

**ARTICLE**

**THE EFFECT OF USING HERRINGBONE TECHNIQUE  
TO THE STUDENTS' READING COMPREHENSION AT  
THE EIGHTH GRADE STUDENTS OF SMPN 2 PAPAR  
IN ACADEMIC YEAR 2016/2017**



**By:**

**AHMAD FATONI**

**12.1.01.08.0083**

**Advisors:**

- 1. Lina Mariana, S.S., M.Pd**
- 2. Yunik Susanti, M.Pd.**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI  
2017**



## SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017

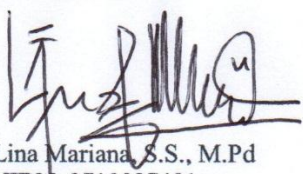
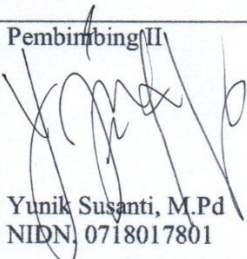
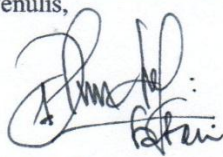
Yang bertanda tangan di bawah ini:

Nama Lengkap : Ahmad Fatoni  
NPM : 12.1.01.08.0083  
Telepon/HP : 081235854530  
Alamat Surel (Email) : respectsk8tter@gmail.com  
Judul Artikel : The Effect of Using Herringbone Technique to the  
Students' Reading Comprehension at the Eighth Grade  
Students of SMPN 2 PAPAR in Academic Year  
2016/2017  
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris  
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri  
Alamat Perguruan Tinggi : Jl. K.H. Ahmad Dahlan No. 76, Mojoroto, Kediri, Jawa  
Timur 64112, Indonesia

Dengan ini menyatakan bahwa :

- artikel yang saya tulis merupakan karya saya pribadi (bersama tim penulis) dan bebas plagiarisme;
- artikel telah diteliti dan disetujui untuk diterbitkan oleh Dosen Pembimbing I dan II.

Demikian surat pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari ditemukan ketidaksesuaian data dengan pernyataan ini dan atau ada tuntutan dari pihak lain, saya bersedia bertanggungjawab dan diproses sesuai dengan ketentuan yang berlaku.

Mengetahui		Kediri, 23 Januari 2017
<p>Pembimbing I</p>  <p>Lina Mariana, S.S., M.Pd NIDN. 0710097401</p>	<p>Pembimbing II</p>  <p>Yunik Susanti, M.Pd NIDN. 0718017801</p>	<p>Penulis,</p>  <p>Ahmad Fatoni NPM. 12.1.01.08.0083</p>

# THE EFFECT OF USING HERRINGBONE TECHNIQUE TO THE STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF SMPN 2 PAPAR IN ACADEMIC YEAR 2016/2017

Ahmad Fatoni

12.1.01.08.0083

English Education Department

respectsk8tter@gmail.com

Lina Mariana, S.S., M.Pd and Yunik Susanti, M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

## ABSTRACT

Herringbone technique is a technique which 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. The objectives of this research are to know the students' reading comprehension before being taught using Herringbone Technique, to know the students' reading comprehension after being taught using Herringbone Technique, and the last to find out any effect of using Herringbone Technique to students reading comprehension in recount text. This research used quantitative research. The participants of the study were F-class of eight grade students of SMPN 2 Papar that consisted of 30 students. The data analyzed with SPSS 2.1 and result in the research showed the means of before treatment is 63,67 while the means of after treatment is 71,17. From this result the researcher found that the t-test is higher than t-table ( $14,355 > 2.045$ ) and P value t-test is lower than level of significance of 5% ( $0.000 < 0,05$ ). It means that  $H_0$  was rejected and  $H_A$  was accepted. Therefore, Herringbone technique can be considered to be an alternative technique in teaching reading. It can be concluded that there is significant effect of herringbone to the students' reading comprehension at eight grade students of SMPN 2 Papar. The Herringbone technique was recommended for the teacher to teach reading comprehension in recount text.

**Keywords:** Reading Comprehension, Teaching Reading Comprehension, Herringbone Technique.

## I. BACKGROUND

Reading is one of four skills in learning language. Reading is the process itself, or a response to literary text. According to Briendly (2005: 105) Reading is a complex process which involves skills, processes and understandings, many of which will be the same, whatever the type of text being read. In addition, Moreillon (2007: 10) states that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. So, reading

not only the process of getting the written symbols correspond to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension. According to Klingner (2007:2): "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency".

