

THE EFFECT OF HERRINGBONE TECHNIQUE ON STUDENTS' READING COMPREHENSION OF RECOUNT TEXT

(A Study at the Eighth Grade Students of SMP Negeri 1 Angkola Timur)

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Abstract : *The objectives of the research are to find out: 1) the extent of the application of herringbone on students' reading comprehension of recount text, 2) the extent of students' reading comprehension of recount text before and after using herringbone technique, 3) whether there is any significant effect of herringbone technique on students' reading comprehension of recount text at the eighth grade students of SMP Negeri 1 Angkola Timur. This research uses experimental method. The population is all the eighth grade students which are divided into five classes and total are 107 students. The sample consist of 21 students by using purposive sampling. The technique of collecting data is used observation and test. After collecting the data, the mean of application description of herringbone technique is 3,60. It is categorized "Very Good". The students' reading comprehension of recount text before using herringbone technique is 63,23. It is categorized "Enough". The students' reading comprehension of recount text after using herringbone technique is 81,71. It is categorized "Good". The calculation of t_{test} formula is 9,13, and the t_{table} is 2,09. It means that there is a significant effect of herringbone technique on students' reading comprehension of recount text at the eighth grade students of SMP Negeri 1 Angkola Timur.*

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

Abstrak: *Tujuan penelitian ini yaitu untuk menemukan: 1) penerapan teknik herringbone terhadap pemahaman siswa dalam teks recount, 2) pemahaman membaca teks recount sebelum dan sesudah menggunakan teknik herringbone, 3) apakah ada pengaruh yang signifikan dari teknik herringbone terhadap pemahaman membaca recount teks siswa kelas VIII SMP Negeri 1 Angkola Timur. Penelitian ini menggunakan metode experimental.*

Populasi yaitu seluruh siswa kelas VIII yang terdiri dari 5 kelas dengan total 107 siswa. Sampel terdiri dari 21 siswa sample tujuan. Teknik pengumpulan data yaitu dengan menggunakan observasi dan tes. Setelah data dikumpul, nilai rata-rata penerapan teknik herringbone yaitu 3,60 dikategorikan "Sangat Baik". Nilai rata-rata pemahaman membaca recount teks sebelum menggunakan teknik herringbone yaitu 63,23 dikategorikan "Cukup". Pemahaman membaca teks recount sesudah menggunakan teknik herringbone yaitu 81,71 dikategorikan "Baik". Hasil t-test yaitu 9,13 dan t-table yaitu 2,09. Ini berarti ada pengaruh yang signifikan dari teknik herringbone terhadap pemahaman membaca teks recount siswa kelas VIII SMP Negeri 1 Angkola Timur.

Kata Kunci: Teknik Herringbone, Pemahaman Membaca, Teks Recount.

I. INTRODUCTION

Reading is one of the English skill that has important role in daily life. It should be mastered by the students especially in Junior High School. Beside the four skill in teaching english namely, listening, speaking, reading, and writing, reading skill is rather difficult mastered by students.

The writer conducts the research in SMP N 1 Angkola Timur because the students difficult in reading comprehension especially in reading some kinds of text based on genre such as procedure, narrative, recount, descriptive, and so on. They are still difficult to read one of this text namely recount text. Recount text is one of the text that retell experience in past with purpose either informing or entertain the reader. By learning recount text, it is expected the student understand about recount text.

The students are depending to the dictionary, friend, and teacher. Most of them not do yet their work individually and believe their own

capability, it caused the students could not get the information on the recount text. It can be seen when the writer did an observation and ask them to read the text and answer the question. The writer found that they have difficulties in reading comprehension. In this case, highest score is 80 and the lowest is 32, it in this case the students that succes in reading recount text at the eighth grade students of SMP Negeri 1 Angkola Timur is 19,04%. It means that the students reading comprehension of recount text is still low.

Actually, there are many efforts that has been done by teachers and the prior researcher, such as giving motivation to students to comprehend the text, providing the suitable textbook, giving exercise, task, or homework, using method in teaching and learning . It can be concluded that one of the factors that influence the low of students knowledge of SMP Negeri 1 Angkola Timur in learning English especially in reading comprehension of recount text is teaching technique.

To solve the problem above, there are many kind of good teaching technique which can be applied by the teacher in reading comprehension. One of them is Herringbone Technique as external factor which can influence the students achievement. This Technique can increase students achievement in learning recount text by answering the question based on the topics that are going to read.

