

JURNAL

**Pengaruh Teknik Herringbone Terhadap Pemahaman Bacaan Siswa
Kelas Tujuh Smp Islam Sejahtera Badas Kediri Pada Tahun
Akademik 2016/2017**

***The Effect of Herringbone Technique to Seventh Grade Students'
Reading Comprehension of SMP Islam Sejahtera Badas Kediri in
the Academic Year 2016/2017***



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2017**

SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017


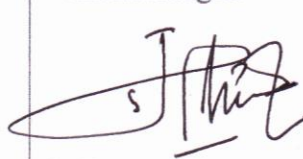
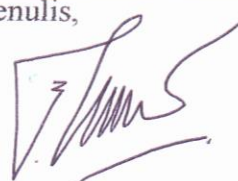
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THE EFFECT OF HERRINGBONE TECHNIQUE TO SEVENTH GRADE STUDENTS' READING COMPREHENSION OF SMP ISLAM SEJAHTERA BADAS KEDIRI IN THE ACADEMIC YEAR 2016/2017

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ABSTRACT

Reading comprehension is the act of understanding and interpreting the information within a text. Herringbone is an arrangement or design consisting of columns of short parallel lines, with all the lines in one column sloping one way and all the lines in the next column sloping the other way so as to resemble the bones in a fish, used especially in the weave of cloth or the placing of bricks. This research is aimed to find out whether the effect of using herringbone technique in students' reading comprehension at SMP Sejahtera in academic year 2016/2017?. The research was conducted by using quantitative research method, and the technique is experimental research, the researcher used one-group pre-test and post-test design. The sample of this research was the seventh grade students of SMP Islam Sejahtera Badas Kediri which consists of 17 students. The researcher used one reading narrative text followed by multiple choice, the multiple choice consists of 15 questions consist of main idea question, vocabulary question, inference question and WH question. The result of this research showed that the students' reading comprehension before being taught by herringbone, the average score is 62,176. It means the students' reading comprehension is not good enough. The students' reading comprehension after being taught by herringbone technique, the average score is 81,441. It means that there is an improvement in students' reading comprehension. Based on the result of this research. It showed that there is significant effect of herringbone technique to students' reading comprehension. Therefore, applying herringbone technique in reading is recommended. Then, the researcher would like to give suggestion to the teacher should prepare herringbone framework before applying this framework because it is rather difficult to be looked for in internet, and the book of herringbone is very rarely.

KEY WORD: Reading comprehension, Herringbone technique, Narrative text.

I. BACKGROUND

Reading is one of the four skills that should be mastered by the students. Nunan (2003:69) states that reading is an essential skill for learners of English as a second language. So, mastery of reading is not avoidable in learning English.

It was expected that by mastering reading skill, the students were able to absorb the information written in English, expand their knowledge in science, technology, arts and cultures, and develop good relationship among other nations. Nunan (2003:68) states that fluent process of readers combining information from a text and their own background knowledge to build meaning". So it is important to learn reading because it can improve the reader's information in the text, such as main idea, subject refers and WH question in the text.

According to Jeremy Harmer (1998:68) "Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language student". This statement told about some of the language sticks in the students' mind as parts of the process of language acquisition, and if the reading text was especially interesting

and engaging, acquisition was likely to be even more successful.

"Reading text also provided opportunities to study language: vocabulary, grammar, punctuation, and the way we contracts sentence, paragraphs and text", Jeremy Harmer (1998:68). Reading text was not studying about only read, but reading here is also studying about vocabulary, grammar and also about sentence and paragraph.

In other theories, Padma (2008:5) states that reading is the process of using one's eyes and mind to understand the literal as well as the hidden meaning of what the writer was attempting to convey. It can be concluded that the readers not only use their eyes to read the words in the text but also use their mind to think about what they read.

The curriculum has the level literally for the seventh grade in junior high school. English had four skill, are speaking, listening, reading and writing. The researcher focused on reading, standard of competence in reading said. "Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat". Basic competence said. "Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana

secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat”. From the curriculum above the learning English process in junior high school must guide on it.

