

TEACHING READING AN ANALYTICAL EXPOSITION TEXT THROUGH *HERRINGBONE TECHNIQUE* TO SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Dalam makalah ini penulis membahas teknik pengajaran membaca menggunakan metode Herringbone. Siswa bekerja berpasangan atau berkelompok misalnya terdiri dari tiga orang. Kemudian siswa di perbolehkan memilih teks bacaan yang mereka sukai. Setelah itu siswa membahas tentang isi teks tersebut dan mengisi kolom Herringbone yang telah diberikan guru. Selanjutnya siswa di minta untuk mengisi kolom tersebut sesuai dengan pemahaman mereka tentang teks yang telah mereka baca. Dan kemudian siswa diharapkan mampu menceritakannya kembali berdasarkan pemahaman mereka dengan menggunakan teknik herringbone.

A. Introduction

Reading is an essential skill for English students. Reading ability which students have will ease them to understand English texts and to get knowledge from them. Basically the purpose of learning to read is to comprehend the texts which are read. Furthermore reading requires understanding and comprehending. It means that when a reader reads the text he/she will try to comprehend and understand the text to get and find what he/she are looking for in the text. Also comprehension is necessary if one necessary when someone wants to learn the textbook, literature books, printed materials and ect, or simply follows direction in a book. So, reading means building framework for connecting words to thoughts.

For senior high school students, they have to be able to comprehend an analytical exposition text. The next problem the students can not comprehend the text well. Infact, the aim of standard competence which is stated in curriculum is not successfull yet. Therefore, reading skil should be taught seriously in the

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classroom in order to make the students understand the text and then they can get good score in final examination.

Dealing with the problems above, the writer is interested to find the ways on how to overcome these problems. Among many techniques proposed by experts, there is one technique which can improve students' reading ability in understanding and comprehending the text which is called Herringbone technique. Using the Herringbone technique in reading skill can attract and build students background knowledge of the text. In applying this technique is one of the technique that influences students in understanding and comprehending the text. The teacher can use the pictures or videos to build students' schemata.

B. Review to Literature

1. Reading Comprehension

Many experts have described the meaning of reading by their point of view. Lambert and Lamb (1980) define reading responses to written or printed word. It means that reading is an activity where the readers interact with the letter or printed language. If someone read the other symbols could be number or other kinds of meaningful patterns, such as the arrangement of an offensive football team, but it does not mean reading.

Nuttall (1982) says that reading is a process of communication where the writer and the readers interact with written form. The reader can get the meaning of the message as a meaningful interpretation between graphics symbols that represent linguistic knowledge and readers' knowledge on printed symbols, interpret the print, give respond the meaning from the process.

Furthermore, Burkart (1998) explains reading is a interactive process that goes on between the reader and the text. From ideas above it can be conclude that reading is an activity or process where the reader get a comprehension of writers' ideas through symbolized by written or printed language. Especially at Senior High School, the reading class is to help the students to be able to read English text. It does not only deal with printed language, but also comprehend what readers read.

From the theories above, it can be concluded that reading is an activity where the writer and the readers interact through text; it involves the recognition of letters, words, phrases and clauses. This activity also involves comprehension and interpretation from the readers about what they read.

2. Reading Comprehension

Robinson (2001) defines that reading comprehension is as a process of using one's prior knowledge and the writers cues to infer the author's intended meaning moreover, Richards (2001) says that reading comprehension is a process of using syntactic and semantic information found in printed text to reconstruct in the reader's mind.

Murcia (2001) says that reading is the most important academic language skill for a second or first language students and also provides the foundation for synthesis and critical evaluation skill as well as the primary means for independent learning, whether the goal is to perform better on academic tasks, to learn more about subject matter, or to improve language skill. Comprehension is most likely to occur when the students are reading what they want to read or at least what they see some good reasons to read. It means the students read something based on their need and curiosity to know about something. Pakhare (2007) defines reading comprehension is an ability to interact with the words by understanding its complete meaning and the concept behind it.

