

ARTICLE

**THE EFFECT OF USING HERRINGBONE TECHNIQUE TO IMPROVE
STUDENTS' ABILITY IN READING COMPREHENSION
OF NARRATIVE TEXT
(An Experimental Study to the Eighth Grade Students
of SMPN 3 Kediri 2015/ 2016)**



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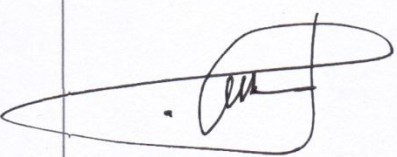
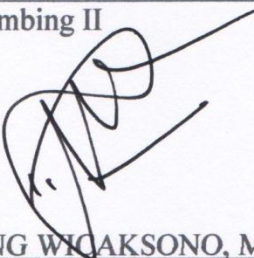
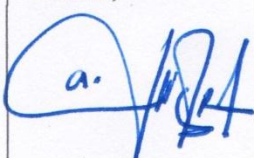
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THE EFFECT OF USING HERRINGBONE TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT

(An Experimental Study to the Eighth Grade Students of SMPN 3 Kediri 2015/ 2016)

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Abstract

The present research aims at investigating the effect of Herringbone Technique toward the eighth grade students' reading comprehension. The quantitative method was used in this research. Experiment design was carried out in the implementation of the method. This research took place at SMP Negeri 3 Kediri. The subject of this research was the eighth grade students of SMP Negeri 3 Kediri especially at VIII A class which consists of 32 students. For proposing the effect of Herringbone Technique on the eighth grade students, the study adopted pre and post-test design to measure students' reading comprehension. The technique of data analysis which used was T-test. The findings show that students' score of reading comprehension statistically significant increase from 2216 to 2492. In addition, the students enjoyed and become more active when they were taught by using Herringbone Technique. Based on the results obtained, it is recommended that Herringbone Technique can be used in improving students' reading comprehension.

Keywords: Reading Comprehension, Herringbone Technique

I. Background

Reading is one of important language skills to learn by students because by reading students can enrich new knowledge, such as reading newspaper, job vacation, instruction manuals, literature, maps and so on. It is supported by Patel and Jain (2008: 113), "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 everyday 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.

Reading is one of the language skills which is important for academic success and it is the process of reconstructing the writer's idea written in a text or printed symbols based on the reader's background knowledge and experience. Linse and Nunan (2005: 69) says that, "reading is a set of skills that

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involves making sense and deriving meaning from the printed words". The knowledge that the reader get maybe is new and different from the reader's background, but it can add the reader's knowledge so that it will raise reader's personal knowledge.

Besides, there are also many definitions of reading by several experts. According to S. Pang et al. (2003:6) reading is about understanding written texts. It is a complex activity that involves both perception and thought.

Reading must always relate to a process of getting meaning called reading comprehension. Comprehension is a process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Comprehension is a complex process in reading. According to McNamara (2007: xi), comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. Making connections is the key to comprehension. We don't comprehend unless we make connections and are able to process the words that we read at the thinking level.

People can improve about knowledge because they have reading comprehension. It is supported by Snow, et all (2002: 11) she defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement

with written language. Based on two statements above, the researcher concludes that reading comprehension is important because as a process of transferring knowledge from written text to the readers.

But, not all the students are good readers. Every student has different ability in comprehending text and some students get difficulty in understanding a piece of reading text. There is several factors affecting an individual's ability to read. Based on the writer's experience when having teaching practice, many students still found difficulties in understanding reading text. Moreover, students were difficult to find the main idea, general information, specific information, detailed information and also explicit information of a text. These problems caused students' achievement in reading is poor and students' interest becomes low. The writer assumes that the difficulties came from some factors such as inappropriate teaching techniques, teaching material, teaching media, students' motivation and less vocabulary.

Considering the problems above, the effective strategy needed to help student cope their problems. One of strategies in teaching reading is Herringbone Technique. Herringbone Technique has diagram like fishbone, it will makes students attractive because see unique diagram. Students also must answer in every part of fishbone.

McKnight (2010:50) states that Herringbone Technique is used for establishing supporting details for a main idea. In addition, Herringbone Technique helps students understand the connections between supporting details to identify a main idea.

According to Deegan (2006:102), 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. Using the answer to the WH questions, the students write the main idea across the backbone of the fish diagram. This technique is made to improve students' reading comprehension by organizing important information in a text.

