

TEACHING READING BY USING HERRINGBONE TECHNIQUE AT JUNIOR HIGH SCHOOL

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Abstrak

Dalam *Paper* ini penulis membahas tentang meningkatkan kemampuan siswa dalam memahami bacaan dan menarik kembali minat siswa dalam membaca dengan menggunakan teknik Herringbone. Teknik ini bisa di gunakan pada siswa kelas 4 sampai kelas 12, namun dalam *Paper* ini penulis lebih memilih untuk menggunakan teknik ini pada siswa SMP karena berdasarkan pengamatan di lapangan banyak siswa SMP kurang tertarik dan merasa bosan belajar bahasa Inggris khususnya membaca, hal ini di sebabkan karena kemampuan membaca mereka yang rendah dan begitu banyak kosa kata baru yang menyebabkan mereka malas untuk membaca. Teknik Herringbone adalah proses membuat garis besar terstruktur yang di rancang untuk membantu siswa mengorganisasikan informasi penting dalam sebuah teks. Dalam teknik ini guru membagi siswa ke dalam beberapa kelompok, lalu guru memberikan sebuah teks, beberapa pertanyaan dan bagan berbentuk ikan, kemudian guru meminta siswa untuk bekerja dalam kelompok untuk menjawab pertanyaan dan menuliskan jawabannya pada bagan, kemudian siswa diminta mencari ide utama dari teks berdasarkan jawaban-jawaban yang telah mereka temukan. Teknik ini lebih tepat di tujukan pada siswa yang kemampuan belajarnya di bawah rata-rata sehingga siswa tersebut bisa memahami teks.

Key words : Outlining, answer the questions and fish diagram

A. Introduction

English as an international language is learned by many people all over the world. In Indonesia, learning to read English starts at the fourth grade of elementary schools, and it continues at junior and senior high schools up to the higher education. There are four skills presented in teaching English. They are listening, speaking, reading, and writing. Teaching reading is one among the processes of teaching English because reading is a part of English.

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Reading is a complex skill that involves all of higher mental process in order to understand what is read. Reading is one of the ways to get information. So reading becomes an important part in our life, because sometimes to get the information the people will read, for example in finding a job by reading a newspaper.

Grabe (1991:377) says that reading is an active process of comprehending where the students need to be taught strategies to read more efficiently (e. g., guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc). Thus it can be concluded that when reading someone needs some strategies to understand a text or to increase their comprehension.

Moreover, Silberstein (1987:7) defines reading an active cognitive process of interacting with printed symbol to establish meaning. Moreover, he explains reading as meaningful interpretation of printed or written symbol. Thus, the reader should be able to acquire such as idea from the text to he reads. Reading is instantaneous association of these symbols with existing knowledge and comprehension of the information or ideas communicated.

Pang at all (2003:6) states that learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.

Based on the definition of reading above, it can be summed up that reading is the ability of decoding symbols and applying ideas arrive from those symbols. Reading is a multiple process. It includes printed materials, readers and process that happens during reading or transformation of the idea. Reading involves the reader, the text and interaction between reader and text. Moreover, students need to recognize that reading involves mechanical eyes movement, background knowledge and intellectual comprehension.

There are three stages of teaching reading at junior high school based on Badan Standar Nasional Pendidikan in Permendiknas No.41 Tahun 2007 (Standar Proses): (1). Pre-teaching activities, (2). Whilst-teaching activities, (3). Post-teaching activities.

One of the hardest subjects to discuss logically is the junior high school's reading program. The majority of junior high school students are entering adolescence. They are going through a most difficult period of change. Also, some have advanced toward adulthood much further than others. Generally, we can say that these early adolescents are adults without adult experiences. They have brought to the junior high school all the skills and weaknesses accumulated through the years. Although many patterns have already become a permanent part of the student's personality, the early adolescent is still open to change, and much

of this change must take place in the junior high school. The program offered here will have a great influence on the student's future. Perhaps never will he again be so receptive to change.

Seemingly, we are chiefly interested here in students who do not have the skill to comprehend materials normally considered necessary for success in the junior high school. Therefore, these remarks will concern students needing special reading emphasis.