In conclusion, reading comprehension is the process of using prior knowledge to infer the author's meaning. Doing reading comprehension means doing something which involves the interaction between the perception of graphic symbols that represent language and the reader's language skill and knowledge of the world.

3. The Nature of Analytical Exposition Text

Analytical exposition text is one of some genres of texts that are learned in Senior High School especially in second grade. According to Martin in Painter (2001), the function of analytical exposition is to explain some aspect of the world and bring the addressee to share the writer's point of view. Moreover, Coffin (2001) states that analytical exposition is the text which is used to put forward a point of view or an argument.

While, Mali-Jali (2007) says that the social function or the purpose of the analytical exposition is to argue and give reasons for particular point of view of an issue. From the ideas above, it clear that an analytical exposition not only a common reading text but it also need the reader to analyze, interpretation the text because of the writer gave an opinion about their a point of view.

There are some opinion given by the expert about definition of analytical of exposition text, its purpose and social function. Wahidi (2009) defines an analytical exposition as a text that elaborates the write's idea about the phenomenon surrounding. Therefore, through the text, a writer persuades the reader that writer idea is an important matter.

4. The Herringbone Technique

Tierney (1980) says that Herringbone technique is a structured outlining procedure designed to help students organize important information in a text chapter. So, herringbone technique can help students to understand the information from a text.

Zygouris and Glass (2004) states that understanding the main idea or gist of a piece of text is a sophisticated reading task. Textbook chapters, articles, paragraphs, sentences, or passages all have topics, main ideas, and

supporting details. The topic is the broad, general theme, message or what some call the subject. The main idea is the "key concept" being expressed. Therefore, to understanding a topic of a paragraph is not easy for the reader.

C. Implementation

1. Teaching Preparation

1. Choosing the Topic

In choosing reading material for senior high school students the teacher should consider on the basic competence listed in syllabus based on KTSP curriculum. The competence is that the students have to be able to express the meaning and the information for the topic in reading analytical exposition text.

2. Preparing the Media

Media can attract and motivate students in teaching and learning process. For teaching reading in class, teacher can use a picture or a video related with issue that will be proposed by teacher to the students in classroom. Preparing the media can help the students to warm up or to activate their background knowledge of the lesson.

3. Preparing the Instruction

The teacher also has to prepare the instruction before starting the lesson. The instruction can help the students to understand what they want to know from the text and what they do while read the text that has been given by teacher. The instruction also guide students while they are reading the text and teacher also has a perspective to what information will be important in the use of the herringbone procedure.

2. Teaching Procedure

1. Pre-Reading

First, the teacher greets the students and then tells them the purpose and basic competences that must be achieved in the teaching and learning process. After that, the teacher divides the students in pairs or small groups and the members of that group consist of three students. Then, the teacher introduces the herringbone form to students. Teacher can draw the form of herringbone on blackboard to show it for students. Next, the teacher writes down some questions on the herringbone form that have to be answered by the students after they read the text.

2. Whilst - reading

After pre reading activity, students already have been divided into several pairs or groups. They already know about herringbone technique from pre reading activity. Next, teacher asked students to do herringbone activity in their pair or

group. The topic is given by teacher and the students can look for another topic for every pair and group as long as it is controversial or arguable.

3. Post-reading

The teacher can ask students to write down the herringbone pattern in their paper individually. After they accomplish their task, the students can show and explain to their friends about their idea in herringbone pattern. Then, the teacher can let them enter to do the herringbone pattern individually and independently based on what they have done before to get more understanding about it.

D. Conclusion and Suggestion

Analytical exposition is an argumentative text which is used to persuade the readers or listeners that something is the case. This text gives a point of view and arguments about the case. Actually, reading an analytical exposition is difficult and complicated enough since students have to support the thesis of this text with some arguments.

It is suggested that the English teacher should choose a suitable technique in teaching reading in order to reach a better result. Sometimes each genre requires different technique. For an analytical exposition text, one of the techniques that can be applied is the herringbone technique. Beside the technique, teacher should choose an appropriate topic or issue to be discussed.

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