

**ARTICLE**

**THE IMPLEMENTATION OF HERRINGBONE IN TEACHING  
READING COMPREHENSION AT SMK N 2 KEDIRI**



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2017/2018**

STATEMENT LETTER  
ARTIKEL SKRIPSI TAHUN 2017/2018




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Reading Comprehension at SMK N 2 Kediri  
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**Abstract**

Reading is one of the four language skills which are given in teaching English. Reading is very useful and important subject to learn, by reading students' can enlarge their knowledge, vocabulary, and get the information from a text. In fact, there are many problems in reading, the students' difficulties to understand reading material of the text, find out topic, main idea, general information, specific information of a text. The researcher proposes to use Herringbone. The aim of this research is to know the effect of teaching reading comprehension before and after being taught using Herringbone, and the last to find out any effect of Herringbone on students' reading comprehension. This research used quantitative research and the research method was pre experimental design, namely the one-group pre-test post-test design. The subject of the research was the tenth grade students of SMKN 2 Kediri in academic year 2018/2019. The sample of the research was class X TKJ-1 Axiooconsist of 30 students. This research was held in two meetings involved pre-test, treatment, and post-test. The researcher used test as the instrument to collect the data. After collecting the data, the next step was analyzing them by using SPSS version 23 to know the effect of teaching reading comprehension using herringbone. The result showed the students' reading comprehension increased after being taught using herringbone on students' reading comprehension. It was proven by the mean after being taught using herringbone (76,83) was higher than the mean score before being taught using herringbone (64,50). The result reports that the *t-test* was higher than *t-table* ( $12,577 > 2,045$ ) it means that  $H_0$  was rejected and  $H_a$  was accepted. From the result above, there was any significant effect of herringbone on students' reading comprehension than teaching reading comprehension without using herringbone. It can be concluded, this technique was recommended for the teacher to teach the students' especially in reading comprehension.

**Key Words:** Herringbone, Teaching Reading Comprehension.

## **I. Introduction**

Reading is one of the four language skills which are given in teaching English. Reading is very useful and important subject to learn. According to Harmer (2007: 99), "Reading is useful for language acquisition. It proved that students' more or less understand what they read, the more they read the better they get at it". It means, the students' not only read the text but they should catch the meaning of content from the text. By reading, students can enlarge their knowledge, vocabulary, and got the important information. Pang et.al (2003: 6) states that, "Reading allows the reader to get new knowledge and information, enjoy literature and do everyday thing that are part of modern life". It means that by reading people get new knowledge from what they are read.

In reading activities also focused on reading comprehension. Reading comprehension is the act of understanding and catches the meaning of a text from what we are read. In fact, there are many problems in reading comprehension.

The researcher found the problems related to teaching of English. Students might face a lot of difficulties in comprehend the reading text. There are three factors causing students' difficulties

in comprehend the text. First, it caused by internal factor (from the students themselves) the students' had low ability to comprehend the text especially in finding main idea, identifying specific information and word meaning found in text given and also the problem caused by external factors. Second, they are often feels bored when they read to find and understand the paragraphs, sentences or even words, and easily to forget the material. Third, students do not use technique, method, or media to make them easy to understand a text which is long text.

Based on the problem above, the researcher proposes to use Herringbone. This technique is appropriate to solve this problem. Herringbone can help students to organize important information in a text. It is supported by Deegan (2006), the Herringbone technique develops comprehension of the main idea by plotting who, what, when, where, how, and why questions on a visual diagram of a fish diagram. It means that, the students' find the facts and place them into the diagram.

## **II. Research Method**

This research, takes place in SMKN 2 Kediri which is located in Jl. Veteran no. 5 Kota Kediri, Jawa Timur, Indonesia. The population of this research is tenth grade students of SMKN 2 Kediri. The sample of the research X TKJ-1 Axioo class, this class consists of 11 boys and 19 girls.

The researcher use quantitative research. In this research is experimental technique. The researcher used test as the instrument. It is supported by Ary, et. al (2010:201), "tests are valuable measuring instruments for educational research". It means, test is important to do. By using test, the researcher know how is ability students'. The test consist of pre-test, treatment, and post-test design. The test is multiple choices that consist of 20 items with five options and students must choose the correct answer. It is to know the effect of herringbone technique on students' reading comprehension in descriptive texts by comparing students' scores from the pretest and posttest.