In Junior High School, reading is not easy. In fact, students of seventh grades of SMP Islam Sejahtera Badas Kediri had the problem to understand their English learning especially in reading. The students still confused how to understand reading well, including the main idea, the similarity of the vocabulary, and also about the WH question, because the technique to teach reading there was monotone.

Their comprehension could be recognized through their way of reading. Their low comprehension was shown when they did not understand what they read. The students cannot answer question based on the selection, looking for main idea, inference question, and also they was less the vocabulary. In reading activity, students were forced to know the implied and stated messages of the texts given. Some students faced difficulties in reading English text. They must learn to navigate through unfamiliar vocabulary and grammar structure.

By having comprehension, someone can be claimed that they have done the process of reading. By comprehension, people got information stated in the text because most of the valuable is stated implicitly. That is why reading cannot be separated from comprehension.

According to Klingner (2007:2) “reading comprehension is the process of constructing meaning by coordinating a number of complex process that included word reading, word and word knowledge and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the idea in the text. Reading comprehension involves accessing previous knowledge, understanding vocabulary and making inferences.

Based on the problem above, in order to make comprehension easier in reading a text, the teacher should use the technique that was easy for the students in teaching reading comprehension. Because the success of teaching and learning process depends on several factors, namely teacher, learner and the technique which were used in teaching learning process. The most important thing in teaching learning process was teaching

technique. Concerning from the problem above the teacher should use some techniques to make the learners comprehend more about the material which the teacher explains and made students enjoy and easy to read and understand a text. So, the students could enjoy and be stimulated in learning English as foreign language especially in reading comprehension. There were some techniques, methods, and media which could be used by teacher to teach recount text, for example concept map, personal letter, chain pictures, and Herringbone Technique.

Particular interest in both prongs of research and practice is the extent to which cross-cultural variables may facilitate or interfere with strategy use among learners (Oxford 1996, Oxford & Anderson 1995 in Brown 2003). So that teaching strategy was useful in our teaching learning process, because most of students was easy to understand if the teacher used some technique to teach.

There were many reading technique that could be applied to teach reading one of them was Herringbone technique. The herringbone technique was a structured outlining procedure

designed to help students organize important information in a text.

Deegan (2006) states that:

Herringbone technique is a technique to develop comprehension of the main idea by plotting who talking about is, what the main idea, when this occurred, where occurred, how accomplished it is, and why happened. After using the answer to the WH questions, the student writes the main idea across the backbone of the fish diagram. Mean the herringbone technique used to help students identify the main idea and the related supporting ideas of a lesson, text or concept.

Based on the explanation above, the researcher intended to analyze how the effect of herringbone technique in teaching reading comprehension to analyze main idea, WH question in the multiple choice and similar vocabulary to the students of SMP Islam Sejahtera Badas in their reading comprehension.

II. METHODS

The design of the research is quantitative research. According to Creswell (2014:32) Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variable could be measured typically on instrument, so that numbered data could be analyzed using statistical procedure.

The technique used by the researcher in this research is experimental research. Creswell (2012:21) states that Experimental designs are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants. The purpose of experimental research was to know whether there is an effect or not from treatment that would have given to the subject of the research.

In this research, the researcher used one-group pre-test and post-test design which followed by three steps. According to Ary (2010:303) the one-group pretest–posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment to the

subjects; and (3) administering a posttest, again measuring the dependent variable.

III. FINDING AND CONCLUSION

The first is about pre-test. In this activity most of the students are didn't feel enjoy with the teacher' technique, they are lazy to study English, if the teacher asks the student to answer multiple choice the student just answer with their feeling, and didn't pay attention when the teacher was teaching. They also got problems in reading narrative text including looking for main idea, inference question, question vocabularies, and answering WH question, this behavior is supported by the result of their score in pre-test.

