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**COMBINING OF HERRINGBONE TECHNIQUE WITH THINK PAIR SHARE (TPS) STRATEGY IN READING COMPREHENSION**

**GABUNGAN TEKNIK *HERRINGBONE* DAN STRATEGI *THINK PAIR SHARE* (TPS) DALAM PEMAHAMAN MEMBACA**

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This research investigated combining of Herringbone technique with Think Pair Share (TPS) strategy in reading comprehension. The design of this research was quasi-experimental with non-equivalent groups pretest-posttest. Two groups were used in the study; the experimental and control groups were given different treatments. The researcher taught the experimental group using the Herringbone technique with the TPS strategy, while the researcher taught the control group using the conventional method. The population of this study was the seventh grade of Junior High School in Bangkalan. The data were obtained by administering the reading test to two intact groups. The research was started by giving pre-tests, treatments, and post-tests to experimental and control groups. The data of the test were analyzed by using the analysis of covariance (ANCOVA). Results indicated that combining of herringbone technique with the TPS strategy was more effective than the conventional technique. However, when examined in terms of post-test, both showed a statistically significant difference in reading comprehension. Based on the findings of this research, combining herringbone with think pair share appeared to be a plausible alternative for teaching English reading comprehension to the seventh-year students of Junior High School in Bangkalan.



**Keywords:** *Herringbone Technique, Think Pair Share Strategy, Reading Comprehension.*

### **Abstrak**

Penelitian ini menyelidiki penggabungan teknik Herringbone dengan strategi Think Pair Share (TPS) dalam pemahaman bacaan. Desain penelitian ini adalah eksperimen semu dengan nonequivalent groups pretest-posttest. Ada dua kelompok yang digunakan dalam penelitian; kelompok eksperimen dan kelompok kontrol yang diberi perlakuan berbeda. Kelompok eksperimen diajar dengan teknik kombinasi Herringbone dengan strategi TPS sedangkan kelompok kontrol diajar dengan teknik konvensional. Populasi penelitian ini adalah siswa kelas VII SMP di Bangkalan. Data diperoleh dengan memberikan tes membaca pada dua kelompok utuh. Penelitian ini diawali dengan pemberian pre-test, treatment, dan post-test baik pada kelompok eksperimen maupun kelompok kontrol. Data uji dianalisis dengan menggunakan analisis kovarians (ANCOVA). Hasil penelitian menunjukkan bahwa kombinasi teknik herringbone dengan strategi TPS lebih efektif daripada teknik konvensional. Namun, ketika diperiksa dari segi posttest, keduanya menunjukkan perbedaan yang signifikan secara statistik dalam pemahaman bacaan. Berdasarkan temuan penelitian ini, menggabungkan herringbone dengan think pair share tampaknya menjadi alternatif yang masuk akal untuk mengajar pemahaman membaca bahasa Inggris kepada siswa kelas tujuh SMP di Bangkalan.

**Kata kunci:** *Teknik Herringbone, Strategi Think Pair Share, Pemahaman Membaca*

## **Introduction**

### **1.1. Background of Study**

Reading is one of the skills in the English language that involve recognition and comprehension processes. In many students' perspectives, reading skill is only reading about the text, but, in reading comprehension, the

student can understand and catch the point of the text. Reading activity in English as a foreign language is different from reading activity in the students' mother tongue, Indonesian. Therefore, reading causes students to face difficulties in vocabulary, structure, pronunciation, and others (Kurniawan & Indrawati, 2016). Besides, Mustain (2015) also stated that reading comprehension is not the only process of understanding the text's meaning but the context of the text itself. The students often face reading skills like the skill looks complicated, they lack material books, they are difficult to expect the content of the text, and they have limited linguistic resources. The cause is that they translate every word by word, making them late understanding the meaning of the text. Besides, the techniques in teaching reading are limited to catching the idea of the text, so indeed, it will make them bored with the reading's material.

