

# THE INFLUENCE OF USING HERRINGBONE TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION OF RECOUNT TEXT AT THE EIGHTH GRADE OF MTSN 1 KOTABUMI ACADEMIC YEAR 2019/2020

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**Abstract:** Reading is important in language use and the primary means in the language learning for students. However, for many language learners, learning to comprehend reading in text in English as a foreign language is difficult. To solve the problems occurs in teaching and learning reading process the researcher proposes to use Herringbone technique as a solution to improve students' reading comprehension. Referring to these problems, this research is to find out whether there is significant influence of using Herringbone technique towards students' reading comprehension of recount text at the eighth grade of MTSN 1 Kotabumi academic year 2019/2020. This research is a quasi experimental design with non equivalent control group design. The population is students at the eighth grade of MTSN 1 Kotabumi academic year 2019/2020 which consists of 188 students. The sample is VIII B which consist of 32 students and VIII c which consists of 32 students. All the sample is taken purposively; VIII B as experiment class and VIII C as control class. In this research, firstly the data is collected by test, and then the data is analyzed by using independent t-test. The result of the hypothesis test showed that  $t_{\text{observed}}$  is 3.096 and  $t_{\text{table}}$  is 1.999. From the result, it can be seen that  $t_{\text{observed}}$  was greater than  $t_{\text{table}}$  or  $3.096 > 1.999$ . As the result of the analysis,  $H_a$  is accepted while  $H_0$  is rejected. In conclusion, there is significant influence of using Herringbone technique towards students' reading comprehension of recount text at the eighth grade of MTSN 1 Kotabumi academic year 2019/2020.

**Keywords :** Herringbone Technique, Reading Comprehension and Recount Text

**Abstract:** Membaca merupakan hal yang penting bagi siswa untuk mempelajari bahasa. Meski masih banyak siswa yang kesulitan dalam memahami teks berbahasa Inggris. Demi mengatasi masalah dalam proses belajar mengajar kegiatan membaca peneliti menyarankan penggunaan teknik Herringbone sebagai solusi untuk meningkatkan kemampuan memahami bacaan siswa. Merujuk pada hal tersenut, penelitian ini bertujuan untuk menemukan adanya pengaruh yang signifikan dari penggunaan teknik Herringbone terhadap kemampuan memahami bacaan teks recount siswa kelas delapan MTSN 1 Kotabumi tahun ajaran 2019/2020. Penelitian quasi experimental ini dilakukan dengan desain non equivalent control group. Populasinya adalah siswa kelas VIII MTSN 1 Kotabumi tahun ajaran 2019/2020 yang berjumlah 188 siswa. Sampel yang diambil secara purposif adalah kelas VIII B dengan 32 siswa sebagai kelas eksperimen dan kelas VIII C dengan 32 siswa sebagai kelas kontrol. Dalam penelitian ini, data diperoleh melalui tes, yang kemudian dianalisis melalui independent t-test. Uji hipotesis menunjukkan bahwa  $t_{\text{hitung}}$  sebesar 3,096 dan  $t_{\text{tabel}}$  sebesar 1,999 Hal ini menunjukkan bahwa  $t_{\text{hitung}}$  lebih besar dari  $t_{\text{tabel}}$ , atau  $3,096 > 1,999$  sehingga  $H_a$  diterima dan  $H_0$  ditolak. Pada simpulannya dinyatakan bahwa terdapat pengaruh yang signifikan dari penggunaan teknik Herringbone

*terhadap kemampuan memahami bacaan teks recount siswa kelas delapan MTSN 1 Kotabumi tahun ajaran 2019/2020.*

**Kata Kunci:** *Herringbone Tehnik, Pemahaman Membaca dan Recount Teks.*

## I. INTRODUCTION

Reading becomes important skill in using language because this skill needs for understand written information. Reading comprehension also crucial means for learning language because of the increasing of direct communication in foreign language, the development of reading comprehension as a skill become important to be concerned. In addition, reading can make the readers to have many knowledge because there is an interaction between the reader and the writer when someone reads. The writers deliver the message in written form and the readers can understand the content of the message. However, for many language learners, learning to comprehend reading in text in English as a foreign language is difficult. Therefore, to comprehend reading is also complicated. It indicates that to master the reading is not easy for the students.