Harringbone Technique is the technique that prepare the graphic organizer to answer the six questions with completely and detail about information that students have been read. And then with this graphic can halp the students to find important information and main idea in a text.

From the explanation before, the writer interest in conduct the research about the students ability in reading comprehension of recount text. In this research the writer focuses on teaching technique because with using the suitable technique on reading comprehension of recount text, the writer optimist the students more understand with using this technique that is Herringbone Tecnique. The writer choose this technique because the writer want to show that is it can give strong effect on reading comprehension of recount text of the students.

A. Nature of Students' Reading Comprehension of Recount Text

Reading is one of skill in teaching english that must be comprehend by students. It is one of the way for students to getting knowledge and information about something that important for them with reading comprehension. It maens that reading makes the students know everything because all of the information could be obtained by reading.

Tarigan (2008:5) says, "Reading is a process in which done by reader to get message or information from the writer through printed media".

According to Linse (2006:69), "Reading is a set of skill that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read".

Based on the explanation above, the writer can conclude that reading is the way to get information from written media. Students will get knowledge by reading activities to motivate their learning, not only in formal education but also in informal education.

1. Identifying Main Idea

The main idea is an important thing in reading comprehension. That becomes an idea of a paragraph or a section of the text that concludes all which tell in a text. According to Ismail (2014 : 3), "The main idea is the central, or most important, idea in a paragraph or passage". It means that the main idea is a key that tells in text and students could understand about the main idea to know what message that is explained by the writer to the reader.

Mardiani (2013 : 32) said the main idea of the paragraph is the gist of that is present from the beginning to the end. So it can be concluded that the main idea is the essence of all the paragraph in text or the topic sentence that tells in the text. Solihain (2013 : 12) said that the main idea usually can be located if you can determine what the topic is. The writer can conclude that the main idea is

a central that have mastery by the students to know the important topic of the text.

Based on the explanation above the writer conclude that the main idea is the only idea that should be developed in one paragraph. Thus, the main idea is actually the point of the paragraph. It said that no reading without understanding the main idea. The author can located the main idea in different places whether at the begining, in the middle or even at the end of the paragraph. The main idea is usually a sentence, and it is usually the first sentence.

2. Identifying Specific Information

Specific information or supporting sentence is the develop of topic sentence by giving defenition, example, fact, etc. Dorothy (2009:17) state that supporting sentence, these are sentence that talk about or explain about topic sentence. Furthermore, According to Siahaan (2008:3), "The supporting sentence of a paragraph develop its. The function as the body of the paragraph".

Based on the explanation above the writer conclude that the readers should be concernned on finding specific information of reading text because it is very useful when knowing exactly what the reader looking for in a text. Since they have a very specific goal in main, when they read, they only

read the relevant parts and ignore the irrelevant. For example, the question about asking the place, time, year, etc. Then the reader only reads some sentence that related to the question in order to find the specific information.

3. Determining Reference

Reference is a relation between words or phrases that is used either before or after the reference in the reading material. According to Reimer in Fitriyani (2009:34), "Reference is a relation that obtain between expressions and what speakers use expression to talk about". Based on Lattulipe (2009:13), "Reference is the words or phrase that is used either before after reference in the reading material. They are used to avoid unnecessary repetition of word or phrases".

Furthermore based on Solihein (2013:5), "Reference is a relation between object in which one object designates, or acts as a means by which to connect to or link to, another object. The first in this relation is said to refer to the second object. The second object, the one to which the first object refers, is called the referent of the first object".

Based on the explanation above the writer conclude that reference is the word or phrase that assisted in the text. They are used to avoid unnecessary repetition of words or phrase they are signals to reader find the meaning elsewhere in the text.

4. Making Reference

Inference in reading means that the reader uses knowledge and fact from the text and from earlier experiences as base or premisses for their own logical conclusion. Zweirs in Jumiati (2014:1) said that inference strategies, in which the reader try to comprehend and understand the reading text by drawing the personal meaning from the text. Furthermore Prezer (2006:23) states that inference is a mental process by which we reach a conclusion based on specific evidence.

Based on the explanation above, the writer conclude that the inference is one of the the strategy to comprehend the text when the reader use knowledge, fact, and also experience from the text and the result is make their own logical conclusion.