A junior high school student's inability to read well cannot be wholly blamed upon his earlier grade instructors, or upon the school he attended. Later, the high school cannot hold the junior high school responsible for its student's reading inabilities. This pointing of the finger has been common practice in the past. We must remember that much of the student's reading proficiency was determined long before he arrived at the school's door. His present skill has been greatly influenced by many "outside-the-school" factors his emotions, his background, his heredity, intelligence, home environment, and speech just to list a few. It has been truthfully said that reading readiness starts before birth. Then, of course, for better or worse, his experiences have been multiplying each day through the elementary school. After so many years of reading, many junior high school teachers are inclined to think they have the right to expect at least a roughly polished reader to whom they can add further luster. But often to their dismay they find a group of students all levels of reading development.

The teacher should be creative. A creative teacher will help the students to master the materials that they have already learned. Reading is not an easy part to learn, because it needs technique to make reading easier to understand. And not only technique but also some English aspects should include in it, such as understanding to grammatical and vocabulary. Good teaching enables students to learn to read and read to learn. (Pang at all 2003:21).

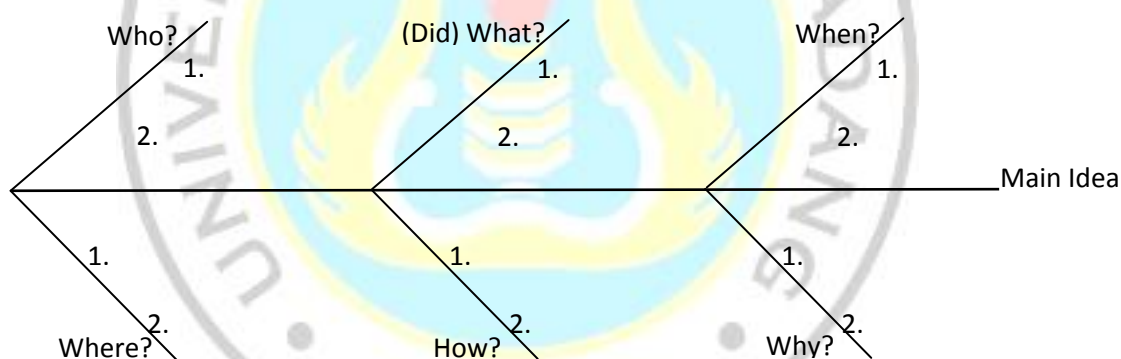
The herringbone technique is a structured outlining procedure designed to help students organize important information in a text. The Herringbone technique is intended for use with students in the fourth through twelve grade levels. As with several strategies within this unit, the procedure appears most appropriate for those students whose reading levels are below the difficulty levels of the adopted text (Tierney, at all (1985:82).

Deegan (2006) says that the herringbone technique 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 answer to the wh questions, the students writes the main idea across the backbone of the fish diagram.

The fish diagram is used to help students identify the main idea and the related supporting ideas of a lesson, text or concept. It contains six questions that help students organize the details of the text. The visual pattern of the herringbone

creates a framework for students to sort the information. First, students label all the lines of the herringbone with the six questions as shown on the sample organizer. Then, remain students to look for and identify the answers to the six questions while they are reading the text or listening to the presentation. Remind students that the question “who?” will not always be answered with a person’s name, or proper noun. Discuss which topics may be considered a character or subject of the text. After reading, students should fill in the answers to the six questions, such as: Who was involved in the text?, Where did they do it?, What did they do?, When did they do it?, How did they do it?, and Why that they do it?. After all six questions have been answered, students should create a main idea sentence from the information they have organized. This main idea can be written across the diagram, or for easier readability, as a sentence at the bottom of the page.

The implementation of the herringbone technique can be changed from finding the facts first to writing the main idea and then looking for the facts that support this main idea.



B. Discussion

1. The Implementation of Herringbone Technique in Teaching Reading to Junior High Students

a. Preparations

There are some preparation should be done by the teacher. First, the teacher should prepare materials. The materials must be interesting for the students and appropriate for the level of students. The materials are taken from package book, internet or the other source and based on genre. Second preparation is media. The media can be picture, animate, text, things, etc., which suitable with the material that we are going to teach. The next preparation is learning environment. Before the teacher starts the lesson, the teacher should check