The students' perception of reading English is a tedious activity; therefore, they do not learn it willingly. The teacher needs exciting techniques to make active students in the class. In teaching reading, the teacher must extend an incredible impact to obtain their attention in the classroom, but many students are uninterested in reading skills in their class activity. Therefore, the teacher demands to be creative for good interaction between students and teacher in the class. Chyka Suriani and Jufri (2013) stated that "A creative teacher will help the students to master the materials that they have already learned." The teacher also must consider the strategy that is suitable for teaching to make an effective teaching-learning process. The design itself should be appropriate for the condition of the class and the ability of the students. The cause, a disease in every category, is different, also will determine the suitable strategy itself. Using appropriate techniques with the kinds of reading text is a good decision.

In reading comprehension, the students need to discuss and share their thinking about the text. When they read the text, they need a simple way to get

the point of the text. The teacher must assist the student in understanding in reading a text. Therefore, the teacher needs a good way to ensure that their students can enjoy and understand reading comprehension easily. Technique and strategy are the main points in the teacher teaching process. Both can extract and decide a method and learning activities in the class. Offering these diverse options, the researcher attempts to combine both. The technique and strategy used by the teacher should describe relation to each other; it means that both are not in contrast. The herringbone technique is an innovative technique used by teachers. To comprehend the text, the students emphasize the main idea and determine the information in the text. Using 5W+ 1H to get information in the text is clear. This concept is familiar for the students, but they cannot use it thoroughly. Besides that, the researcher uses Think Pair Share (TPS) to coincide with the Herringbone technique in the class. In the TPS strategy, the students can determine and discuss by pair.

Based on the study background above, the researcher predicts that the students taught through herringbone technique and assisted by combining with TPS strategy have better reading comprehension than conventional learning in the class. Thus, this research would like to give an overview about "Combining of Herringbone technique with Think Pair Share (TPS) strategy in reading comprehension.

#### 1.2. Problems of Study

Do the students taught by combining of Herringbone technique with the Think Pair Share (TPS) strategy gain better reading comprehension than those taught using the conventional method?

#### 1.3. Objectives of the study

1. To know effects of Herringbone technique with the Think Pair Share (TPS) strategy and conventional method on the students' reading comprehension.

#### 1.4. Scope of The Study

This research is limited to discuss about herringbone technique and Think Pair Share strategy and conventional method on reading comprehension.

#### 1.5. The Significance of The Study

The result of this research can be useful for:

1. Students  
students can improve the reading comprehension through collaboratively think pair share with their partner in the classroom.
2. Teacher  
Teachers can implement these technique and strategy in teaching reading comprehension English as Foreign language
3. Other Researchers  
contribute the information of how teaching reading comprehension technique implemented and explore the same topics more comprehensive.

### **Research Methods**

#### 2.1. Research Design

In this research, the researcher used quantitative research through numerical data to represent and contribute to the purpose, the design was used, the sources of data selected, instruments developed, and the hypothesis to predict the finding (Latief, 2016). The researcher used a quasi-experimental design. Quasi-experimental research is research by selecting two classes without randomly being samples. The researcher experimented with teaching English, especially reading comprehension, by combining the Herringbone technique with the Think Pair Share (TPS) strategy. In educational settings, selecting a sample of population students by random was not possible. According to Latief (2016), a quasi-experimental design is a research design for randomly taking samples and assigning them to different experimental and control groups classes. This research used two groups those are experimental group and control group design. Pre-test post-tests included in both groups observed twice points, taken

before treatment and taken after treatment. The students got different scores in the tests, and it changed the outcome presumed to be the result of the treatments; the sample was given a test before and after doing the treatment. Marczyk et al., (2011) mentioned some types of quasi-experimental design: non-equivalent comparison-group plan interrupted time-series design and single-subject experimental design. The researcher used the first one that was a non-equivalent comparison-group design. This type has two classifications; those are non-equivalent groups post-test- only and non-equivalent groups pretest-posttest. Based on the classification, the researcher used non-equivalent groups' pretest-posttest. The researcher used both pre-test and post-test in the research; it assisted the researcher in measuring the differences between the groups before exposure to the treatment. In this research, the independent variable was the combining of the Herringbone Technique with the TPS Strategy. Therefore, the dependent variable was the students' reading comprehension.