5. Understanding Vocabulary

Vocabulary is a set of words that essential compenents of all use in language, without vocabulary we can't use correct language. According Lehr, Obsorn and Hiabert in Hanson and Padua (2011:5), "Vocabulary refers to words we use to communicate in oral and print language". it means that vocabulary is the word which use in language.

Richard in Yuliawati (2013:20) said that vocabulary is one of the most obvious components of language and one of the first thing applied linguistic

turned their attention to. According to Nunan (2006:21), "Vocabulary is collection of words that an individual knows".

According to Sumaryati (2018:1), "Vocabulary is an important key for everyone who wants to master a particular language". Based on the explanation, the writer concludes that vocabulary is collection of word used by people to express, inquire, and feel something, and absolutely to communicate with other either oral form and written to identify text which explain by writer or speaker.

Recount text is one of the texts that retell the experience in past with purpose of either informing to audience or reader. Djuharie (2007:44) say, Recount text is kinds of the text which in content to report event, incident, or experience someone. The purpose of the text is to inform or entertain the reader.

According to Amarain, Anakla, and Lapae (2009:12), "Recount text is a text which retells events or experiences in the past". Hartono in Silvia and Susana (2017:55) say, recount text is a report or retell of event or activity in the past. According to Cogan (2006:10), "Recount text is a kind of the text to retell event with purpose of either or informing audience or readers". It means that recount text is a text that retell experience in the past. **Generic structure** of recount text is a component that constructed recount text. According to

Amarain, Anakla, and Lapae (2009:12), "Generic structure of recount text are: 1) Orientation, provide the setting and introduces participants, 2) Events, tell what happened, in what sequence, and 3) Re-orientation, closure of events (it is optional)". **Lexicogrammatical future** of recount text refers to the structure or grammar. According to Djuharie (2007:44), "Describes that recount text has lexicogrammatical feature as follows. 1) Noun, example Otong Setiawan, Seanu Prabu, Ratu Kadita, Eha, Djuharie, etc, 2) Individual participant, 3) Past tense, example: went, run, ate, etc, 4) Time connective and conjunction, example: after, before, soon, then, after, that, etc, 5) Action verbs, example: stayed, climbed, killed, etc, 6) Adverb and adverb phrases, example: yesterday, last week, at home, slowly, carefully, etc".

Herringbone technique is a technique that use graphic to answer the question about 5W+1H (who, what, when, where, how, and why) and also find main idea in a text. Students should have the skill in learning reading comprehension of recount text because with this technique students will be interest with graphic which look like a fishbone. According to Bouchard in Silvia and Susana (2017:57) says that, the herringbone technique purpose to provide students with a framework for making decision about main idea and important supporting details in material that they read.

McKnight (2010:50) states that herringbone technique is used to establish supporting details for main idea. According Deegan in Suriani and Jufri (2013:13), “ Herringbone technique developes comprehension of the main idea by plotting 5W+1H question on a visual diagram of fish skelton”.

Edwards in Ningrum and Widyawati (2015:7) say, the steps of herringbone technique are:a) Select reading material at the students level, b) Construct a herringbone outline with the 5W+H (Who? When? Where? Why? What? How?) and the main idea, c) Students read, brainstorm and write important information about the story in their notebook, d) After discussion, the students write answers on the Herringbone outline, e) Students discuss answers (5W+H+main idea), f) The herringbone outline is used for the revision of the story.

According to Deegan in Handayani (2018:24), “Herringbone Technique has some advantages as follows: 1) It helps students for encoding the information in a manner that enhances their ability to answer essay questions, 2) It helps students to draw relationships between facts and main idea in the text, 3) The students can find facts and put them into the diagram, 4) The students are more active in a group discussion after using Herringbone diagram”.

According to Bouchard in Silvia and Susana (2017:58) says, "The disadvantages of herringbone is when the students learn material with the help of graphic representations, note-taking will be decreased. As a result, they lack of a comprehensive guide those students can refer to when revising material may effect their performance"

II. METHODOLOGY OF THE RESEARCH

The location of the research in SMP Negeri 1 Angkola Timur. That located in Pargarutan Tonga Kecamatan Angkola Timur. The headmaster of this school is Parlagutan, S.Pd.