In order to master English well, the students need to read a lot. It means that in mastering English, reading includes to the most important aspects to be mastered. In reading process of a text, sometimes there are difficult vocabulary. This condition forced to open dictionary to find the

meaning. This means that reading can increase vocabulary. Besides, reading is also can improve grammar ability as well. When reading text regularly, indirectly reader learns to know the right sentence form grammatically.

It was cleared that to be able read the text effectively and efficiently, the students needs sufficient reading skill. The students do not only need skill for rapid reading but also skill in comprehending a text. Therefore, the students must solve the difficulties appeared in the reading process in order to achieve effectivity and efficiency in reading. The difficulties are caused by some factors, such as students lack vocabulary, ignore punctuations while reading, read words by word, and lack grammar mastery. Besides, language learners still have difficulty in analyzing the content of a text, and lack concentration during reading.

In relation to the reading skill of English, the important aspect in reading is comprehension. For reading, comprehension is the level of how far the reader know well what have been read. Reading is important because it will develop students' knowledge. Moreover, reading comprehension is process of com-

munication occurred in readers by the text being read and process where the reader's personal experience and prior knowledge are related to the text being read.

In addition, the preobservation result shows that this condition was happened in students of the Eight grade MTSN 1 Kotabumi. In this case they still have problems in reading comprehension. This show that the students' reading comprehension are still far from the ideal condition. The students usually waste much time only for reading the text. Then, for answering the question relating to the text they will reread the whole text again. This activity really wastes the time in learning process. Another problem is the lack of vocabulary. In learning reading, the students look up for the words in dictionary to find the words' meaning in order to comprehend the text. In addition, the students will do this activity in several times until they comprehend the text. This is also spending much time in learning activity in the class. As the result, students' comprehension is not good.

Handbooks method or commonly said as conventional method sometimes made the learners be bored. The condition of passive students and monotonous caused the boring atmosphere. In addition, teaching and learning process seem teaching reading has not applied proper and suitable technique. So the students' reading

ability to understand and review the discourse or text has not in accordance as expected in the learning goal also the curriculum. This occurs because the teacher does not apply and appropriate technique, method, strategy and media.

In addition, to achieve the success in the teaching and learning process was also influenced by the teacher's activity in teaching the students. The way teacher teaches relate some components which cannot be separated each other. The component should be attended in teaching and learning process such the curriculum used, students, teacher herself, the learning goal, learning material, media, method, technique, interaction, and evaluation. Those components will support each other to decide the success of learning process.

Furthermore, the teacher takes the major role in students' achievement. As stated previously, the technique applied by the teacher in the class also affect on the students' achievement. The teacher should apply interesting technique in the teaching and learning activity in the class and performs the reading activity meaningfully so the students do not only get information but also knowledge. As stated, an appropriate technique in teaching reading is important to be applied. A good technique can be an effort to make students ability better and also makes the class to be active during the lesson.

Based on the problems faced by the students during the class, to stimulate high motivation, interest, and attention of the students, a good technique of teaching reading should be able. Therefore, to comprehend a text in reading activities in the class, a good technique can motivate and promote students. In line with this, to solve the problems occurs in teaching and learning reading process the researcher proposes that the teacher may use Herringbone technique as a solution to improve students' reading comprehension. To comprehend the text effectively and efficiently, it is hoped that the use of Herringbone technique is expected can help the students.

Bounchard (2005:54) explained that Herringbone is graphic organizer supports comprehension of text by providing a framework upon which the who, what, when, why, where, and how questions can be visually organized in relation to the main idea. It means Herringbone technique is concept to comprehend task that creates a framework for students to take note and sort information.

In addition, the purpose of using Herringbone is by using a visual diagram of a fish skeleton to develop comprehension of the main idea by plotting the who, what, when, where, and why question. In this case, the backbone of the fish diagram was used to write main idea from the guideline

questions.. The deeper understanding and comprehension of what text had been reading was hoped can be achieved by the students.

