

# THE EFFECT OF *HERRINGBONE TECHNIQUE* ON STUDENTS' READING COMPREHENSION IN RECOUNT TEXT AT SECOND GRADE OF SMPN 2 ENAM LINGKUNG PADANG PARIAMAN

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## ABSTRAK

Artikel ini membahas tentang pengaruh *Herringbone Technique* terhadap pemahaman membaca siswa kelas VIII.3 SMPN 2 Enam Lingkung Padang Pariaman dalam teks *recount*. Metode yang digunakan dalam penelitian adalah penelitian eksperimen. Hasil analisa *posttest* siswa memperlihatkan bahwa *t-obtained* lebih besar daripada *t-table* ( $2.8 > 2.00$ ). Berdasarkan hasil penelitian dapat disimpulkan bahwa penggunaan *Herringbone Technique* meningkatkan pemahaman membaca siswa dalam teks *recount* yang dapat dilihat dari dua hal. Pertama, rata-rata pemahaman membaca siswa kelas VIII.3 SMPN 2 Enam Lingkung Padang Pariaman dalam teks *recount* secara umum meningkat dari 68.33 menjadi 80.33. Kedua, rata-rata pemahaman membaca siswa berdasarkan tiga indikator yang digunakan lebih tinggi dibandingkan dengan sebelum melakukan penelitian.

Kata kunci: Herringbone Technique, Teaching Reading Comprehension, Recount Text, Junior High School.

## A. Introduction

Reading is a complex activity that involves recognition and comprehension processes. Comprehension is the goal of the reading. In reading comprehension, the students not only read the text but also they understand what they read. In junior high school, the students learn some texts. According to KTSP, there are two kinds of the texts taught to the students are functional and monolog texts. One of the monolog texts is recount text.

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According to Cogan (2006) recount text is a kind of text to retell event with purpose of either or informing audiences or readers. The text has three generic structures, namely orientation, events, and reorientation. In the study, the researcher chose recount text. The text is appropriate in implementing herringbone technique. It was caused by the technique emphasizes the important information which are in recount text that can be obtained by asking six basic comprehension questions (who, what, when, where, how, and why).

Based on the researcher's experience, the students' reading comprehension especially in recount text in the school was low. It could be seen from more than 50% students got marks in reading comprehension test of recount text below KKM, that was stated by the school, was 75. It meant that the students had a problem in reading comprehension the text.

The problem was caused by some causes. They were lack of students' background knowledge, lack of students' lack of vocabulary, and the technique used in teaching reading comprehension. First, the students did not have enough background knowledge about the text they would read. They were difficult to predict what the text was about. It made them hard to understand the text. Second, the students also faced difficulty in understanding the text because of their lack of vocabulary. In reading activity, the students tended to translate the unknown words that are found in the text word by word. The way would change the meaning of the words in the sentence or the text. It was not appropriate to interpret the unknown words word by words. Third, the technique that was usually used in teaching reading comprehension made the students still hard to catch the idea from the text.

Based on the problem above, the researcher tried to apply herringbone technique to increase the students' reading comprehension in recount text. As Tierney, et. al. (1980:82) suggested, herringbone is an effective technique used on reading comprehension. To use the technique, it is needed six basic comprehension questions (who, what, when, where, how, and why) to get the information of the text. The answers of those questions can be found in recount text that the text was chosen in this study.

Jones, et. al. in Denton (2007) states that herringbone technique is a kind of graphic organizer strategy in reading comprehension to organize main idea and the related idea of a lesson by containing six questions. The answers of the questions organized in the herringbone pattern. The information can lead the readers to get the topic of the text that they read. The technique can improve the readers' vocabulary because in using the herringbone pattern, they readers allow to discuss the unknown words found while reading the text.

## **B. Research Methodology**

The research was an experimental research. Nunan (1992:25) states that an experimental research is a research that is carried out in order to explore the strength of relationship between two variables, independent and dependent

variable. The purpose of the research is to see the effect of the herringbone technique on students' reading comprehension in recount text. The design of the research is posttest-only control group design. Gay, et. al. (2009:257) say that posttest-only control group design requires at least two groups which is formed by randomly. Each group receives different treatments and post tested.

The population of the research was all eight grade students at SMPN 2 Enam Lingkungan Padang Pariaman enrolled on 2012/2013 academic year which consisted of three classes VIII.1, VIII.2, and VIII.3. There were two samples in this study that numbered 60 students. The two samples were selected by using cluster sampling. McMillan (2008:90) says cluster sampling involves random selection of naturally occurring groups or areas and then the selection of individuals' elements from the chosen groups or areas. The samples were VIII.1 for control group and VIII.3 for experimental group.

Reading comprehension test was the research instrument. The test was multiple choices (A, B, C, or D) that consisted of 40 questions. There were four indicators that used in constructing the test, namely topic/main ideas, supporting idea, reference pronoun, and vocabulary. The test was tried out first to out of the samples. Based on the try out result, there were 30 questions were valid and reliability of the test was high at level 0.89.