To analyzed all of the data, the researcher analyzed by using SPSS v. 23. The data which got from the pre-test score compared with the post-test score using the formula of Paired Sample T-test with the degree significance 5% (0,05). If the t-

score was lower than t-table it means  $H_0$  was accepted and  $H_a$  was rejected, but if t-score score was higher than t-table it means  $H_0$  was rejected and  $H_a$  was accepted. From this process, the researcher known whether this research was significant or not by looking at the result of pre-test and post-test analyzing used t-test.

## **III. Finding and Discussion**

In this research, the researcher gave pre-test to know how students' reading comprehension before being taught using herringbone. In this test, the students' must answer correctly and no cheating with each other. The test consists of 20 items multiple choice with the topic was descriptive text. The subject of the research was the tenth grade students of SMKN 2 Kediri academic year 2018/2019 especially tenth grade of TKJ-1 Axioo. The total score of students' reading comprehension before being taught herringbone were 1935.

The students' reading comprehension before being taught Herringbone it shown there was 25 students who can't pass the test and the students who pass the test are 5 students.

In this research, the researcher gave treatment in teaching reading

comprehension by Herringbone to students in twice. The first treatment was done on 30<sup>th</sup> of July 2018. The researcher explained definition and procedure of herringbone. Then, the researcher drew a chart from herringbone and guides the students to find the answer from the text. The researcher asked to students based on the question of the text. Then, some students' of groups raised their hand to answer the question and wrote the answer on diagram until full. After that, the students' have to find the meaning of difficult words.

The second treatment was done on 31<sup>st</sup> of July 2018. The procedures still same with the first meeting. The students should be finding the main idea on a text. Then, complete the question in each bone of herringbone. Then, after complete all questions, students must read their answer loudly. After the presentation was done researcher gave chance for students to ask or make a conclusion about what they have learn.

The researcher gave post-test to students after given pre-test and treatment. The post-test were 20 questions in a multiple choice form of descriptive text, but it is different questions from pre-test.

The students' reading comprehension before being taught Herringbone it shown

there was 11 students who can't pass the test and the students who pass the test are 19 students. The total score of post-test (2.305). So, the score of post-test is higher than score of pre-test. It can be concluded that the students' score is increasing after being taught using herringbone.

In result of the data, the researcher indicated the result from the students' pre-test and post-test score by using SPSS version 23. The data outputs from SPSS are: Paired Sample Statistic, Paired Samples Correlations, and Paired Sample Test.

From paired sample statistics showed that the mean score of pre-test was 64,50 with standard deviation 8,645 at the mean score of post-test was 76,83 with standard deviation was 7,931.

Paired Samples Correlation table showed, the data before and after being taught using herringbone technique were 0,793 with significance value (sig.) 0,000. From T-score of pre-test and post-test Paired Samples Test showed that, the t-test is 12,577 and the t-table with degree of freedom 29 is 2045 at the level of significance of 5%. It means (2-tailed) is 0,000 was lower than 0.05.

It showed that the result of t-test score got higher than t-table ( $12.577 > 2.045$ )



and P value t-test was lower than 0,05 ( $0,000 < 0,05$ ). It means that,  $H_0$  was rejected and  $H_a$  was accepted. From the result above, there was any significant effect of herringbone on students' reading comprehension than teaching reading comprehension without using herringbone since alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis was rejected. From the finding above, using herringbone can gives significant effect on students' reading comprehension of the tenth grade students' at SMKN 2 Kediri.

#### IV. CONCLUSION

The researcher concluded that by using herringbone technique was effective to improve the students' reading comprehension. Most of students' can receive, understand about descriptive text and can answered questions correctly by using herringbone technique.

The researcher got the result of students' reading comprehension after being taught by using herringbone technique shown that the students who can passed the test than the students who can't passed the test. The mean score of post-test is 76,83 was higher than the mean score of pre-test is 64,50. It can be conclude that there was significant effect of students'

reading comprehension after being taught using herringbone. The researcher got the result of data by using SPSS version 23. It can be seen that the result of t-test was 12.577 and the t-table at the level of significant 5% in sig. 2-tailed 2.045.

From the result above, means that the t-score was higher than the t-table. So,  $H_a$  is accepted and  $H_0$  is rejected. It can be concluded, there was significant effect of herringbone technique on students' reading comprehension.

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