

CHAPTER I

INTRODUCTION

1.1 Background of the study

Writing is one of the most important skills for foreign language learners in learning English. Writing is important to have a better communicator overall and it also improves reading which is another essential job skill. This is also one of the important skills that students need to master, especially the context of learning to write. Writing is very important in human life, especially in realizing language communication as a result of expressing thoughts, feelings, plans, and knowledge (Nejad, 2016). In addition, writing also shows academic success because writing is usually used to measure and evaluate student academics (Ceylan, 2019). It includes several writing indicators such as title, topic sentence, grammar used, diction, development, organization and mechanics. Furthermore, students are expected to be able to master all indicators of writing.

Adnan and Najogi (2019) consider that writing is a difficult skill to be mastered. This was also expressed by (Muthoharoh & Anita, 2018) who stated that writing is the most difficult skill of other skills in the aspect of language. This is because writing contains many important components of analysis, such as content, use of language, organization, glossary, orthography, punctuation and mechanics. In addition, the capacity to write thoughts must be understood. When writing, students must use cognitive skills; one should check the sources and combine them compactly. As one of the skills students have to learn, they have the responsibility to express their ideas clearly and make readers understand what they are writing about.

In this case, many students are still lacking skills in writing. This is supported by Adnan and Najogi (2019) who stated that in reality, it is impossible to argue that students have weaknesses in writing, such as vocabulary, punctuation, grammar, and so on. This was also expressed by (Rahmatunisa, 2014) who found many Indonesian students still faced difficulties in writing paragraphs, remaining word classes, compiling generic structures, making conclusions, and placing

punctuation marks. In addition, writing can be classified into two types of writing, namely functional writing and creative writing.

Creative writing is an expressive form of literature; one which demands you to use your own creativity, imagination and story to portray a particular message, emotion, or plot. It defies the traditional bounds of other forms of writing and is completely subjective to our own preferences and experiences. There are types of creative writing such as blogging, scripts, journals, poetry, letters, essays, speech, story telling, and story retelling.

Creative writing is writing about expressing feelings, opinions, ideas, and reactions to readers. Storytelling is one of creative writing. (Ibnian, 2010) said that writing is the best way to increase student creativity. He also stated that creativity simulation is the most effective way to teach writing.

Storytelling is a work of prose fiction in creative writing. Writing stories is a creative writing product that is included in the form of narrative or fantasy essays (Fauzi & Pratama, 2020). As one of the literary works, storytelling can be very helpful in building students' creativity. By creative writing, students can create their own meaningful and valuable literary works (Hansen, 2020). However, creative writing is difficult not only for novice writers but also for professional writers.

The difficulty of writing are not only felt by the master writing, student are the first layer of group who have the same problem with the difficulty of writing. Most of student learn writing at the very first day of school. They need to learn writing to improve their skill on how they make a sentences, developing idea, make a work progress and etc. Writing in English is a different level of difficulty because English is not their mother language. With writing, the students have to learn about verbs, spell be, new vocabulary along with their exercise to have a good writing skill.

There are types of writing that the students could learn namely narrative writing which uses many of the most element of storytelling, descriptive writing that written to immerse the readers in the experience, persuasive writing to share

opinion in a thoughtful way to convince the reader of a viewpoint or idea, and creative writing to tell stories that can surprise and delight the readers. As any writing teacher has experienced, students are frequently worried about the prospect of writing in English (Gerlach, 1994). They worry about paragraph writing almost as much as about longer research papers in English (Patel, 2008).

They worry about expressing their ideas clearly within the boundaries of correct usage, grammar, spelling, and punctuation (Byrne, 1986). Often in the initial years of their language learning, there is little focus on the creative aspects of writing because exams generally focus more on grammar, spelling, or punctuation. Because of this, students develop a fear of writing and think that everything they write is riddled with errors (Derewianka, 2004). These fears hinder them and frequently make their writing process slow and also unsuccessful (Paltridge, 2004).

In learning English, writing is one of the most important skills that the students need to have. One of the styles of writing that the students need to learn is story retelling that is distributed into recount text. The researcher found several problems faced by the tenth-grade student of SMK Wira Harapan such as in developing their ideas to make a creative writing like recount text because in SMK Wira Harapan they are only focusing to improve speaking and listening skills to make the students be able to communicate in English because they are in a tourism departement. Thus, it made the students difficult to build their ideas for each paragraph into a good text. The researcher trying to build the students motivation to improve their writing skills. Consequently, the present research findings to improve students' writing skills in the recount text by implementing Herringbone technique.