In conclusion, Herringbone technique is teaching technique for reading comprehension by helping students in identifying main ideas then relates the supporting ideas of the text by answering the W-H question that structured on visual diagram of fish skeleton.

## **II. Method**

The important part in conducting a research is the method of the research. This research is quasi experimental research with nonequivalent control group design. Additionally, quasi experiment is used if there is difficulty to decide the control group that will be used for the research, so the classes who involved in this research is not taken randomly but purposively in non equivalent control group design.

In nonequivalent control group design, at the first time of research, the researcher will give pretest to experiment and control class which done to measure the preliminary ability of students before treatment, and at the end of the time of experiment, the researcher will give the post test for both classes.

## **2.1 Population, Sample, and Sampling Technique**

### **1.1.1 Population**

The population of this research was 160 which was divided into six classes.

### **1.1.2 Sample**

At this stage the researcher took two classes from the population in the at eighth grade of MTSN 1 Kotabumi academic year 2019/2020.

### **1.1.3 Sampling Technique**

This research used purposive sampling technique.

## **2.2 Data Collecting Technique**

In this research, the researcher will use reading test, in the form of multiple choice test, to collect the data from the sample. The test consists of items that have been found valid and reliable, and it will be given in pretest and posttest.

### **a. Pre-Test**

In this research, there are pretest and post test which will be given to the experiment and control class. Pre test will measure the students' reading comprehension of recount text before giving treatment.

### **b. Pre-Test**

Pretest will be conducted in both class VIII B and VIII C. Pretest is done before the treatment Herringbone technique is given to the experiment class. The use of pre test is to measure students' reading comprehension. After the pre test is done, the experiment class will be taught by Herringbone technique, and in contrast, the control group will be taught by conventional method (usual method).

### **c. Post Test**

After pre test and treatment is done, it is continued by giving post test. Post test will be given to the both of experiment class (VIII B) and control class (VIII C) to measure students' achievement in reading comprehension after treatment is given. From post test result, the researcher will know the students' reading comprehension by using Herringbone technique.

## **2.3 Data Analysis**

After the data is completely gotten, data is started to be analyzed. Firstly, the data is tested by two prerequisite tests, normality test and homogeneity test. After the prerequisite tests is fulfilled, the analysis continued by conducting hypotheses test. The formula will be used is independent t-test.

### III. RESULT and DISCUSSION

#### 3.1 Research Result

Research result was taken from the data analysis. In this research, there are some steps of data analysis namely: the first is the validity, and reliability to find the instrument to be used in the research, then normality and homogeneity test of the pretest and posttest data, and the last is the hypothesis test.

#### 3.2 Data Description

##### a. Validity Instrument

The first analysis of result instrument is validity test. The validity of the instrument was tested by using Point Biserial formula. The item can be said valid if  $r_{\text{observed}}$  is greater than  $r_{\text{table}}$ .

##### b. Reliability of Instrument

After the valid items of instrument were obtained, the calculation is continued to the reliability of the instrument. Its was calculated by using Spearman Brown formula.

#### 3.3 Result of Pre-test

Pretest of experiment and control class was conducted by using reading test

for both of experiment class and control class in pretest. After the data was collected, the data were analyzed by using the normality and homogeneity test.

##### a. Normality Test of Pre-test

At this stage the normality test aims to find out whether the data was normal or not. Normality test used to find out wheter the data of pretest has normal distribution. The normality test used is Liliefors' formula.

##### b. Homogeneity Test of Pre-test

Homogeneity test is used to find out whether the data come from several research groups that have the homogeneous. To test the homogeneity, it is used F test. The criteria for homogeneous data is if  $F_{\text{observed}} < F_{\text{table}}$ .

In addition, the conditions of those classes must be similar before the researcher applies the treatment. So, the analysis of the data of pretest is continued to t-test. Its done to know that the classes (experiment class and control class) have no different achivement in pre test. The different achivement can be seen from the coefficient of  $t_{\text{observed}}$  that then compared to the  $t_{\text{table}}$ . If  $t_{\text{observed}}$  is bigger than  $t_{\text{table}}$ , the treatment cannot be given to the experiment class, in contrast, if  $t_{\text{observed}}$  is smaller than  $t_{\text{table}}$ , the treatment can be given to the experiment class.