## 2.2. Population and Sample

The population is all the members of the subject intended and studied by the researcher and concluded (Sugiyono, 2014). The population of this research used the Seventh Grade Students of junior high school in Bangkalan. Based on Charles's (in Latief, 2016) sample, a small group selected to represent the population and two classes obtained to be a sample. Because the researcher took the non-random sample and the groups were intact, the researcher selected intact groups to be a sample by using convenience sampling. Convenience sampling took samples ready or available to study (Fraenkel & Wallen, 2009). The samples in this research were VII A and VII B. The seventh A class consisted of 22 students, whereas the seventh B class consisted of 25 students. The researcher selected the sample by observing the average students' scores in some classes and assigned them as experimental and control groups.

Dividing the sample into two groups was done by selecting the class with the same quality. The experimental group was VII A, and the control group was VII B.

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### 2.3. Instrument of the Research

In this research, the researcher used tests for instruments included in pre-test and post-test in the form of the subjective test. A subjective test is a test that allows the students to commit the answer by their thinking. The subjective test includes short-answer essays, extended-response essays, problem-solving, and performance test items (Rudasill, 2011). The researcher chose the first one, a short-answer essay because related to the test in this research, the students just read and answered the question about the narrative text. The first was a pre-test that gave for measuring the origin ability of the students in reading comprehension. The second test used was post-test. Post-tests were implemented at the end of the teaching session after the students got treatment. At the pre-test, the students were given about narrative text and answered the question. Furthermore, the researcher expected how far the students' ability in reading comprehension. In contrast, a post-test was given after the students learned reading comprehension by combining the herringbone technique with the TPS strategy in the experimental group and the conventional method in the control group.

The pre-test given in both the experimental and control groups aimed to procure the students reading comprehension scores before treatment, and then the researcher compared the scores. There were ten questions about the story in the narrative text that the researcher gave in the pre-test. The result showed that the students had different ability levels in reading comprehension on the scores already collected. The pre-test in control and experimental classes were the same. For the first step, the researcher gave the text. It was an essay about a narrative text that included ten questions about the main idea, inference, and

vocabulary. By the detail, two questions about the main statement, six questions about inference, and two questions about vocabulary. Each item scored 4-0 based on the criteria of the scoring rubric in reading comprehension. Then, the students did the test by their self and time allocation gave at about 40 minutes to complete the test, 20 minutes for reading and comprehending the text, and 20 minutes to complete the questions. After the time was enough, the students collected the paper of test for the researcher. These steps of the test were the same between the control and experimental classes. The researcher gave the pre-test for both classes in the morning. The researcher got the samples' scores in the pre-test and analyzed the data. The post-test did the same as the Pre-test; there were ten questions about the text that had to answer by the students. The processes of the post-test both classes were the same. It aimed to procure the effect of the treatment and determine the students' reading comprehension score after treatments.

Validity is correlated with the measurements' accuracy, correctness, and legitimacy while the data is collected. It is strengthened to the inference based on the data collected (Phakiti, 2014). According to Latief (2012), if the task students are commanded to do all the cover samples of the domain in the skill or knowledge to be assessed, the sample's representativeness becomes the supporting content validity evidence. In this research, the researcher used content validity. Content validity could be asserted as the extent to which a measuring instrument provided adequate coverage of the topic under study. In the scope, the task becomes the evidence. To validate the instruments, the researcher consulted with an expert, an English teacher of the Junior High School Bangkalan, whether the instruments were appropriate.

Latief (2016)states that reliability of the result of language skill assessment refers to the preciseness of the language skill assessment result in representing the actual level of the skill examined. According to Phakiti, (2014),



reliability is about the consistency of research instruments, observations, or construct measurement. The researcher used test-retest reliability in this research. The test-retest used to measure the instruments of research that involved the same test twice to the same group but at a different time. Reliability measured by the correlation coefficient between the first experiment and the second. To calculate the reliability, the researcher did the test on the respondent. This research was one of the classes from the population that was not included in the experimental and control groups. It referred to measuring the consistency of the instruments. To calculate the instrument's reliability, the respondent in this research was VII D of Junior High School Bangkalan. To analyze the correlation coefficient between the first experiment and the second, the researcher used SPSS Statistics with Pearson Product Moment correlation. The results of the Pearson Product Moment correlation coefficient showed as big as 0.309. It meant that the evidence of instrument reliability results using Test-Retest Reliability is quite reliable.

