

Improving Students' Reading Comprehension in Report Text Using Herringbone Technique at Ninth Grade Panca Setya 1 Junior High School

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Abstract

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This research was motivated by the need to improve reading skills and student performance in reading. Based on preliminary observations, the researcher found the lack of students' performance and the lack of students' reading comprehension. This research aimed to describe student performance and the improvement of students' reading comprehension skills in report text learning through the implementation of herringbone technique in class IX at Panca Setya 1 Junior High School Sintang. The researcher was used Classroom Action Research which was based on Hopkins design in Keemis, and Mc Taggart, combining both qualitative and quantitative approaches. Qualitative data collection techniques was carried out through observation, interviews, field notes and documentation, while for quantitative data techniques the author used tests to obtain student scores. Qualitative data was analyzed through data reduction, data display, conclusion drawing and verification. While quantitative data were be analyzed using descriptive statistics. The results showed that there was an increase in lack of students' performance in learning activities and lack of students' reading comprehension. Student performance in learning activities increased, from 54% in cycle I to 84% in cycle II. In cycle I, the average score of students' reading comprehension was 52, and in cycle II, it was 81.84. It can be concluded that the Herringbone Technique improved students' performance in learning activities and reading comprehension, especially for ninth grade students of Panca Setya 1 Junior High School. The researcher was hoped that the herringbone technique could continue to be used as an effective learning method to improve students' reading skill and participation in class, specifically in English language education.

Kata Kunci:

*Teknik Herringbone,
teks laporan,
pemahaman*

Abstrak

Penelitian ini didorong oleh kebutuhan untuk meningkatkan keterampilan membaca dan prestasi siswa dalam membaca. Berdasarkan pengamatan awal, peneliti menemukan rendahnya prestasi siswa dan kurangnya pemahaman membaca siswa. Penelitian ini bertujuan untuk menggambarkan prestasi siswa dan peningkatan keterampilan pemahaman membaca siswa dalam pembelajaran teks laporan melalui penerapan teknik herringbone di kelas IX SMP Panca Setya 1 Sintang. Peneliti menggunakan Penelitian Tindakan Kelas yang didasarkan pada desain Hopkins dalam Keemis dan Mc Taggart, menggabungkan pendekatan kualitatif dan kuantitatif. Teknik pengumpulan data kualitatif dilakukan melalui observasi, wawancara, catatan lapangan, dan dokumentasi, sedangkan untuk teknik pengumpulan data kuantitatif, penulis menggunakan tes untuk memperoleh skor siswa. Data kualitatif dianalisis melalui reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi. Sementara data kuantitatif dianalisis menggunakan statistik deskriptif. Hasil menunjukkan adanya peningkatan kekurangan kinerja siswa dalam aktivitas pembelajaran dan kekurangan pemahaman membaca siswa. Peningkatan siswa dalam kegiatan belajar meningkat, dari 54% pada siklus I menjadi 84% pada siklus II. Pada siklus I, rata-rata skor pemahaman membaca siswa adalah 52, dan pada siklus II, skornya menjadi 81. Dapat disimpulkan bahwa Teknik Herringbone meningkatkan kinerja siswa dalam kegiatan belajar dan pemahaman membaca, terutama bagi siswa kelas IX SMP Panca Setya 1. Peneliti berharap bahwa teknik herringbone dapat terus digunakan sebagai metode pembelajaran yang efektif untuk meningkatkan keterampilan membaca siswa dan partisipasi mereka dalam kelas, khususnya dalam pendidikan bahasa Inggris.

INTRODUCTION

As a growing nation, Indonesia acknowledges the significance of English and has incorporated it as a mandatory subject in its curriculum. The objective of acquiring knowledge of English is to assist Indonesia in advancing its natural resources and human capital. This is based on the observation that foreign languages, particularly English, serve as the principal medium for disseminating

science and technology. Thus, English should be the first foreign language that all Indonesian students acquire in an academic environment.

Reading is an essential cognitive skill in language learning that involves understanding, interpreting, and internalizing information from texts. It is not just about recognizing words, but about comprehending the author's message and integrating it into one's knowledge. On the other hand Wallace (2003, p. 7), reading is a mental process that includes visual perception, thinking, and metacognition. Therefore, Harmer (1998, p. 68), reading is crucial for language learners, providing exposure to new vocabulary and structures in context, which enhances linguistic abilities.