Technique of data collection in this research was done by administrating posttest to the two samples. Before giving the test, the samples got treatments in teaching reading comprehension where herringbone technique for experimental group and in-text questions for control group. At the end of the study, the researcher analyzed the students' posttest scores by using statistical analysis at level significant 0.5. To see effect of herringbone technique, the mean of each indicator used in the test was also analyzed.

### **C. Research Findings and Discussion**

#### **1. Research Findings**

The data of the research were taken from the students' posttest in recount. The posttest distributed to the class VIII.3 as experimental group and VIII.1 as control group. There were 30 questions in the multiple choice form. The data description showed the result of students' posttest in experimental and control group, and the result of students' scores for each indicator used in experimental group.

##### **a. The Result of Students' Posttest Scores in Experimental Group**

Based on the result of students' posttest in experimental group, the highest score was 100 while the lowest score was 60. There were 2 students who got the highest score, while there was 1 student who got the lowest score and 27 students who got scores between 70- 97. The mean of the test was 80.33. The sum of the test was 2410.

b. The Result of Students' Posttest Scores in Control Group

The result of the students' posttest score in control group showed that the highest score was 97 and there were 2 students who got this score. There was 1 student who got the lowest score, 40. There were 27 students who got scores between 47-83. The mean of the test was 72.86. The sum of the test was 2186.

The result of the students' posttest for both groups was analyzed by t- test. The analysis showed that t-obtained was higher than t-table. It was  $2.8 > 2.00$ . It indicated that there was difference on students' posttest in experimental group after using herringbone technique and in control group which not using the technique.

c. The Result of Students' Scores for Each Indicator Used in Experimental Group

In analyzing the data, the researcher also found the mean of each indicator of the pretest and posttest in experimental group. Those indicators were topic/main idea, supporting idea, reference pronoun, and vocabulary.

Indicator topic/main idea consisted of 8 questions for number 1, 5, 10, 13, 17, 20, 25, 30. In pretest, the highest score on the indicator was 100 while the lowest score was 0. There was only 1 student who got score 100 and only one student got score 0. The mean of this indicator was 60.33. The mean of the indicator in posttest increased to 82.33 where the highest score was 100 and the lowest score was 50. There were 6 students got the highest score and there were 2 students got the lowest score for the first indicator.

For indicator supporting idea, there were 10 items for question number 2, 4, 6, 7, 15, 16, 22, 24, 26, 28. The result of students' pretest scores for the second indicator could be seen that the highest score was 100 obtained by 4 students while and the lowest score was 40 gotten by 2 students. The mean for this indicator was 75.66. In posttest, the mean for this indicator changed became 82.66. There were 5 students reached 100, the highest score, and there was 1 student got the lowest score for this indicator.

For indicator reference pronoun that consisted of 6 items number 3, 8, 11, 18, 21, 29, the mean of this indicator was 69.33 in pretest. There were 4 students achieved the highest score, that was 100 and 4 students who got the lowest score, that was 33. In posttest, 5 students got score 100 and 4 students reached 33, the lowest score. The mean for indicator reference pronoun was 73.76.

Indicator vocabulary had 6 questions for number 9, 12, 14, 19, 23, 27. The result of student's pretest showed that the highest score was 100 while the lowest score was 17. There were 4 students got 100 and 1 student achieved 17. The mean of the indicator was 67.20. In posttest, the mean increased by 80.5. There were 10 students reached 100, the highest score while 6 students got 50, the lowest score.

Based on the data explanation above, after applying herringbone technique in experimental group, the mean of students' posttest scores reached 80.33. After the researcher analyzed the data, it was found that implementing herringbone technique in teaching reading comprehension influenced the mean of three indicators which in topic/main idea, supporting idea, and vocabulary. It could be seen from the students' scores mean for the indicators increased above KKM.

## 2. Discussion

This research was aimed to see the effect of herringbone technique on students' reading comprehension in recount text. The result of the study provided support to use of herringbone technique on students' reading comprehension in recount text. The technique assists the students to get the information based on the organization of the questions answered in the herringbone pattern that was used. As Tierney, et. al. (1980:82) say that herringbone technique is a structured outlining procedure designed to help the students organize information in a text. Using the technique on teaching reading comprehension brought good effect to the mean of students' scores in posttest for three indicators were topic/main idea, supporting idea, and vocabulary. The mean for those indicators achieved above KKM.

This study had three limitations. First, the time of conducting the research limited only ten meetings. Second, the study just focused on recount text. Third, applying herringbone technique did not influence the mean of each indicator used on reading comprehension test. Indicator for reference pronoun was still below KKM.

### **D. Conclusions and Suggestions**

The finding of the research indicated that teaching reading comprehension by using herringbone technique better than the use of in-text questions. The mean of students' posttest score in experimental group was higher than the mean of students' posttest score in control group. The result of analyzing the students' posttest data by using statistical analysis showed that the alternative hypothesis was accepted and the null hypothesis was rejected. The use of herringbone technique gave effect to the indicator topic/main idea, supporting idea, and vocabulary. The mean of those indicators got increased in posttest.

Based on the result of the study, the researcher suggests as follow: (1) the teacher applies herringbone technique in teaching reading comprehension, (2) the students use the technique to help them in comprehending a text especially in recount text more easily, (3) the next expert conduct a research about herringbone technique.

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