Methology of the research is also knows as method of the research. It is a way to used in determining the steps in this research it can be as method or strategy in research. Arikunto (2010:203) says, " Method of the research means the way to use by researcher to collect the data". It means that method of the research is the way that used by the research to collect the data in research. There are several kinds of the mothod that can used by researcher to collect the data, such as comparative, descriptive, and experimental methods. In this research the writer chooses the experimental method by using Pre-test and Post-test design. It is bacause the writer is doing experimen to the students to find out the result of reading

comprehension of recount text before and after applying Herringbone Technique at the eighth grade students of SMP Negeri 1 Angkola Timur. According to Arikunto (2010:207), "Experimental research is the way to find out the cause and effect of relationship between two or more variable". Sugiono (2009:107) says, Experimental research method is a method that used to search the effect of one variable to other variable. Herringbone Technique as independent variable the writer chooses observation sheet to collecting the data. According to Arikunto (2010: 199), "People actually say observation as a small activa, it is see something by using aye".

According to Arikunto (2013:193), "Test are the sequences of question or exercise that is used to measure the skills, intelligence knowledge, ability, or talent that has by individuals or group". The instrument can be either exam question or question for test. Without collecting data, it is imposible to conduct the reserarch. According to Sugiyono (2009:308), "Tecnique of collecting data is main steps in conduct the research, because the purpose of the research is to collected the data". According to Arikunto (2013:193-201) there are six techniques of collecting data, they are: Test is some of the test or training that is used to measuring the skill, knowledge, capability or talent of someone or group, questionnaires is some question in written form that is used to get information, it means that the report about the individualism or the points that

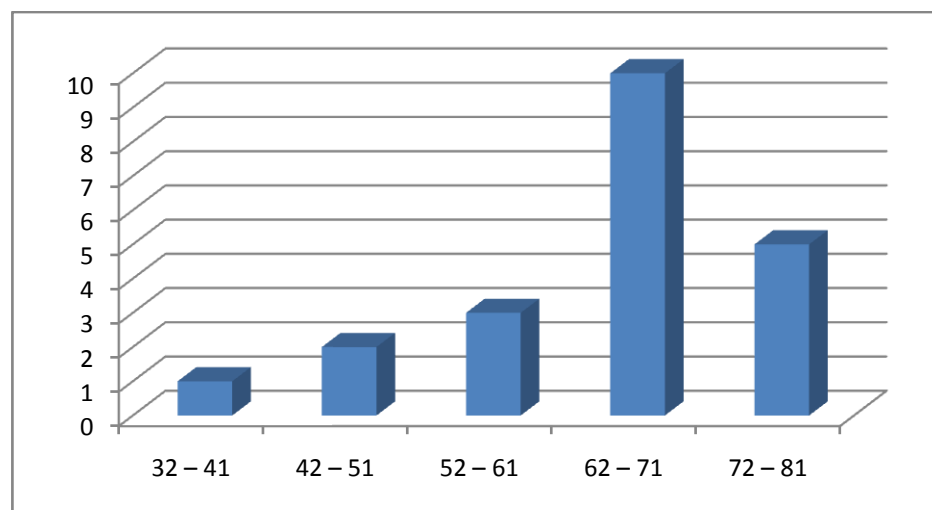
he/she know, interview is a dialogue that is done by interviewer to get the information, observation is the the activity with paying attention to something to get the data or information, crating scale is a subjective measuring that is made in scale, and documentation is the technique that paying attention to get the information from paper, place or people. The data of this research will be collected by using observation sheet and test.

III.RESULT

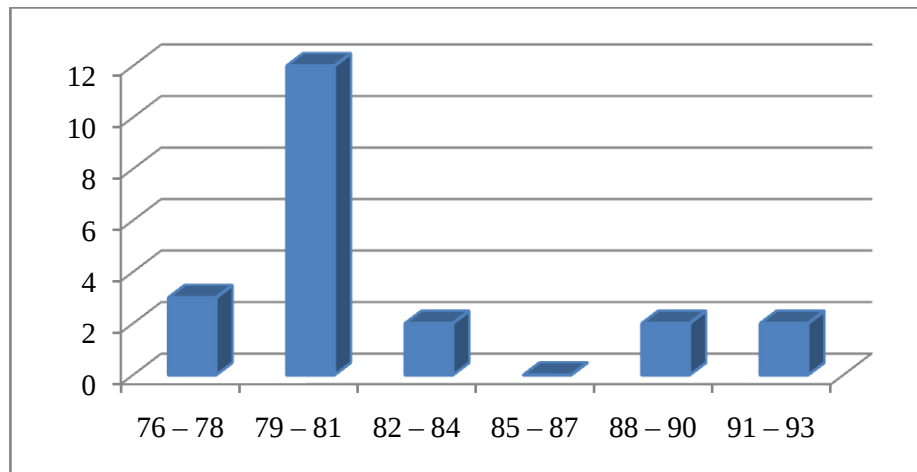
The scores of the independent variable (Herringbone Technique) and dependent variable (Reading recount text) calculated by applied statistical analysis which can be illustrated into description of the data order todescribed the students result.