In fact, there are problems when students study about reading. Firstly, student difficulties identify the structure of

the text, determine the communicative purpose of the text, identify specific and detailed information, and determine the topic or main idea. 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 felt bored. If students boring, they are lazy to continue read the text. When researcher try to observation in a school, found that the students of SMPN 2 Papar have a lot of reading difficulties such as identify the structure of the text, determine the communicative purpose of the text, identify specific and detailed information, and determine the topic or main idea.

For solving those problems the researcher choose herringbone technique for solving the problems above. Herringbone technique is selected in this study because based on pre-research finding, the researcher found that the students of SMPN 2 Papar students need kind of interesting technique to motivate them in study English. The Herringbone technique is a technique which 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 answers to the w-

h questions, the student writes the main idea across the backbone of the fish diagram. It is supported by Jacobs (2010: 11), the herringbone provides readers with a framework for recognizing and recording main ideas and supporting details during and after reading. The categories included in the diagram are often the main idea (the spine of the fish) and "who, where, what, why, when, and how" (the ribs), but they can be altered to fit the particular text students are reading. In addition 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 what, where, when, who, why and How. Then, students write answers in the diagram, and then discuss together.

## **II. RESEARCH METHOD**

This research is classified quantitative and the design of the research was one group pretest-posttest to investigate the effect of using herringbone technique on the students' reading comprehension at the eighth grade students of SMPN 2 Papar. According to Ary (2010: 265) "An experiment is 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)". Hence the data was taken from



pre-test, treatment and post-test in order to know whether or not Herringbone Technique has effect on students' reading comprehension. The variable of this research were Herringbone technique as an independent variable and reading comprehension as dependent variable. This research was held in SMPN 2 PAPAR which is located on Jl Raya Minggiran Kec Papar Kab Kediri. The writer decided eight grade students of SMPN 2 Papar as populations. Thus, The researcher chooses eight grade students of VIII - F as the sample of this research. To analyzing all of the data which collected from the pre-test and post-test score the researcher will be analyzed by using SPSS 2.1.

### III. RESULT AND CONCLUSSION

Pre-test was held at the first meeting of the research. It was done on 15<sup>th</sup> November, 2016. The total pre-test scores of VIII-F are 1910. The total sample was 30. Mean could be counted from the total score divided by the number of sample. The following table shows the result of pre-test:

**Table 3.1**  
**Diagram score Frequency of Before Treatment**

NO	CLASS LIMIT	CLASS BOUND.	MID POINT	F	PERC.	CAT.
1	55-58	55,5-58,5	56,5	6	20%	Poor
2	59-62	59,5-62,5	60,5	8	27%	Enough
3	63-66	63,5-66,5	64,5	9	30%	Enough
4	67-70	67,5-70,5	68,5	3	10%	Enough
5	71-74	71,5-74,5	72,5	0	0%	-
6	75-78	75,5-78,5	76,5	3	10%	Good
7	79-82	79,5-82,5	80,5	1	3%	Good
	TOTAL			30	100%	

Then, post-test was held after two times of treatments given to the students. The total score of post-test was 2135. The total sample was 30. Mean could be counted from the total score divided by the number of sample. The following table shows the result of post-test :

**Table 3.2**  
**Diagram score Frequency of After Treatment**

NO	CLASS LIMIT	CLASS BOUND.	MID POINT	F	PERC	CAT
1	60-63	60,5-63,5	61,5	2	7%	Poor
2	64-67	64,5-67,5	65,5	7	23%	Enough
3	68-71	68,5-71,5	69,5	9	30%	Enough
4	72-75	72,5-75,5	73,5	10	33%	Enough
5	76-79	76,5-79,5	77,5	0	0%	-
6	80-83	80,5-83,5	81,5	2	7%	Good
7	84-87	84,5-87,5	85,5	1	3%	Good
	TOTAL			30	103%	

It can be seen from the diagram above that total score of pre-test is different with post-test. In pre-test, is obtained 1910 and the score improve in post-test, it is 2135. Automatically, mean of pre-test and posttest is different too. Mean 63,67 is obtained in pre-test and mean 71,17 is obtained in post-test. Thus, mean of posttest is also better than mean of pre-test.

To analyze the data result, there are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

**Table 3.3**  
**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Nilai Pretest	63,67	30	6,814	1,244
	Nilai Posttest	71,17	30	5,826	1,064

From the Paired Samples Statistics table above, it showed the mean score of pre-test is 63,67 with standard deviation 6,814 and the mean score of post-test is 71,17 with standard deviation is 5,826.