As a teacher, the researcher can help the students not to get bored and understand more about how to retell a story into recount text by improving their writing skills using Herringbone Technique which can help them to write confidently because they already know the pattern using What, Who, Where, Why, and How (5W+1H) questions and herringbone technique is a strategy that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton.

According to Thaler (2008), herringbone technique consists of a short graphic organizer and it is a concrete way of helping English learners to find the comprehensive idea in a paragraph or passage. It also can be applied in writing recount text, the students also need to write a comprehensive idea in a paragraph to answer the What, Who, Where, When, Why, and How (5W+1H) questions.

Technique was introduced first by Tierney, et. al in 1980. They stated that “Herringbone technique is a structured outlining procedure designed to help students organize important information in text chapters”. Herringbone technique helps students understand the connections between supporting details to identify the main idea. The Herringbone technique is a useful graphic organizer for students to organize the information. (Tierney, Readence, & Dishner, 1985)

In implementing the Herringbone technique it self, teacher should have reading a story so the students looked for an answer to the WH-questions: who, what, where, when, why and how. According to Deegan (2006), Herringbone technique is a technique that develops comprehension of the main idea by plotting WH-question, the students write the main idea across the backbone of rthe fish diagram. The Herringbone instructions are namely: 1. Processing focus: meaning, 2. Instructional phase: during and after reading, 3. Response mode emphasized: written response and oral discussion, 4. Strategy emphasized: elaboration, 5. Skill emphasized: literal comprehension, 6. Source of information: text based, 7. Type of instruction: implicit, 8. Type of cognitive processing: simultaneous, but it is written in a visual way (simultaneous) (Deegan, 2006)

Students’ writing ability of the students both in the control and experimental groups in the post-test have a significant difference (Sari, 2017). Furthermore, the experimental group which was given a treatment, that is What, Who, Where, When, Why, and How (5W+1H) Question strategy, had better achievement of mean score than the control group.

Herringbone Technique is effective in teaching reading comprehension to the eight grade students of SMP Negeri 19 Palu because this technique successfully improved the students’ reading comprehension where the What, Who, Where,

When, Why, and How (5W+1H) questions were answered by the students (Yuliana and Manurung, 2020).

If this research concluded that Herringbone Technique is successfully improve the reading comprehension of the students, it must be can also help the vocational school students to improve their writing skills because creative writing in recount text also has the similar pattern which needs What, Who, Where, When, Why, and How (5W+1H) questions to compile a recount text writing.

The result of consulting different existing related literature can be concluded that the ability of writing can be variously defined based on the pedagogical objectives and approach (Iftanti, 2016). The research also concluded that it is significant for English as a Foreign Language (EFL) students to let their valuable works accessible by other people also worthy, so that readers can make use of the results of the English as a Foreign Language (EFL) students' works.

There are types of creative writing such as blogging, scripts, journals, poetry, letters, essays, speech, story telling, and story retelling. As any writing teacher has experienced, students are frequently worried about the prospect of writing in English (Gerlach, 1994). They worry about paragraph writing almost as much as about longer research papers in English (Patel, 2008). They worry about expressing their ideas clearly within the boundaries of correct usage, grammar, spelling, and punctuation (Byrne, 1986).

Writing expository like article, journal, or essay need What, Who, Where, When, Why, and How (5W+1H) questions because at the Second Grade of SMPN 7 Anggeraja that there was a significant difference of using WH-Questions toward the students' writing skill at the second grade students of SMPN 7 Anggeraja because WH-Questions help and stimulate the students in developing their ideas by answering the series of question word into a good paragraph (Yusrina, 2020). As what it stated before, the teaching technique that uses a What, Who, Where, When, Why, and How (5W+1H) question form is herringbone technique which is usually used to teach reading, but it can also be used to teach writing, especially creative writing.

The use of who is the highest than the use of what, where, when, how, the use of how is the rare and the use of why is the lowest in the narrative text in pathway to English book by Erlangga and The use of function of who as subject of question is the highest, the use of the function of what as object is the rare and the use of function of what as activity of question and the use of function of how using with much are the lowest because the use of function of what as activity and how using with much in question is just one in its narrative texts in Pathway to English book by Erlangga (Mulyono, 2015). This thesis shows that What, Who, Where, When, Why, and How (5W+1H) Questions or a technique that used in Herringbone Technique can be used in composing text which also can be used in writing recount text.