According to Celce-Murcia (2001, p. 154) reading is an interactive process in which a reader's background, experiences, and objectives influence their comprehension of the text. Additionally, Grabe (2009, p. 14) argues that the main goal of reading is to grasp the writer's intended message. This process aids learners in understanding the text's meaning while also allowing them to acquire new information. Different reading types, such as perceptive, selective, interactive, and extensive reading, cater to various learning objectives (Brown, 2004, pp. 185-186). These strategies help students engage with texts in different ways—ranging from basic recognition of words to in-depth analysis of content. The goal is to foster strong reading habits and comprehension skills that support academic success.

According to Mikulecky and Jeffries as cited in Fisher (2016, p. 4-7) In teaching reading, structured activities like skimming, scanning, predicting, and summarizing are vital for improving comprehension. These techniques encourage students to engage with the text more effectively, moving beyond surface-level understanding.

The Herringbone Technique, originally proposed by Tierney et al. (1985, p. 203), is a useful strategy that helps students organize information by focusing on key questions (who, what, when, where, why, and how), making complex texts more accessible. This strategy promotes a deeper understanding of content by guiding students to identify the main ideas and supporting details in a structured

way (Bouchard, 2005, pp. 54–55). Recent theories of reading comprehension emphasize that comprehension is an active and strategic process involving the construction of meaning through the interaction between readers' prior knowledge, cognitive strategies, and textual information (Duke & Cartwright, 2021). In English Language Teaching (ELT), effective reading instruction encourages learners to employ metacognitive strategies, monitor their understanding, and actively engage with texts to improve comprehension outcomes (Grabe & Stoller, 2020). Furthermore, recent studies have highlighted that the Herringbone Technique can facilitate students' reading comprehension by helping them identify key information, organize ideas, and develop critical reading skills (Amumpuni, 2021; Hasanah et al., 2023; Humairah et al., 2023). Therefore, reading comprehension can be viewed as a dynamic cognitive and interactive process, and the use of structured instructional strategies such as the Herringbone Technique can enhance students' ability to engage with and understand texts more deeply.

The Herringbone Technique has been widely applied in English language teaching, particularly for improving reading comprehension among Indonesian EFL learners. Several previous studies have demonstrated its effectiveness in different instructional contexts. Handayani (2017) In The Use of Group Investigation (GI) Method to Improve Students' Critical Thinking Ability in Reading Comprehension at MA Nurussalamah, Handayani found that students became more motivated, interested, and confident during reading activities. The study showed that cooperative learning strategies could positively influence students' engagement and critical thinking in reading classes. Simatupang (2018) In Improving Students' Ability in Speaking Skill at Report Text Through Herringbone Technique at Ninth Grade of SMP N 4 Percut Sei Tuan, Simatupang employed classroom action research and reported that students initially struggled to understand report texts. After the implementation of guided questions within the Herringbone framework, students showed better comprehension and greater participation in the learning process. Wahidin et al. (2018) In Improving Students' Creativity and Reading Comprehension by Using Herringbone Technique at SMP

Islam Al-Ikhlashiyah, the researchers also used classroom action research and found significant improvement in students' reading performance. Students successfully achieved the minimum passing grade (KKM), and the percentage of successful learners increased substantially from cycle 1 to cycle 2.

Although these studies confirm the effectiveness of the Herringbone Technique, they mainly focus on general improvements in reading comprehension, creativity, or classroom participation. They do not specifically address the difficulties students face when interpreting report texts with abstract or unfamiliar content, nor do they examine how visual supports can assist students in identifying the main idea and supporting details.

At Panca Setya 1 Junior High School, preliminary observations revealed several specific problems. Many students struggled to distinguish factual information from supporting details in report texts, had limited background knowledge about the topics being discussed, and found it difficult to organize information logically. As a result, students often relied on word-by-word translation rather than strategic comprehension. These challenges indicate that students needed more than a questioning framework alone; they also required concrete visual cues to activate prior knowledge and support meaning-making.