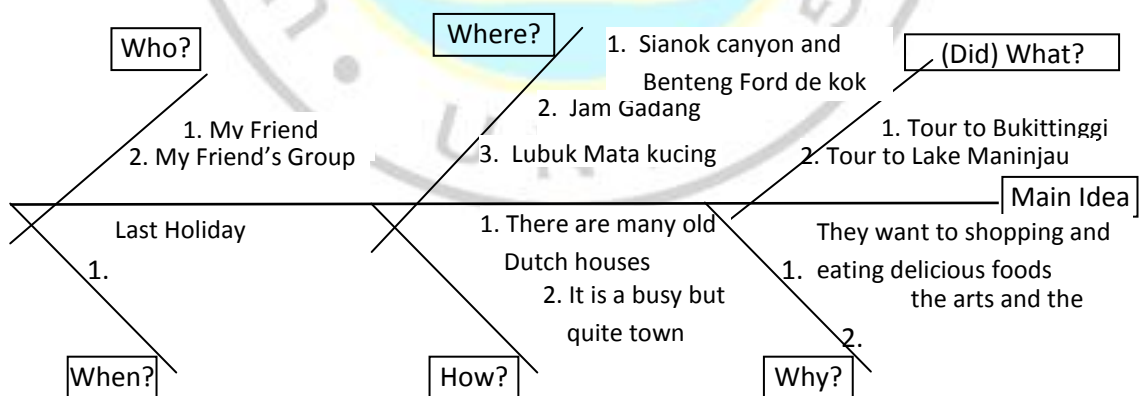
everything that can be disturb the teaching learning process so that the students and teacher can enjoy while learning.

b. Teaching Model

To show how herringbone technique is done in teaching reading, in this part the writer gives a teaching model. In this case recount text is chosen as the materials with the title “Visitting Bukittinggi”. First the teacher divides the students into several groups, each group consist of 4 or 5 students, then the teacher gives each of the students a recount text and the wh questions, such as:

1. Who was involved in the text?
2. Where did they go?
3. What did they do?
4. When did the event take place?
5. How did the situation in Bukittinggi?
6. Why did they go there?

After the students get the text and questions, the students discusses it in group, they can share their answer with the member of their group, after they get the answers, the teacher asks the students to write down the answer on the fish diagram, the teacher will guide them how to use fish diagram. After they finish do it, the teacher asks students to create the main idea from the information they have organized before. This main idea can be written across the backbone of the herringbone or for easier readability, they can write as a sentence at the bottom of the page. After they finish it, each group presents their answer in front of the class, and the other groups give comment. After discussion the teacher explains the right answer to the students.



Main idea :

Last holiday my friends went tour to Bukittinggi and Lake Maninjau, they visited some beautiful places, shopping and eating some delicious foods.

After that, the teacher gives the students a new text including the question to check their understanding and they doing same action like they have done before. They should be able to answer the questions by their own. Finally the teacher takes randomly to answer the question and compare with their friends also discuss it together.

2. The Advantages of Using herringbone Technique in Teaching reading at Junior High School

There are some advantages of herringbone technique, they are: (1). The students will be more active in the class especially in reading. When they do the steps of herringbone technique in reading, they will have activities that make them active in the class. (2). Herringbone technique also makes the students enthusiastic in reading a text, because they just focus on the simple question. (3). In discussion process the students can share the information about the text that they have already read. (4). The activities in reading make the students fresh and out of boring reading. (5). Herringbone technique activities makes the students are easier to find the main idea of the text.

C. Conclusion and Suggestions

Based on the discussion above we can conclude that herringbone technique is a structured outlining procedure designed to help students organize important information in a text. Before teaching reading at junior high school, there are some preparations that should be done by a teacher, such as teaching materials, teaching media and learning environment. In teaching reading there are three stages which should followed by a teacher, pre-teaching activities, whilst-teaching activities and post-teaching activities. Herringbone technique leads the students to be more active in learning because they will have some activities that will increase their knowledge and they will be creative students in the class.

The teacher is a model in the class. Everything happens in the class depends on the way of the teacher in creating the atmosphere in the class. Good atmosphere will have good influence in teaching and learning process. Not only the atmosphere but also good preparation and choosing a good technique will create the interest of the students in learning process. The writer suggests before doing teaching the teachers should have good preparation to make teaching and learning process run well. The teacher should understand herringbone technique that will be used in teaching and learning process and also based on the students need. The teacher suggested to using interesting text to read will be more helpful for the teacher and the students in learning process, for example the text that related to their real life. It can increase the students' interest but still related to the syllabus and curriculum.

Catatan: Artikel ini disusun berdasarkan makalah penulis dengan Pembimbing Drs. Jufri, M.Pd.

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