The pre-test and post-test administered twice at the beginning and the end of the term (first meeting and last meeting). Students in both classes given as much time as they needed to complete them

#### **Data Source**

The subjects that involved and selected as source of data contributed to the researcher under the form of numerical data that showed reading comprehension scores from the test given before and after treatment to find out the differences the students' taught herringbone technique that was powered by Think Pair Share Strategy and conventional method on the reading comprehension.

#### **Technique of Data Collection**

The learning activities through Herringbone with TPS were implemented

five times in the class to collect the data. The researcher did the treatment to the experimental class and control class by turns. The first was done during 80 minutes for the control class and the experimental class. The experimental class consisted of 22 students (8 males and 14 females) as a sample, whereas the control class consisted of 25 students (10 males and 15 females) as a sample. The researchers' treatments are the same in both classes, but the experimental class used the herringbone technique with the TPS strategy for differences. In control, the class used conventional techniques in the teaching-learning process.

Secondly, the researcher gave more understanding to the students about the material of the narrative text. In treatment 1, the researcher gave the material about narrative text starting from the definition, grammar, and generic structure like orientation, complication, resolution, re-orientation, or coda. Then, the researcher gave the students an example of narrative text, which was about the fable. They observed about generic structure about the example that it has already chosen, and the researcher gave some minutes for it. After that, the teacher discussed the generic structure of the text and gave detailed explanations about the narrative text so that the students understood well about the materials. The researcher showed the graphic that was herringbone graphic. Then, the researcher will discuss it in the next meeting. The researcher asked the students to give the conclusion of the materials that they had already learned. The students concluded the definition, generic structure, and knowing and identifying the main idea from narrative text.

The subsequent treatment was the first researcher asked students to review the materials they learned in the previews meeting. After that researcher showed herringbone graphics to the students; before it was started to use, the researcher had to introduce and explain herringbone graphics. What is the function of the herringbone graphic in this class? Furthermore, how to the herringbone graphic be used in the narrative text? So that students did not

confuse the purpose. After the students got the point about the explanation of the herringbone graphic, the researcher gave a little description about think pair share and its use in the class with the herringbone technique.

After explaining, the researcher asked the students to pairs like a concept. Then the researcher gave a text and herringbone graphic to the individual student. The text provided by the researcher was about the narrative text that is a fable. The researcher gave some time to the students to read and understand the text. While the students were reading a text, the researcher observed and gave instructions to use the herringbone technique. In the herringbone graphic, there are some questions about the text. The students had to find the information that related to the question so that it could help the students to comprehend the text. The students can cooperate and share their thinking with their pair to find the information and get a good answer for the questions of herringbone graphic. In this treatment, after students read the text and completed the herringbone graphic, the researcher asked the students to identify the basic structure of the text, those are about the orientation, complication, resolution, re-orientation, or coda.

The following treatment was the researcher explained the narrative text and the main idea in more detail to the students. Then the researcher gave the same instruction as the previous meeting to make pairs, shared the narrative text and herringbone graphic. After the students did the herringbone graphic, they had to identify the basic structure of the text and find the main idea of each paragraph from the text. The students can look at the information and decide the main idea from the herringbone graphic that is already complete by pairing with their partner. They got the main idea quickly when they looked and read the information from the sketch. After finishing the assignment, the students collected it from the researcher.

The following treatment was the same as the previous meeting; the researcher explained first to the students and clearly explained the text's climax or problem. After the students understood the material, the researcher gave the assignment to identify the generic structure and find the main idea and the text's climax by using herringbone graphic and think pair share. After completing the task, the students collected it from the researcher.

The last step of the treatment was researcher gave an assignment to the students incomplete instructions. The researcher asked the students to identify the generic structure, main idea, climax, and moral value of the narrative text given by the researcher. The researcher previously explained the moral value to the students clearly. After the students got the point of the material, the researcher asked them to finish their assignment.. After the students were done about their assignment, it was collected by the researcher.