**Table 3.4**  
**Paired Sample Correlation**

		N	Correlation	Sig.
Pair 1	Nilai Pretest & Nilai Posttest	30	,909	,000

Based on the Paired Samples Correlations table above, the output showed the data before and after being taught using herringbone technique was 0,909 with significance value (sig.) 0,000. It means that there is any correlation between students' reading comprehension before and after being taught using herringbone technique.

**Table 3.5**  
**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
P Nilai a postest i – r Nilai l Pretest	7,500	2,862	,522	6,431	8,569	14,355	29	,000

From Paired Samples Test table above, it showed t-test is 14,355 and the t-table with degree of freedom 29 is 2,042 at the level of significance of 5%. It means t-test was higher than t-table ( $14,355 > 2,042$ )

and Sig. (2-tailed) is 0,000 was lower than 0.05. Then, it means that the differences between pre-test and post-test score was 7,500.

In this section, the researcher would present the conclusion of this research. In the previous chapter, reading is interactive process of making meaning from the text. The reader comparing the information in the text with his or her background knowledge and previous experience. For most of students is the most difficult skill to master in order to ensure success in learning. They have problem to identify the generic structure of the text especially for recount and narrative text. The students also confused about the communicative purpose of text because there are so many different kind of text. In reading activity, the students also got difficult to identify the detailed and specific information from the text. That make student can not construct the main idea from the text. The main idea of the text is the key to know the content of the text, especially recount text. As an effort to make students' reading skill will better, one of the effective technique that is used by the teacher in teaching reading is Herringbone Technique. Based on the finding on the previous chapter, the researcher concludes that teaching reading using herringbone technique at the eighth grade students of SMPN 2 Papar is effective.

The effect of using herringbone technique in teaching reading is proved by the analyzing from the students score in pre-test and post-test. The data was analyzed using SPSS version 21, by the result of t-score (14,355) is higher than t-table in the level of significance 5% (2,045) and P value t-test is lower than the level of significance of 5% ( $0,000 < 0,05$ ). So, t-score was higher than t-table ( $14,355 > 2,045$ ). If t-score > t-table, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. And the score of sig. was 0.000, it means that the level of significance was less than 0.05 ( $0,000 < 0,05$ ) so the null hypothesis was rejected. It means that that there was significant difference in the reading scores of the students before they are taught by using herringbone technique and after they are taught by using herringbone technique.

Based on the result of the research finding, herringbone technique could gave effect on students' reading comprehension. Therefore, researcher would like to give some suggestions. This hope can help the future researcher and the teacher about in giving information about implication of herringbone technique.

1. For the teachers

Herringbone technique was effective in teaching reading comprehension. The researcher recommended for the teacher to use that

technique in teaching reading comprehension to increase understanding of the students because herringbone technique helps students to find both general and specific information from the recount text. So, it can be one of alternative technique to teach recount text by using herringbone technique.

In conducting this technique in reading comprehension, teacher should introduce this technique briefly. This technique is easy to apply in the classroom. The teacher should gave the students the diagram in introducing this technique. By using what, where, when, who, why, and how they can lead the student in getting the information from the text. The teacher also pay attention about the time that they used in teaching learning process because this technique is new in school and take more time to adapt.

2. For the future researcher

This research was limited in teaching reading with recount text using herringbone technique at eighth grade students at SMPN 2 Papar, the researcher hopes for the future researcher will conduct similar research by using herringbone technique in different text or skills in order to know the other advantage or implication of herringbone technique. In this research there are some weakness during the getting the data. The weakness are as follows:

- a. The time of conducting the treatment was too short, because the researcher only had two meetings in doing treatment.
- b. The researcher used five indicators in this research and almost of them showed that increased. So, future researcher could add more indicators.

Moreover, other researcher can develop this research by applying the herringbone technique in different level of class or different kind of text. This research is also expected to be reference for further research and other researchers.

#### IV. BIBLIOGRAPHY

Ary, Donald., Jacobs, Lucy Cheser., and Sorensen, Chris. 2010. *Introduction to Research in Education*. USA: Wadsworth 10 Davis Drive Belmont, CA 94002-3098

Brindley, Susan. 2005. *Teaching English*. USA and Canada: Routledge 29 West 35th Street, New York, NY 10001

Deegan, J. 2004. *Herringbone Technique*. Retrieved from: <http://www.teacherweb.com/PANazarethAreaMiddleSchool/TheSpecialistTeam/HerringboneTechnique.doc>

Jacobs, Vicki. A. 2010. *Pre, guided-, and post- learning purpose and strategy*. H- 810c.

Klingner, Janette K. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. London: The Guilford Press

Moreillon, Judi. 2007. *Collaborative Strategies for Teaching Reading Comprehension*. USA: American Library Association.