Therefore, this study combines the Herringbone Technique with the use of relevant images. The images are not merely decorative but function as instructional scaffolds that help students predict content, connect ideas, and visualize relationships among concepts in report texts. By integrating visual media with the Herringbone technique framework, this study aims to address the comprehension difficulties experienced by students at Panca Setya 1 Junior High School and to examine whether the combination of these two approaches can improve students' understanding of report texts more effectively than the implementation of the Herringbone technique without visual support.

METHOD

This research utilized classroom action research, founded in academic theoretical frameworks, which allowed researchers to investigate techniques for research while taking consideration of each class action as it happened. Norton (2009. p. 52), Classroom Action Research as a form of self-reflective investigation conducted by individuals in social environments in order that improves the rationality and justice of their own behaviours, their comprehension of these practice, and the contexts in which the actions happening. According to Kemmis and McTaggart, as cited in Hopkins (2008), classroom action research is conducted through a cyclical process consisting of four main stages: planning, action, observation, and reflection. This process may involve more than one cycle, where the reflection from the first cycle becomes the basis for revising and improving the subsequent cycle. In this study, Cycle 1 consists of planning, action, observation, and reflection. If the results of Cycle 1 do not meet the expected criteria, the researcher will proceed to Cycle 2, which includes revised planning, action, observation, and reflection based on the evaluation of the previous cycle.

1. Planning

The researcher organizes the activities and material delivery in alignment with the curriculum and learning objectives, creating a lesson plan, field notes, and an observation checklist.

2. Acting

In this phase, the researcher designs and implements classroom activities, providing resources that foster students' cognitive development. The researcher carries out the treatment based on the strategy outlined in the planning phase, supported by a collaborating instructor who completes the observation checklist and field notes during the lesson.

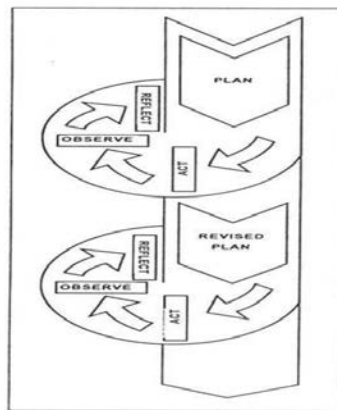
3. Observing

The researcher observes students' learning abilities, offers feedback, and collects data, including field notes and the observation checklist. The collaborator assists in gathering this data related to classroom conditions.

4. Reflecting

In this phase, the researcher analyzes collected data to assess learning performance and draw conclusions. If the first cycle does not show significant results, re-planning for cycle 2 takes place to enhance learning outcomes. The researcher and observer reflect on the findings to improve the teaching-learning process.

Hopkins (2008. p. 51) the design was spiral shaped, which contained planning, action, observation, and reflection in each cycle, and the process of an action in this research can be seen in the following picture :



Adapted from Kemmis & McTanggart in Hopkins (2008, p. 51)

Figure 1. Classroom Action Research Process

The researcher presented data acquired from the teaching and learning process through observations, field notes, interviews, and assessments in cycles I and II of this research. The researcher implemented Classroom Action Research utilizing the herringbone technique. Two cycles of instruction in reading report texts using the herringbone technique were carried out in the classroom. The cycle 1 included two meetings, and the cycle 2 also consisted of two meetings. The researcher conducted this to demonstrate that the herringbone technique improves students' participation and reading comprehension in reading report texts.

FINDINGS AND DISCUSSION

Based on the results gathered by the researcher throughout the meetings in cycles I and II related to the reading comprehension learning of ninth-grade students at Panca Setya 1 Junior High School, Sintang, the particulars of the data from the research results are aligned in the research questions. The researcher noticed that students' participation in reading comprehension instruction using the herringbone technique resulted in following improvements. The results of data collection derived from observation sheets, field notes, tests, and interviews were apparent. The results from the observation sheet, field notes, tests, and interview demonstrate an important improvement in students reading comprehension.

The first cycle showed that the effectiveness of the herringbone technique of teaching reading comprehension was insufficient. Some students exhibited minimal enthusiasm and involvement, especially throughout the test administered by the researcher. Therefore, the researcher considered the results of the first cycle insufficient and proceeded to the second cycle. The results of the second cycle demonstrated a notable improvement in the reading comprehension instruction through the herringbone technique.