Deegan (2006) says that the herringbone technique develops comprehension of the main idea by plotting the who, what, when, where, how, and why questions on a visual diagram of a fish skeleton. Using the answer to the WH questions, the students writes the main idea across the backbone of the fish diagram. The fish diagram is used to help students to create the main idea and the related supporting ideas of a the topic chosen. It contains six questions that help students organize the details of the text.

The visual pattern of the herringbone creates a framework for students to short the information. First, students label all the lines of the herringbone with the six questions as shown on the sample organizer. Then, remain students to look for and identify the answers to the six questions while they are reading the text or listening to the presentation. Remind the students that the question “who?” is not always should be answered with the name of a person, or proper noun. Discuss which topics may be considered a character or subject of the text. After reading, students should fill in the answers to the six questions, such as who, where, what, when, why, and how did they do the things. After all six questions have been found, the students can start to write their recount text that they have organized. This main idea can be written across the diagram, or for easier readability, as a sentence at the bottom of the page.

In conclusion, students must understand four language skills, namely: listening, speaking, reading, and writing. The students are expected to master one of those four language skills. Those skills are usable for the students to understand English and use it as a communication medium, especially writing. Writing skill is a skill of marking a coherent word and composing text that has a specific ability to help the writer to put their thoughts into words and sentences that can make people understand the messages that are delivered. There are types of writing that the students could learn namely narrative writing which uses many of the most element of storytelling, descriptive writing that written to immerse the readers in the experience, persuasive writing to share opinion in a thoughtful way to convince the reader of a viewpoint or idea, and creative writing to tell stories that can surprise and delight the readers. In learning English, writing is one of the important skills. One of the styles of writing skills that is important to be learned as a tenth grade vocational school student in SMK Wira Harapan is writing recount text.

1.2 Research Problem

The important aspect of this research is writing skill. Writing skills are specific abilities which help their writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing skills are important for Vocational School Students to improve their creative writings. To improve their writing, the teacher needs to teach how to write proper creative writing to be easier using a specific technique.

Teachers can use Herringbone Technique to help them improve their writings. By using Herringbone Technique they can improve creative writing such as retelling stories into recount text. The research problem can be formulated as follows: Can Herringbone Technique improve the writing skills of the tenth grade students of SMK Wira Harapan in academic year 2022/2023?

1.3 Objective of the Study

This research is to find out that Herringbone Technique can be used to improve the writing skill of tenth grade students in SMK Wira Harapan academic year 2022/2023 to be easier to write a recount text.

1.4 Limitation of the Study

This research are focusing on the tenth-grade SMK Wira Harapan writing skills. The object of this research are the Tourism 4 class which consisted of 14 students of SMK Wira Harapan in academic year 2022/2023. The researcher found several problems faced by the tenth-grade student of SMK Wira Harapan such as in developing their ideas to make a creative writing. Herringbone Technique will be used to improve the writing skill of the tenth grade students in SMK Wira Harapan academic year 2022/2023.

1.5 Significance of the Study

This study will give useful information to the readers about how important writing skill is for the students and about how to implement Herringbone Technique to help improve students' writing skills. Hopefully, the final research of this study will give the students, teachers, and readers many benefits. The findings of this study will be used for the following purposes:

1. For the next researcher

The researcher hopes that this research will be able to be studied in order to know the problem of the tenth grade students' writing skill and the writer will have new experience and knowledge from this research.

2. For the students

In learning how to improve writing skill in creative writing using Herringbone Technique, the students could understand how to make a recount text easier because they can easily find out how to solve the problem in writing.

3. For the teachers

This study is expected to help students and teachers to provide information about writing skills and Herringbone Technique. The teacher can understand how to implement Herringbone Technique to improve tenth grade students' writing skill. The findings of this study can also be used by the teachers to know the minimum of giving feedback to the students on teaching how to write creative writing to be achieved.

4. For the readers

The readers can see the function of this research as students or teachers and can get a lot of information by reading this research and the results of this study were also expected to provide educational feedback for the teachers, students and other researchers. For teachers, the results of this study were expected to be used as a reference in using Engage, Study and Activate with a technique in teaching writing. For students, learning outcomes were expected to increase motivation and interest in learning to write.

1.6 Definition of Key Term

Herringbone itself is shaped like a fish bone that has several ends. These ends will later be used as WH question markers. Students will answer each of these questions by filling out a diagram that resembles a herringbone to achieve the main point of the reading. By using this diagram organizers, it will help students internalize what they are learning. That is, organizer diagrams help students retrieve information in detail with the help of organizer diagrams. Herringbone Technique itself is part of the organizer diagram. These diagram organizers are used to specify supporting details for the main idea.