Dealing with the problem above, the researcher concerned in formulation of the research: "is there any significant impact of Herringbone Technique on reading comprehension of tenth grade students of SMP Negeri 3 Kediri in academic year 2015/2016?"

II. Research Method

The method used in this research was quantitative research. Experiment design was carried out in the implementation of the method. Experiment was an approach to conduct quantitative research. Ary (2010: 265) defines an experiment as a scientific investigation in which the researcher

manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). While the technique of the research, the research used one-group pre-test–post-test design that involves three steps. According to Ary (2010:303) one-group pre-test–post-test 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 post-test. In this research, the researcher will use One-Group Pretest-Posttest design to get the data. In the One-Group pretest-posttest design, a single group was measured or observed not only after being exposed by a treatment, but also before. The pre-test and post-test were given to take the score of the student's achievement before and after being taught by using herringbone technique.

The technique of collecting the data used by the researcher was reading comprehension test about narrative. To know students' reading comprehension, researcher gave the pre-test and post-test which consists of 20 questions in multiple choice. Material for the test is focus on Narrative text. Below is the scoring rubric for reading, if students can answer question correctly, students will get score 1, but if their answer is incorrect, their score is 0.

Table 1

No	Rubric	Score
1.	Correct answer	1
2.	Incorrect answer	0

$$\text{Total Score} = \frac{\text{total correct answer}}{\text{total question}} \times 100$$

The teaching material that used in this section is narrative text that has been downloaded from website. The researcher organizes the narrative text and provides it to the students when teaching reading. The procedures of teaching reading using Herringbone Technique are divided into three activities; pre-teaching, whilst teaching and post teaching.

After getting the data from the score of pre-test and post-test, the data were computed by using t-test to find out if there is significant impact of teaching reading comprehension by using Herringbone Technique

III. Finding and Discussion

1. Finding

The findings show that students' reading comprehension statistically significant increase. It can be seen by comparing the result of pre-test and post-test. The total score of pre-test is 2216 and the mean of it was 69.25. The students who passed the test were just 9 students and the

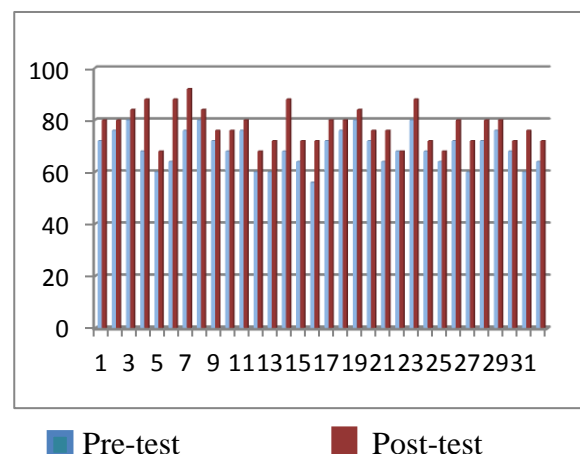
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others were failed. It means 28.2% from the total of the students. It is less than 50% of the total students. So, it can be known that reading comprehension at the tenth grade students of SMP Negeri 3 Kediri before being taught by using Herringbone Technique is low. While the result of post-test was better than the pre-test. The total score was 2492. The mean of post-test was 77.875. There were 21 students passed the test and the others failed. It is 65. 6% from the total of students. It is higher than 50% of the total students. The researcher takes conclusion that the process of treatment is successful. So, reading comprehension at the eighth grade students of SMP Negeri 3 Kediri after being taught using Herringbone Technique is higher and better than before being taught using Herringbone Technique.

Chart 1

Difference Score of Pre-test and Post-test



Based on the scores of pre-test and post-test above, the researcher could describe the result of data analysis. It shows that the

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total score of pre-test is 2216, and the total score of post-test is 2492. It means that the students' score is better after they were taught by using Herringbone Technique. Some students still got unsatisfying score. However, mostly the students got satisfying score. The total scores of D (difference score between pre-test and post-test) is 276. While the total scores of D^2 is 3408. It can be concluded that the result of post-test is higher than the result of pre-test.

After it was analyzed, it is important to know the level of significance of the score. It can be identified by using t-test formula. It is used to measure how far The Herringbone Technique can impact the students' reading comprehension of the eighth grade students of SMP Negeri 3 Kediri especially in VIII A class. According to Ary, Jacobs, Sorensen, and Razavieh (2010: 177) the result of the pre-test and post-test which were presented to the students could be analyzed by using T-test.