Based on the result obtained from the analysis of observation sheet about the aplication of herringbone technique on students' reading comprehension of recount text at the eighth grade students of SMP Negeri 1 Angkola Timur which contains 15 steps the mean score was 3,6. So, the mean was included in the "Very Good" category. And then pre-test, the writer calculated the scores, it was found the highest score was 80 and the lowest score is 32. The mean score of students' reading comprehension of recount text before using herringbone technique is 63.23 it is "Enough" category. And

post-test, the writer calculated the scores, it was found the highest score was 92 and the lowest score was 76. The mean score of students' reading comprehension of recount text after using herringbone technique is 81.71 it is "Good" category. The description of the different data before and after using herringbone technique can be seen in following histogram:



Before using herringbone technique in reading comprehension of recount text



**After using herringbone technique in reading comprehension of
recount text**

Based on the histogram, if we compared pre-test the score still enough category and post-test the scores was good category. Histogram shown the use of herringbone technique is very good for increased students' reading comprehension of recount text.

From the research, it can be known the t_{test} is higher the t_{table} is (t_{test} 9.13 > t_{table} 2.09). It means that there is a significant effect of using herringbone technique on students' reading comprehension of recount text at the eighth grade students of SMP Negeri 1 Angkola Timur.

IV. DISCUSSION

Based on the result of the research that has been done on the problem can found that using of herringbone technique can increase on students' reading comprehension of recount text applied where the initial data of pre-test in VIII-2 as sample of this research with pre-test result it can be seen that students' reading comprehension of recount text before using herringbone technique the mean score is 63.23 it is "Enough" category.

While in the post-test in VII-2 as sample of this research with the mean score was 81.71 it is "Good" category. It can be concluded that there is increase of students' reading comprehension of recount text after using herringbone technique. It means that there is a significant effect of herringbone technique on students' reading comprehension of recount text.

This research was related to Rosiati (2017), the title of her research "The Effectiveness of Teaching Reading Comprehension by Using Herringbone Technique at the Tenth Grade of SMA Muhammadiyah 1 Klaten, and Septi (2018), the title of her researcher was the influence of using herringbone technique toward students' reading comprehension in recount text at the first semester of eighth grade students at SMP N 17 Bandar Lampung. Both this research there is a significant effect of herringbone technique on students reading comprehension of recount text.

Why it happened, and why the students achievement was better after using herringbone technique then before using herringbone technique, it is because based on the theory that had been discussed in chapter II and conceptual framework also, the writer thought and presumed that herringbone technique is can improve the students comprehension in reading recount text and this technique is effective technique that will give the significant effect on students' reading comprehension of recount text. From the conceptual framework, the writer made that by using herringbone technique the students reading comprehension of recount text is affected and then it can be know from the hypothesis which had been made by the writer with using statistical process. From the previous explanation above, the writer concluded that the herringbone technique has the significant effect on students' reading comprehension of recount text.

CONCLUSION

Based on the research result in chapter IV, the writer describes the conclusion as follows:

1. The application of herringbone technique on students' reading comprehension of recount text at the eighth grade students of SMP Negeri

1. Angkora Timur is 3.6 and it was “Very Good” category. It means that the writer had applied herringbone technique on students’ reading comprehension of recount text well.
2. The students’ reading comprehension of recount text before using herringbone technique at the eighth grade students of SMP Negeri 1 Angkora Timur is 63.23 and it was include as “Enough” category. Meanwhile, the students’ reading comprehension of recount after using herringbone technique at the eighth grade students of SMP Negeri 1 Angkora Timur is 81.71 and it was included as “Good” category.
3. There is a significant effect of herringbone technique on students reading comprehension of recount text at the eighth grade students of SMP Negeri 1 Angkora Timur was the calculation of t-test is higher then t-table ($t_{\text{test}} 9.13 > t_{\text{table}} 2.09$). So, the hypothesis of this research is received. It means that there is a significant effect of herringbone technique on students’ reading comprehension of recount text at the eighth grade students of SMP Negeri 1 Angkora Timur.

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