Writing is something that everyone can do, but writing skills are not owned by everyone. There are people who prefer to speak rather than write because sometimes they are confused about how they put their thoughts into writing. Writing skills must be owned and taught from an early age because writing skills are more important than reading, speaking and listening.

This one skill can automatically open other communication skills such as listening, speaking and reading. In this case, the researcher will discuss how to improve a piece of writing skills using the Herringbone technique.

1. Herringbone Technique

Herringbone Technique is the technique to help students find important information and main ideas in a text by seeking the answer of six comprehension questions on a diagram (Rohmah, 2018). Herringbone technique is a technique by which the students answer the WH questions; who, what, when, why, where, and how, on a graphical feature like a fish skeleton. Herringbone provides the students with a framework for making it easier to arrange their thoughts in the form of supporting information.

2. Writing Skill

Writing skill is a skill of marking a coherent word and composing text that has a specific ability to help the writer to put their thoughts into words and sentences that can make people understand the messages that are delivered. Writing skills include all the knowledge and abilities related to expressing yourself through the written word. Good writing skill allows to communicate a message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The focus of this chapter is to discuss how one can write effectively using Herringbone technique. Writing as a skill of language is crucial not only to the academic but also to other people in various professions. Because of the importance of the written medium as a means of communication, the need therefore arises for teaching the various ways and strategies by which writing can be effectively actualised. According to Deegan (2006), Herringbone technique is a technique that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton in which the students write the main idea across the backbone of the fish diagram.

2.1.1 Writing Skill

Writing skill is a skill of marking a coherent word and composing text that has a specific ability to help the writer to put their thoughts into words and sentences that can make people understand the messages that are delivered. There are types of writing that the students could learn namely narrative writing which uses many of the most element of storytelling, descriptive writing that written to immerse the readers in the experience, persuasive writing to share opinion in a thoughtful way to convince the reader of a viewpoint or idea, and creative writing to tell stories that can surprise and delight the readers.

Nunan (2003) states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others. People may write for personal enjoyment or for some other purpose writing is surely one of many ways to create an explanation for imaginary things. We learn so many things in life and try to express all of that thing through writing. Improving the writing are not only

increasing our knowledge but also improving the way we develop the idea of our thoughts. Writing have so many major to create some texts like a news paper, advertisement even personal diary.

According to Brown (2004: 219) there are three genres of writing; academic writing, job related writing and personal writing. Faith (2002:1) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing can help students to become stronger by adding more grammatical structures, idioms, and vocabulary, as the important thing in learning a language (Zulfani, 2001). According to Parsons (2001), guided writing is the process where teachers develop and guide student's writing through discussion, joint text construction, and evaluation of their independent writing. Rullu (2019), the use of 5W+1H questions can enhance the students' writing ability in news writing.

Writing is one of the four basic skills. Students begin to learn to communicate through written form when they begin to interact with others at the school level. Writing skills are more complicated than other language skills. Sometimes even a native English speaker may have a hard time in a difficult situation. Basically writing skills require a well-structured way of presenting thoughts in an organized and planned manner (Braine & Yorozu, 1998). Advanced writing skills are one of the basic requirements for better academic achievement as well as other activities related to writing presentations (National Assessment of Educational Progress, 2002). Writing is one of the basic skills of English. It is generally considered one of the most difficult other skills for foreign language students. Even native speakers find it difficult to demonstrate good mastery of writing. (Johnstone, Ashbaugh, & Warfield, 2002). ESL teachers include writing skills in the syllabus because it is an important element for students' academic success. (Kellogg, 2008) because writing helps to i) strengthen grammatical structures, ii) increase students' vocabulary, iii) and helps other language skills such as reading, listening and speaking.

Writing success is used for various purposes at the school level. Providing assistance to students inside and outside the classroom, giving grades, selecting students for appropriate subjects, program evaluation are considered important aspects of writing skills assessment. The written literacy assessment process must be properly regulated and managed so that it is transparent and meaningful (Elander, Harrington, Norton, Robinson, Reddy, 2006)

2.1.2 Herringbone Technique

In this millennial era, writing is an easy things to do because so many tools that can help the writers to correcting their mistake or to produce a good writing. Although writing is more convenience nowadays, we have to understand that writing have its own rules. To produce or to mastering writing skill, we need to analyze the material first. To analyze that, we need a special technique.