Based on the t-test calculation of data pretest, it was obtained that  $t_{\text{observed}} = 0.422$  while  $t_{\text{table}} = 1.999$  at 95% level of significant. Because  $t_{\text{observed}}$  is smaller than  $t_{\text{table}}$ , it means that there is no different achievement in reading comprehension test between experiment and control class. Then, the classes can be used in this experimental research.

### 3.4 Result of Post-test

Post test were done after the learning process has finished in the both of classes. Like pretest, in post test there were also some calculations to analyze the data obtained. The calculations are normality and homogeneity test.

In experiment class there were 17 students or more than 50% students get score more than 70, while, in control class the students who get score more than 70 is only 8 students or 25%. Explicitly, this shows that the achievement of students in reading comprehension who taught by Herringbone technique is better than students who do not taught by Herringbone technique.

#### a. Normality Test of Post-test

Normality test of data posttest from both of classes was needed to know that the population comes from the normal distribution. The normality test that was

used in this research is Lilliefors's test. If  $L_{\text{tabel}} > L_{0\text{observed}}$ , it means the population comes from the normal distribution.

#### b. Homogeneity Test of Post-test

After did the normality test, the data post test is also tested by using homogeneity test. To test the homogeneity of the data, it was used F test. The criteria for homogeneous data is if  $F_{\text{observed}} < F_{\text{tabel}}$ .

### 3.5 Hypothesis test

After the data of pretest and post test was collected and measured for the normality and the homogeneity having calculated the normality and homogeneity test of the post test data, the calculation was continued to the last steps that was hypothesis test. Hypothesis test by using statistic parametric (t-test) can be done if the data in a research is normal and homogeneous. The hypothesis that will be proved is:

$H_0$  : There is no significant influence of using Herringbone technique towards students' reading comprehension of recount text at the eighth grade of MTSN 1 Kotabumi academic year 2019/2020.

$H_a$  : There is significant influence of using Herringbone technique towards students' reading comprehension of recount text at the eighth grade of MTSN 1 Kotabumi academic year 2019/2020.

### 3.6 Discussion

Based on the result of data analysis using t-test, it was found that  $t_{table(0.05)(32+32-2)}$  is 1.999 and  $t_{observed}$  is 3.096. Its shows that  $t_{observed} > t_{table}$ , or  $t_{observed}$  was gretaeer than  $t_{table}$ . The conclusion that can be taken is there is significant influence of using Herringbone technique towards students' reading comprehension of recount text at the eighth grade of MTSN 1 Kotabumi academic year 2019/2020.

The result of this research also proved some previous theory. According to Deegan (in Kurniawan and Indrawati, 2016:2), Herringbone technique is a technique where the use of visual diagram a fish skeleton used to develop the comprehension of the main ideas by outlining who, what, when, where, how, and why question on a visual diagram a fish skeleton. It means that Herringbone technique can make the students active in learning because the activities more focus on fish skeleton six question the students comprehending. By using the answer to the WH questions, the students write the main idea across the backbone of the fish diagram. It means that Herringbone

technique can make the students to get main idea from the text.

Bounchard (2005:54) explained that Herringbone is graphic organizer supports comprehension of text by providing a framework upon which the who, what, when, why, where, and how questions can be visually organized in relation to the main idea. It means Herringbone technique is concept to comprehend task that creates a framework for students to take note and sort information.

### IV. CONCLUSION

Based on the hypothesis test, it shows that  $t_{observed}$  is greater than  $t_{table}$ . Then,  $H_0$  says there is no significant influence of using Herringbone technique towards students' reading comprehension of recount text at the eighth grade of MTSN 1 Kotabumi academic year 2019/2020 was rejected, and  $H_a$  says that there is significant influence of using Herringbone technique towards students' reading comprehension of recount text at the eighth grade of MTSN 1 Kotabumi academic year 2019/2020 was accepted.



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