, Kec. Duampanua, Kab. Pinrang and Graduated on 2010, at the same year she registered in MAN PINRANG, and graduated on 2013, and in 2014 she registered at State Islamic Institute (IAIN) Parepare at English Education Program and finished her study by title of skripsi "The Combination of Herringbone with Buzz group Technique to Improve the Students' Reading Comprehension at the Eleventh Social Grade Students' of MAN PINRANG*"*

SURAT KETERANGAN PENELITIAN
B/24/ Ma.21 .17 . 1/TL.03 / 07 /2018

Berdasarkan surat dari Pemerintah Kabupaten Pinrang Sekretariat Daerah nomor : 070/238/ Kemasy Tanggal 04 Mei 2018 tentang izin penelitian, maka Kepala Madrasah Aliyah Negeri Pinrang menerangkan bahwa:

Nama   : Haslindah

Nim   : 14.1300.150

Program Studi   : Pendidikan Bhs. Inggris

Alamat   : Kaluppang

Benar telah mengadakan penelitian di Madrasah Aliyah Negeri Pinrang dalam rangka Penyelesaian studi dengan judul" **The Combination of Herringbone with Buzz group Technique to Improve the Students' Reading Comprehension at the Eleventh Social Grade of MAN PINRANG"** Yang pelaksanaannya dari tanggal 04 Mei s/d 04 Juni 2018.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagai mana mestinya.

Pinrang, 16 Juli 2018
Kepala,

Drs. Ramli Alias, MA
NIP 196811251994031003

Nomor : B 108 /Sti.08/PP.00.9/05/2018

Lampiran : -

Hal : Izin Melaksanakan Penelitian

Kepada Yth.

Kepala Daerah KAB. PINRANG

di

KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama : HASLINDAH

Tempat/Tgl. Lahir : BULUKAE, 27 Januari 1996

NIM : 14.1300.150

Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris

Semester : VIII (Delapan)

Alamat : KALUPPANG, DESA MASSEWAE, KEC. DUAMPANUA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

"THE COMBINATION OF HERRINGBONE WITH BUZZ GROUP TECHNIQUE TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH SOCIAL GRADE STUDENTS' OF MAN PINRANG"

Pelaksanaan penelitian ini direncanakan pada bulan **Mei** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

3 Mei 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH
Jln. Bintang No. 01 Telp (0421) 923 056 – 922 914 - 923 213
PINRANG

Pinrang, 04 Mei 2018
Kepada

Nomor : 070 /239/ Kemasy.
Lamp. : -
Perihal : **Rekomendasi Penelitian.**

Yth **Kepala Madrasah Aliah Negeri Kab.Pinrang**
di-
Paleteang.

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam Negeri Parepare Nomor : B-108/Sti.08/PP.00.9/05/2018 tanggal 3 Mei 2018 Perihal Izin Melaksanakan Penelitian, mahasiswa atau peneliti di bawah ini :

Nama	:	HASLINDAH
Nim	:	14.1300.150
Jenis Kelamin	:	Perempuan
Pekerjaan/Prog Study	:	Mahasiswi/ Pend. Bahasa Inggris
Alamat	:	Kaluppang, Desa Massewae Pinrang
Telephone	:	085311074815.

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul THE COMBINATION OF HERRINGBONE WITH BUZZ GROUP TECHNIQUE TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE ELEVENTH SOCIAL GRADE STUDENTS' OF MAN PINRANG " yang pelaksanaannya pada tanggal 04 Mei s/d 04 Juni 2018.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang surat rekomendasi penelitian ini

Demikian rekomendasi ini disampaikan kepada Saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH.
Administrasi Umum

S EDROBAGE LAWERIGADING
Pangkat Pembina Utama Muda
Nip 19601231 198803 1 087

Tembusan:
1. Bupati Pinrang sebagai laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas Dikbud Kab.Pinrang di Pinrang;
5. Kepala Kantor Kementerian Agama Kab. Pinrang di Pinrang;
6. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
7. Plt. Wakil Rektor Bidang AP. IAIN Parepare di Parepare;
8. Camat Paleteang di Paleteang;
9. Yang bersangkutan untuk diketahui;
10. Arsip.