According to Deegan (2006), Herringbone technique is a technique that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton in which the students write the main idea across the backbone of the fish diagram. Bouchard in Deegan (2006) said, this technique is particularly well suited for expository text but can also be used with narrative text. This technique is made to improve students' reading comprehension by organizing important information in a text. Herringbone is a kind of technique used in the reading process for establishing supporting details for the main idea (Mcknight in 2010, cited in Sumardanto, 2018). The Herringbone technique is a technique which is used to find the main idea and important information in the text by asking six comprehensible questions: What, Who, Where, When, Why, and How (5W+1H). McKnight (2010) as cited in Yusuf et al (2016: p.184) defines the Herringbone technique as a "graphic organizer that is used for establishing supporting details for the main idea".

Herringbone technique are the most effective technique that can be used to mapping each question in the data (5W+1H) so they can be analyzed through fully in the writing process. According to Bouchard (2005, p. 54) this technique are able

to answer and understand the questions who, what, when, why, where, and how can greatly aid ELLs when reading and comprehending text. Walker (2005) states that herringbone technique are used to help the students in organizing information of the text. Reading can be the important part if the writers want to create an appropriate result. Through reading, it can distinguish the data inside the text and applied it to the text that we write.

According to Herringbone, 5W1H technique can distinguish the data inside the text likely what is the topic about; where did the problem on the topic happened; when is the topic happened in the text; who are the main topic in the text an how the topic take a part in the text. The main thing in the Herringbone technique are how this technique analyze the data inside the text and find the accurate fact.

Herringbone technique have a few procedure to analyze the text beside its own technique. Choosing the text is the things that the researcher need to do first then mapping the text with 5W1H. When this technique are being applied in school, the teachers need to explain and gave a short brief to the students to understand this technique until they understood on how to apply this technique.

1. Who was the character?

“Who” question explains about who the characters in the story.

2. What did they do?

“What” question explains about what the characters do in the story

3. When did they do it?

“When” question explains about the time of story occur.

4. Where did they do it?

“Where” question explains about the place of the story occur.

5. How did they do it?

“How” question explains how something can happen.

6. Why did they do it?

“Why” question explains why something can happen.

Another definition by Thaler in Apriasih (2014) defines the Herringbone technique, called from its resemblance to a fish skeleton, according to the author is

a good technique for analyzing a thought or text. The Herringbone Technique is a concrete way to help English learners find the main idea in a paragraph or section. It consists of a short graph organizer. Students respond to graphic organizer Fishbone's questions. As a result, all of the information is synthesized into one newly produced sentence, which becomes the main idea statement. Based on the description above, it can be concluded that the herringbone technique is to help learners or students to find text topics by using a question framework in a graph.

According to Deegan (2006), Herringbone technique is a technique that develops comprehension of the main idea by plotting WH-question, the students write the main idea across the backbone of the fish diagram. The Herringbone instructions are namely: 1. Processing focus: meaning, 2. Instructional phase: during and after reading, 3. Response mode emphasized: written response and oral discussion, 4. Strategy emphasized: elaboration, 5. Skill emphasized: literal comprehension, 6. Source of information: text based, 7. Type of instruction: implicit, 8. Type of cognitive processing: simultaneous, but it is written in a visual way (simultaneous) (Deegan, 2006).

The procedures of Herringbone technique are namely.

1. The teacher select an appropriate text for the reading levels,
2. The teacher construct a visual diagram of the Herringbone,
3. The teacher tell the student to write down an answer from the diagram. They will look for answer like:
 - a. Who is the writers talking about?,
 - b. What did they do?,
 - c. When did they do?,
 - d. Why did they do?,
 - e. How did they do?,
4. The student are asked to think about their idea and write the answers on the diagram,
5. After the answers are written on the skeleton diagram, the teacher tells the students about each answer which suitable into each part in a main idea sentence,

6. The students are asked to write a main idea, by using the answers they got from the herringbone diagram,
7. The teacher duplicates sheets with the diagram, and the students complete the diagram on their own,
8. A story discussion is made by the diagram as a tool. During the discussion, the teacher and the students take their part to share and compare their answers and their reasons.

2.1.3 Steps of Herringbone Technique

Steps of implementing Herringbone Technique select a text for students to read; draw a diagram of the herringbone on the board or overhead; discuss how the details are attached to the main idea which serves as the foundation. Then explain how they all work together to provide structure (comprehension) to the whole text.