In testing hypothesis, the computation of t-score was compared to t-table. If t-score was higher than t-table, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. From the result of the data analysis mentioned, the researcher found that t-score was 8.456 at the degree of freedom of 31, t-table was 1.701 at the level of significance 5% and 2.467 at the level of significance 1%. The t-test based on

level of significance 5% and 1% showed by the table as follow.

Table 2
Table of t-test based on level of significance
5% and 1%

DF(N-1)	t-score	t-table	
		5%	1%
31	8.456	1.701	2.467

Based on the data on the table above, it means that t-score (8.456) > t-table at the degree of significance 5% and 1%. It means that t-score was very significant. So, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. It can be concluded that Herringbone Technique has very significance impact to the eighth grade students' reading comprehension of SMP Negeri 1 Kediri in academic year 2015/2016.

2. Discussion

The purpose of the researcher conducting this research was to find out the effect of Herringbone Technique to the students' reading comprehension of the eighth grade students of SMP Negeri 3 Kediri. Based on the research finding as explained before, the result shows that there is significant effect of using Herringbone Technique to the eighth grade students' reading comprehension.

The result of test from teaching reading comprehension by using herringbone technique shows that students could understand the text. They feel enjoy and more active. It could be seen in the treatment process, the students are more interested when the researcher applies this technique. They fell enthusiastic and independent to find the main idea by answer WH question into the herringbone diagram.

From the data analyze above, this research supported by the previous research from Rijal (2014), he stated that herringbone technique can improve students' mastery in reading comprehension. When the teacher gives text to the students and asks then to read the text, they are able to understand the content of the text and the main idea of the text. The technique is also useful for study groups, focusing on efforts and good by proposing questions.

In line with it, Jacobs (2010: 11) said that the herringbone provides readers with a framework for recognizing and recording main ideas and supporting details during and after reading. In addition, Tierney, et.al. (1980) suggested, herringbone technique is an effective technique used on reading comprehension.

In summary, FVR gave contribution to the students' reading comprehension because they feel enjoy and become more active in the process of reading class. It affects the

students' reading comprehension. It can be said that there is very significant impact of Herringbone Technique to the eighth grade students' reading comprehension of SMP Negeri 1 Kediri in academic year 2015/2016.

IV. Conclusion and Suggestion

1. Conclusion

Based on the explanation in the previous chapter, the researcher takes some conclusion of this research. It shows that reading is one of receptive skills that must be mastered by the students because by reading they get information and automatically elevate their knowledge. From research finding, the researcher concludes that Herringbone Technique is effective to be used in teaching reading especially in the eighth grade students of SMP Negeri 3 Kediri in academic year 2015/2016. It is proved with from the result of t-score was 8.456 at the degree of freedom of 31, t-table was 1.701 at the level of significance 5% and 2.467 at the level of significance 1%. Besides, the students' reading comprehension after being taught using Herringbone Technique is better than that before being taught using Herringbone Technique. It is proved with the mean of post-test (77.875) that is higher than the mean of pre-test (69.25). It means that there is impact of Herringbone Technique to the students' reading comprehension. Thus, this strategy should be applied in teaching reading.

The students' behavior is also better than that before being taught by Herringbone. The response of the students is good. It can be detected from their participation in the class. They feel enjoy and more active. It could be seen in the treatment process, the students are more interested when the researcher applies this technique. They fell enthusiastic and independent to find the main idea by answer WH question into the herringbone diagram.

2. Suggestion

Based on the conclusion above, the researcher offers some suggestions for the teachers and students, they are as follows:

1. For the English teacher

Herringbone is a technique that has a diagram to fill. When the researcher held this research, the researcher found a problem. The problem was the diagram of Herringbone is too small, so the student is quite difficult to fill it. Based on this explanation, the researcher suggests the teacher to make a bigger diagram of Herringbone, so the students will be easier to fill it.

2. For the Students

Based on the researcher experience during this research, the researcher found that some students still faced a difficulty in writing the summary of the text which has been filled in the Herringbone diagram. Some of them just write like the original text.

So the researcher suggests to the students to write just the important information of the text that had been filled in the Herringbone diagram, not copying whole of text. So the summary will be different with the original text.

3. Other researchers

Based on the result of the research that conducted in the level of Junior high school, the strategy namely Herringbone Technique was effective in improving the students' reading comprehension of Narrative text. By concerning the result, the researcher suggests for the next research to be done in the higher education level such in the Senior high school and in the university. It is to know the whether the Herringbone Technique can give impact in improving reading comprehension in higher education level.

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