**The Technique of Data Analysis**

After collecting data finished, the researcher tested the hypothesis by the significance level of 5% and analyzed them using ANCOVA through SPSS as a media to measure.

**Result and Discussion**

*The Result of Pretest-Posttest*

**Table 4.1 Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Experimental_Group	22					
Pre_Test	22	45	85	1459	66.32	12.834
Post_Test	22	60	90	1693	76.95	9.604
Valid N (listwise)	22					

Based on table 4.3 above, the researcher got a score from all students of VII A as an experimental class. The sum of pre-test 1459, the mean score was 66.32, and the standard deviation score was 12.834. Whereas, some of post-test

1693, mean score were 76.95 and the standard deviation was 9.604 for the total number students where 22.

**Table 4.2 Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Control_Group	25					
Pre_Test	25	50	83	1649	65.96	11.349
Post_Test	25	50	85	1734	69.36	11.898
Valid N (listwise)	25					

Based on table 4.4 above, the researcher got a score from all students of VII B as the control class. The sum of pre-test 1649, mean score was 65.96, and the standard deviation was 11.349. Whereas, the sum of post-test 1734, mean score was 69.36 and the standard deviation was 11.898 for the total number students where 25.

*The Result of Analysis of Covariance (ANCOVA)*

**1 Table 4.3 between-subjects Factors**

		Value Label	N
Group	1	Combining of Herringbone with TPS	22
	2	Conventional	25

**Table 4.4 Levene's Test of Equality of Error Variances**

Dependent Variable: Reading\_comprehension

F	df1	df2	Sig.
.429	1	45	.516

Tests the null hypothesis is that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Pre\_test + Group

The table above showed that the reading comprehension score was significantly higher than 0.05 ( $0.516 > 0.05$ ). Therefore, the error variance of the dependent variable is equal to groups (Homogeneous).

**Table 4.5 Descriptive Statistics**

Dependent Variable: Reading_comprehension			
Group	Mean	Std. Deviation	N
Combining of Herringbone with TPS	76.95	9.604	22
Conventional	69.36	11.898	25
Total	72.91	11.430	47

The mean differences of reading comprehension for the two groups were:

1. The mean of reading comprehension by using combining of herringbone technique with TPS was 76.95
2. The mean of reading comprehension by using the conventional method was 69.36

**Table 4.6 Contrast Results (K Matrix)**

Group Simple Contrast		Dependent Variable
		Reading comprehension
Level 2 vs. Level 1	Contrast Estimate	-7.314
	Hypothesized Value	0
	Difference (Estimate - Hypothesized)	-7.314
	Std. Error	1.591
	Sig.	.000
	95% Confidence Interval for Difference	
	Lower Bound	-10.520
Upper Bound	-4.107	

a. Reference category = 1

Based on the table above, the researcher showed the result of contrast using a straightforward method. The students taught using conventional techniques versus the ones conducted by combining herringbone technique with TPS strategy with distinction estimate -7.314 and sig 0.000. Therefore, there were differences between technique results in learning English, especially in reading comprehension were conventional and combining techniques.

**Table 4.7 Tests of Between-Subjects Effects**

Dependent Variable: Reading\_comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4706.562 <sup>a</sup>	2	2353.281	79.460	.000
Intercept	656.213	1	656.213	22.157	.000
Pre_test	4031.617	1	4031.617	136.130	.000
Group	625.777	1	625.777	21.130	.000
Error	1303.098	44	29.616		
Total	255889.000	47			
Corrected Total	6009.660	46			

a. R Squared = .783 (Adjusted R Squared = .773)

The ANCOVA model was correct because the technique score was successful in the group column based on the table above. It was lower than 0.05 ( $0.000 < 0.05$ ), and also, the significant score of the pre-test as a covariate was lower than 0.05 ( $0.000 < 0.05$ ). Therefore, in this ANCOVA model, the role of the pre-test as a covariate was effective, the mean differences of reading comprehension by using both techniques were significant. In other words, combining technique with strategy can significantly influence the difference mean in reading comprehension.