Explain to students that they will be asked to look for information that answers the following questions: 1) Who is the text talking about? 2) What did they do? 3) When did they do it? 4) Where did they do it? 5) How did they do it? 6) Why did they do it? Allow time for students to read the text; give them copies of the diagram and ask them to record the answers to the questions on it. This can be done as a whole class discussion activity; show students how the information is organized around a main idea; using the information on the diagram, students formulate a main idea. The main idea is written on the diagram; after the students learn the procedure, they can complete the diagram on their own. This can then be used as a basis for comparison and class discussion. It can also serve as a springboard to writing; the strategy can be reversed and students can first formulate the main idea and then identify the supporting details (Bouchard, 2005: 54-55); Give them copies of the diagram and ask them to record the answers to the questions on it. This can be done as a whole class discussion activity; show students how the information is organized around a main idea; using the information on the diagram, students formulate a main idea; after the students learn the procedure, they can complete the diagram on their own. This can then be used as a basis for comparison and class discussion. It can also serve as a springboard to writing; the strategy can be reversed

and students can first formulate the main idea and then identify the supporting details (Bouchard, 2005: 54-55).

2.2 Empirical Review

Rohmah (2018) entitled “The Implementation of Herringbone Technique in Reading Comprehension at Second Semester on Non-English Department” this study found that students’ reading comprehension increase after herringbone technique was implemented, it can be seen from the student’s responses result to the herringbone questions and the number of main ideas during teaching learning process increase from first meeting to next meeting up to fourth meeting. The objective of this research is to find out the implementation of Herringbone Technique. This study tries to explain in detail about efforts or steps when implementing Herringbone technique to make the six questions in Herringbone technique: What, Who, Where, When, Why, and How (5W+1H) be integratedly chained.

It proved when they have not applied the herringbone technique, the students find it difficult to make the main idea of the text. But, after applying the herringbone technique, they will be easier and helped because before making the main idea, they have to answer the six questions which have correlation with the main idea.

Novita (2017) with her article “The Implementation of Herringbone Technique in Writing Class of Junior High School Student” explain in her research that the students willingness in learning English through Herringbone technique are increased from time to time. This movement studies became performed on the 8th grade college students of class VIII H in SMP Negeri 7 Surakarta consisted of 31 students, 16 female and 15 male. The researcher carried out 2 cycles of classroom movement research. In gathering the records, interview, observation, documentation and test were used. In reading the records, the researcher used Qualitative and Quantitative statistics analysis. The end result of this studies showed that herringbone approach progressed the students writing talent. The enhancements of the students writing skill were seen from the effects of the tests.

The students imply score in pre-take a look at become (46,45) the students imply score in publish-test 1 was (68,29) and the students rating in put up-take a look at 2 turned into (78,42), there was a considerable result between pre-take a look at and post- test 2. The technique also made the scholars felt fun and involved. Novita (2017) explained that before using Herringbone technique, the students tend to be lazy and avoiding English lesson. The situation in the classroom are not conducive because the student not really understand about English. Herringbone technique would be a best solution for the teachers to improving their skill in English especially writing.

According to Suriani (2013:5) there are some advantages of Herringbone Technique, they are: (1) The students will be more active in the class especially in reading. When they do the steps of Herringbone Technique in reading, they will have activities that make them active in the class. (2) Herringbone Technique also makes the students enthusiastic in reading a text, because they just focus on the simple question. (3) In discussion process the students can share the information of the text that they have already read. (4) The activities in reading make the students fresh and out of boring reading. (5) Herringbone Technique activities makes the students are easier to find main idea of the text.

There are disadvantages of Herringbone Technique (1) when students learn material with the help of graphic representation, note-taking will be decreased. As a result, the lack of a comprehensive guide those students can refer to when revising material may affect their performance. (2) Impact on feedback. Some instructors find creating an answer key for a graphic organizer to be time-consuming. They use organizers to encouraged discussion but do not correct each student's organizer upon completion: as a result, student may miss out on receiving valuable feedback (Nikolai, 2020).

According to both article, Herringbone technique are able to improve the students writing skills with study classroom approach. The disadvantages may seen from the example like how effective this technique in classroom but in the other

hand when this skill is not being trained diligently, the students might forget and this technique is being forgotten for the time being. In this research at SMK Wira Harapan, the goals are to make the student use Herringbone technique as the main technique that they will use until they get used to it.

The comparison of Rohmah (2018) and this research is using Herringbone Technique to help the students to implement it in writing recount text easier and the advantage of Herringbone technique that implemented in writing recount text compared to reading is it can be more effective for the students to do their writing by completing the point of What, Why, Who, Where, When, and How questions.

