
**THE EFFECTIVENESS OF TEACHING READING USING
HERRINGBONE
TECHNIQUE TO THE STUDENTS'
READING COMPREHENSION OF TENTH GRADE
AT MA AR ROSYAAD BALONG ACADEMIC
YEAR 2014/2015**

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:
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NPM 11.1.01.08.0200

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**

APPROVAL PAGE

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Approved by the Advisors to be proposed to
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Kediri, March 23rd, 2015

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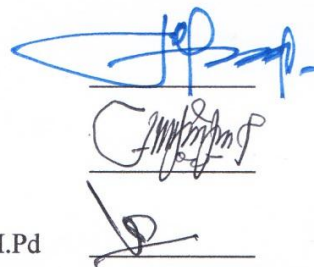
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ABSTRACT

Reading is one of skill that must be mastered by students, because by reading students can improve knowledge and information. By reading, people can reading newspaper, find job listing, maps, and so on. These are reason why reading must be teach from Junior High school until University. But in the fact, teaching reading in Senior High School is not easily, there are some of problems when teaching reading especially when teach material about Narrative text. Students difficulties to understanding reading material exacly in the meaning of the text, identify general information, determine the topic or main idea of the text, and find explicit and implicit information. Students usually also do not use technique, method or media to make them easy to understand text. Teacher in the class usually ask students to read LKS, then check answer together, this activity will make students boring. To solving some of problems, teacher can uses Herringbone Technique. It is appropriate technique because Herringbone Technique helps students understand the connections between supporting details to identify a main idea. Herringbone is like fishbone. Herringbone Technique gives some of questions such as What,Who, Why, When, Where, and How. These questions supporting to find main Idea in the text. After students were given tretment twice, the result shows that t-score was 5,109 at the degree of freedom of 12, t-table was 3,065 at the level of significance of 5%. So, it means that t-score (5,109) > t-table at the level of significance of 5%. So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. Based on the result of t-test, it can be concluded that Herringbone technique has significant influence.

Keywords :Herringbone, Reading, Reading Comprehension

I. Background

Reading is one of skill that very useful and important to learn because by reading people can enrich get new knowledge, such as reading newspaper, job vacation, instruction manuals, maps and so on. Patel and Jain (2008:113) also says, "Reading is most useful and important skill for people". Pang et.al (2003:6) also says, " It enables us to gain new knowledge, enjoy literature and do every day thing that are part of modern life, such as, reading newspaper, job listing, instruction manuals maps and so on". Based on statements above, reading text is very important to do, because by reading people can improve knowledge and get information. Linse and Nunan (2005:71) defines: "Reading comprehension refers to reading for meaning, understanding and entertainment". It is mean that purpose reading is to know meaning, understanding of text and reading to entertain.

In fact, there are problems when students study about reading. Firstly, student difficulties to find meaning of the text, identify general information, determine the topic or main idea of the text, and find explicit and implicit information. Secondly, students do not

use technique, method or media to make them easy. Lastly, students usually was asked to read a passage, answer questions, then check the answer together by teacher. Meanwhile, Teacher usually did not use technique to teach Teacher unrealized this activity makes students boring. If students boring, they are lazy to continue read the text. When Researcher try to observation in a school, found that the students of MA Ar Rosyaad Balong in Kediri have a lot of reading difficulties such as finding main idea, explicit, implicit information and their reading comprehension difficulties are caused by their lack vocabulary mastery.

Among all of the teaching reading, Herringbone technique is selected in this study because based on pre-research finding, the researcher found that the students of MA Ar Rosyaad Balong in Kediri Students need kind of interesting technique to motivate them in study English. According to Mc Knight (2010:1) says that:

"The one of graphic organizers is Herringbone Technique. Herringbone Technique is graphic organizers which represent visual information and concepts in teaching learning process".

Deegan (2006) explain that some of steps using Herringbone technique are, The teacher selects a text, then teacher construct visual diagram of herringbone, teacher tells students to answer 5W and 1H. Then, students write answers in the diagram, and then discuss together.

II. Research Method

This research, researcher uses quantitative approach. So it uses statistical formulation in analyzing the data. The method of this research is experimental design. The purpose of experimental method is to know effect of herringbone technique to reading comprehension.

The researcher use simple random sampling to get the data easier because there are many students in tenth grade of MA Ar Rosyaad Balong Kediri. The researcher uses sample tenth grade student of MA Ar Rosyaad at class X-C consist of 12 number of student. In this class there are seven girls, and five boys

The researcher also uses rubric which contains criteria of reading scoring system. The data will be tested using statistical after it is scored. It will be utilized treatment pre experimental one group post-test and pre-test. In addition, quantitative research collects

numerical data in order to explain, predict and or control phenomena of interest, data analysis is mainly statistical, it is categorized with descriptive research correlation research, casual-comparative research and experimental research, the result of research is number, or series of numbers, present in tables or other form of statistics.

This research, researcher uses One-Group Pretest-Posttest Design to get the data. To do this research, researcher used three steps consists pre-test once, treatment twice, and post test once to students. .

The technique of data collection that the researcher uses written test. This research using technique of data analysis to determine the statistical significance of the observed ratio. This inferential statistic is also use *T-test* that indicates influence or effect of one variable to another variable. According to Ary (2010:177) to determine the statistical significance of the observed ratio. The following is the formula of t-test:

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

III. Finding and Conclusion

A. Finding

After researcher collecting the data, in the pre-test only three students passed. As we know that minimum score for senior high school is 75. Mean pre test is 69,33 It is mean that very low students' reading comprehension. Then, the researcher done treatment twice, then teacher gave post test. The result of post test is there are ten students passed. Total mean of post test is 85,3. So, post test is higher than pre-test.

Researcher then calculate the result of pre test and pre test using formula. Based on result t-score is higher than t-table, it means that the differences are very significant, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In other words, there is significant difference of students' reading comprehension before they were taught using Herringbone technique and after being taught by Herringbone Technique. The students who were taught using Herringbone technique could receive the material easier and more enjoyable than the students who were taught without it.

Meanwhile, herringbone technique can be used as one of the alternative to teach reading. Discussion

technique is effective strategy to improve the ability of students reading comprehension. Using discussion technique can show the students to find the problems individually which are related to material that are given by the teacher. Then, the teacher and the students discuss the problem to find the answer.

B. Conclusion

By using Herringbone Technique, the students can increase their reading comprehension. Besides, by using the Herringbone technique they can understand reading material exactly in the meaning of the text, identification explicit and implicit information, find main idea in monolog text.

From the result of the researcher's analysis shows that there is significant influence of using Herringbone technique to the tenth grade students of MA Ar Rosyaad Balong. Resulting t-score is 5,019 and t-table 3,055. So, t-score is higher than t-table. Based on the result that by using Herringbone technique give a better result in students' reading comprehension.

Based on the result of the research, Herringbone technique gives significance influence in teaching

reading comprehension. So that is why, it is suggested to use Herringbone technique in teaching reading.

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