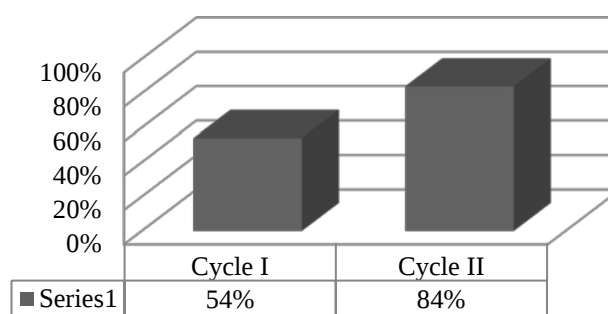


Chart 1. The students' involvement during the teaching and learning process

Based on the statistics in chart 1, the approach used for teaching reading comprehension has significantly improved. In Cycle I, the value derived from the observation sheet remained 54%, however in Cycle II, it increased to 84%. In Cycle I, the process of acquiring comprehension of report texts shown weaknesses in student participation and activity, particularly on reading comprehension. During cycle II, the use of the herringbone technique for teaching reading

comprehension showed an increase in effectiveness, as seen by the recorded results.

The researcher evaluated the reading comprehension abilities of students through an essay format test of 12 questions. The test measured students' ability to determine the general classification, description about the text, and information about the painting in the report text. Furthermore, by employing the guided reading technique, students can discern the information provided by the author. The results showed an important increase in students' performance on the reading comprehension test for report text throughout the second cycle. The enhancement is evident in the student test results displayed in the graph below:

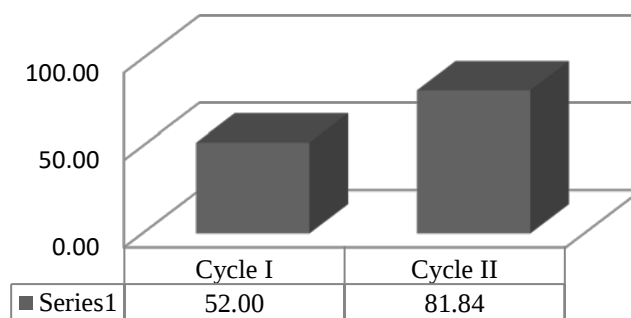


Chart 2. Students' performance in reading comprehension

Chart 2 illustrates the improvement in students' reading comprehension performance from Cycle I to Cycle II. The data show that the students' average score increased significantly from 52 in Cycle I to 81.84 in Cycle II, indicating an improvement of 29.84 points. This improvement suggests that the implementation of the Herringbone technique effectively assisted students in understanding report texts.

The findings reveal that the Herringbone technique provided substantial benefits in enhancing students' reading comprehension, particularly in identifying important information and understanding the meaning of report texts. Furthermore, the number of students who achieved the predetermined success criteria increased in Cycle II, indicating that the learning objectives were successfully achieved. Therefore, it can be concluded that the implementation of

the Herringbone technique effectively improved students' reading comprehension of report texts.

CONCLUSION

This research develops the problems encountered by ninth-grade students at Junior High School 1 Panca Setya 1 Sintang, based on preliminary observations. Several factors restrict student understanding of a topic. According to the pre-observation, the majority of students struggle to comprehend the meaning of a text because of difficulties with finding the general classification, determining the description of report texts, and providing information inside the text. Therefore, the researcher choose to implement Classroom Action Research for improving reading comprehension skills through the herringbone technique.

The findings of this classroom action research demonstrate that the implementation of the Herringbone Technique effectively improved students' reading comprehension of report texts. The improvement was evident from the increase in students' classroom participation and reading achievement from Cycle I to Cycle II. Students' involvement in the learning process increased from 54% to 84%, while their average reading comprehension score improved significantly from 52 in Cycle I to 81.84 in Cycle II. These findings indicate that the Herringbone Technique successfully helped students identify key information, organize ideas, and gain a better understanding of report texts.

Pedagogically, this study suggests that the Herringbone Technique can be considered an effective instructional strategy for teaching reading comprehension, particularly for report texts. English teachers are encouraged to integrate structured graphic organizers and appropriate visual supports to facilitate students' understanding, increase their engagement, and promote more active learning in the classroom. Future researchers may explore the implementation of the Herringbone Technique with different text types, educational levels, or additional supporting media to further examine its effectiveness in various EFL contexts.

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