### **Discussion**

The data showed that the student has low scores in reading comprehension of narrative text. It happened because they were challenged to identify the message. Besides that, sometimes they lacked vocabulary. Hence, to find out some information first in the passage becomes the alternative option to make the students' comprehension. It could be proved that when the researcher was teaching the reading of the narrative text by combining the herringbone technique with the TPS strategy, the students were excited and enjoyed following the teaching-learning process. They were more attractive in the class to answer the question that the researcher gave. It could make students happy and active while learning reading comprehension of narrative text. It also could make

students more confident and excited to learn English more. It could be proved from all scores in doing their assignment which showed teaching reading by combining herringbone technique with TPS strategy of learning had a significant result. It is in line with Kurniawan & Indrawati (2016). They reveal that using the herringbone technique made the activity in the class exciting, and the students were active and enthusiastic in the learning process.

The students taught by combining the herringbone technique with the Think Pair Share (TPS) learning strategy have better scores on reading comprehension than those taught conventional techniques at the seventh grade of Junior High School in Bangkalan. The research result was in line with Solichah (2013); she explained herringbone technique is an excellent educational technique that makes the students quickly and comprehends the text faster. In addition, students are more active and enthusiastic in the class. On the other hand, Deegan (in Kurniawan & Indrawati, 2016) states that the herringbone technique can develop comprehension of the main idea by plotting WH questions on the visual diagram of a fish skeleton, so that in line with the researcher result that showed the effectiveness of herringbone technique in reading comprehension. Besides that, it was in line with Sugiarto & Sumarsono (2014) reveal about think pair share strategy. TPS could make the students think aloud with another student and increase their involvement in classroom learning. The student's ability in reading comprehension was increased because of the effect of the technique and strategy used by the researcher. It could saw when the researcher gave treatments to the students in the class. In the treatment, when the researcher gave the herringbone graphic to find the information related to the narrative text provided by the researcher, by plotting WH questions, the students were more comprehensive to find the main idea. Besides that, in the treatment, the researcher found the students enthusiastic when they made pairs and discussed the text. In the fourth treatment, the researcher found that they could think aloud with other students, which



increased their sense of involvement in the classroom, and they could find the answer rapidly by discussing with their partner. The researcher saw students more active from the treatment because they thought by pair, making them more confident than before. So, in this case, combining of herringbone technique with the think pair share (TPS) strategy was an excellent combination to apply in the teaching-learning process.

### **Conclusion and suggestion**

Based on the result of data analysis, the experimental class has a higher score in reading comprehension than the control class. So, the researcher concluded that the students reading comprehension who taught by combining of herringbone technique with the Think Pair Share (TPS) strategy gained better than those taught using the conventional methods in reading comprehension. It meant that the Herringbone technique with Think Pair Share (TPS) strategy could influence the students' reading comprehension on the narrative text in the VII class students of JUNIOR HIGH SCHOOL Bangkalan.

#### **Suggestion**

1. For the Students

The Students must be more active in answering the question and confident to deliver their opinion by themselves. They also should be more activities in reading to increase the comprehension of the text. They should be active students to ask and share the material they did not understand to increase their knowledge.

2. For the Students

The teacher should make the students interested in learning English; therefore, the students will easily enjoy the class and understand the teacher's

material. The teacher should also change their teaching technique and strategy, and they should use a creative and innovative approach that can make the students interested in learning English. The teacher should stimulate and motivate students in the teaching-learning process.

### 3. For the next researcher

Other researchers can investigate combining the Herringbone technique with the Think Pair Share (TPS) strategy as an alternative learning technique toward different level students with another material or skill. Hence, Herringbone and TPS as techniques and learning strategies become the option to increase the students' motivation, especially in reading. The students were excited and enjoyed following the teaching-learning process and improving the significant score of the assignment score in every meeting. Moreover, the students also gave positive feedback in combining the Herringbone technique with the TPS strategy as a technique and method of learning. They can comprehend the text well. However, we need to pay attention that the researcher should combine herringbone with the Think Pair Share (TPS) strategy not to create a crowded class. The researcher should consider the procedure of using herringbone not to waste time.

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