In general the result of pre-test is low, it can be seen from the students' score of each aspect, first is main idea, the maximum score is 12 and the average of student is 2, second is inference question, the maximum score is 15 and the average of student is 13, third is vocabulary question, the maximum score is 24 and the average of student is 10, fourth is WH question, the maximum score is 49 and the average of student is 23. It can be concluded that all of the students

reading comprehension need to be increased.

The second is about treatment. The first treatment the researcher would introduce the material and give the student a text; firstly, the researcher greeted the student, the researcher checking the students, the researcher convey a glance of material that will be studied. Then, the researcher told the student that they were going to learn narrative text including the definition, the generic structure and language feature. Then, the researcher gave short explanation about narrative text and told the student reading narrative text using herringbone technique. The researcher gave the explanation about herringbone technique, the researcher wrote the review and the chart of herringbone, the researcher explained herringbone in the board, the researcher gave example of herringbone technique clearly, the researcher gave a text the title was "Beauty and the Beast", the researcher asked the students to read the text, the teacher asked the students to look for the difficult vocabulary, the teacher wrote the difficult vocabulary in the board and gave the meaning, the researcher gave students the opportunity to ask questions and the researcher gave evaluation about the

material. The researcher and the students made summarize about the material that had given and the researcher close the class.

The second treatment the researcher did not explain the procedure of herringbone technique as the first treatment. The researcher only reviewed and made sure, did the student got confusion or had difficulty to apply the technique or not; Firstly, the researcher greeted the student, the researcher checking the students and the researcher reviewed about herringbone. The researcher asked the student to prepare the text that had given in the first treatment, the researcher asked the students look for the information in the text or what the text mean, the researcher asked students to include information contained in the text into the herringbone chart, the researcher asked the students to write the herringbone chart and ask them to look for main idea in the text followed by WH question (Who, What, When, Where, Why and How), the researcher corrected the students' work by using herringbone one by one, the researcher gave students the opportunity to ask questions and the last the researcher gave evaluation about the technique

that had given. The researcher and the students made summarize about the material that had given and the researcher close the class.

The third is about post-test. In this activity most of the students are interest with the learning process, they enjoyed in learning, the students were having fun with the technique. They also have spirit to study English, before they did not pay attention to the teacher but now, they are already to study English well. So it means that Herringbone technique is effected to the students. To know the Herringbone technique is effected to students writing ability. The researcher evaluated the students by giving post-test. The post-test was followed by all students seventh grade especially seventh grade. The test was conducted in the form of multiple choice.

In general the result of post-test is low, it can be seen from the students' score of each aspect, first is main idea, the maximum score is 12 and the average of student is 11, second is inference question, the maximum score is 15 and the average of student is 15, third is vocabulary question, the maximum score is 24 and the average of student is 22, fourth is WH question, the maximum score is 49 and the

average of student is 43. It can be concluded that the score is better than pre-test. It means that students score is increasing.

The conclusion of this article is the students' reading comprehension before being taught by herringbone, the highest score is 80 and the lowest score is 47 with the average score is 62,176. It means the students' reading comprehension is not good enough. The students' reading comprehension after being taught by herringbone technique, the highest score is 94 and the lowest score is 67. the average score has increased after treatment, the average score is 81,441. It means that there is an improvement in students' reading comprehension.

The general result of pre-test and post-test in each aspect are in the pre-test, the highest to the lowest score of each aspect is first is WH question, the maximum score is 49 and the average of student is 23, second is inference question, the maximum score is 15 and the average of student is 13, third is vocabulary question, the maximum score is 24 and the average of student is 10, fourth is main idea, the maximum score is 12 and the average of student is 2. And in the post-test, the highest to the lowest score of each

aspect is first is WH question, the maximum score is 49 and the average of student is 43, second is vocabulary question, the maximum score is 24 and the average of student is 22, third is, inference question, the maximum score is 15 and the average of student is 15, fourth is main idea, the maximum score is 12 and the average of student is 11.

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