

**The Effect of Herringbone Technique Toward Students Reading  
Comprehension of Recount Text at the Grade VIII Students of SMPN  
4 Rambah Hilir**

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**ABSTRAK**

Penelitian ini adalah penelitian experiment. Tujuan dari penelitian ini adalah untuk menemukan bagaimana pemahaman membaca siswa pada teks recount yang diajarkan dengan menggunakan teknik Herringbone lebih besar daripada yang diajarkan tanpa menggunakan teknik Herringbone di kelas VIII SMPN 4 Rambah Hilir. Temuan penelitian menunjukkan bahwa peningkatan dapat dilihat dari score uji-t. Total skor t-test adalah 4.433. Berdasarkan t-table,  $2,00 < 4.433 > 2.65$ . oleh karena itu dapat disimpulkan bahwa ada pengaruh yang signifikan dari menggunakan Teknik Herringbone terhadap pemahaman membaca pada siswa kelas VIII SMPN 4 Rambah Hilir.

Kata kunci : Membaca, Teknik Herringbone, Teks Recount.

**ABSTRACT**

This research was an experimental research. The purposes of this research were to find out students' reading comprehension in recount text taught by using Herringbone Technique and taught without using Herringbone Technique at the grade VIII students of SMPN 4 Rambah Hilir. The research findings showed that the improvement from the score of t-test. The total score of t-test was 4.433. Based on t-table,  $2,00 < 4.433 > 2.65$ . Therefore, it could be concluded that there was a significant effect of using Herringbone Technique toward students reading comprehension of recount text at the grade VIII students of SMPN 4 Rambah Hilir.

*Key word : Reading, Herringbone Technique, Recount Text.*

**INTRODUCTION**

Reading is one of the language skills that must be mastered by English learners. In academic setting, based on Murcia (2001:187) reading is assumed to be the central means for learning new information and gaining access to alternative explanation and interpretation. Reading is useful for other purposes too: any exposure to English is a good thing for language students. However, reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. In other words, to achieve the success in language teaching learning process especially in English, reading is one of the important factors in all language teaching because by reading someone will get the information.

Based on the researcher observation at the grade VIII students of SMPN 4 Rambah Hilir, it was found the students have many problems in reading. The first the problems those come from the teacher, such as the methods or strategies that used in teaching reading. Usually, the teacher only uses conventional method such as the students are ordered to read the text loudly then translate the texts into Indonesian language. This method make students bored in reading material. Finally, the students are lazy to read.

The second problem also came from students. The students always have problem to understand the recount text such as they cannot identify orientation, series of event, and reorientation. These conditions

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influence the students' score in reading. The third, the students do not master the vocabulary or have lack of vocabulary. These problems also make them difficult to understand or comprehend the text because many words are new for them. The fourth, especially for the students who have low competence also need long time for thinking, so they are easy to be disturbed by his/her friends and tend to prefer not to think. They prefer playing with his/her friends to comprehending the difficult texts. And the last, the students are lazy to read English texts.

The reasons of choosing this title because the researcher wants to use the herringbone technique in teaching reading in SMPN 4 Rambah Hilir. By using this strategy, the researcher hopes that it allows students to enjoy materials that they may not be able to read on their own. It provides an opportunity for readers to process what they have read by organizing and explaining it to others.

Based on the previous explanation, the researcher was interested to carry out the a research entitled "The Effect of Herringbone Technique toward Students Reading Comprehension of Recount Text at the Grade VIII of SMPN 4 Rambah Hilir".

## REVIEW RELATED LITERATURE

Reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader (Tarigan, 2008).

Moreover, reading is the meaningful interpretation of printed or written verbal symbols. This activity is not simply looking. It is involves deriving meaning from printed words. It requires a high level of muscular coordination. The reader is not only seeing and identifying the symbols, but also understanding the meaning.

There are two kind of reading, they are:

### a) Silent Reading

Silent reading usually used in order to understand the result of reading that is done.

### b) Oral Reading

Oral reading is saying a written text aloud. This can be done with or without understanding its contents.

From the definitions, the researcher concluded that a reading is not passive process but reading is an active process to know new information which is needed by readers. It is an activity to understand the meaning of written. And not merely word recalling. It can be said that reading is a process of perceiving a written text in order to understand its contents.

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. Therefore, reading is one of the urgent skills for students to obtain their success. Tarigan (2008) notes that by reading some information are given by the teacher through a text, students will find general information and experience which later they can increase their language skills such as listening, speaking and writing.

Teaching reading is very important for students. There are some reasons for this. The first reason is many English students need to read English text for their career, for study or simply for pleasure. The second reason is reading text also will help the students when they study writing.

Reading texts also provide good models for English writing (Harmer, 2003). If the students are familiar with texts' form, teacher will be easier to teach them how to write the texts. The last is reading text also provide opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and texts (Harmer, 2003).

Hyland (2004:29) said that recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense is used is past tense. Social purpose of recount is to reconstruct past experiences by retelling event in original sequence. The sample of

recount text can be found in personal letter, police report, insurance claims and incident reports. Recount text is a text that tell about what had happened in sequent of events.

According to Cogan (2006) recount text is a kind of text to retell event with purpose of either of informing audiences or readers. The text has three generic structure, 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 question ( who, what, when, where, how and why).

The linguistic features of recount texts as stated by Anderson and Anderson (in Cahyono: 2011:16) are:

a. Proper nouns to identify those involved in the text

b. Descriptive words to give details about who, what, when, where, and how.

c. The use past tense to retell the event

d. Words that show the order of events (for example, first, next, then)  
Generic structure on recount text is :

According to Anderson and Anderson (in Cahyono, 2011:15) the generic structures of recount text generally consist of:

#### 1. Orientation

Orientation takes in the First paragraph that give background information about who, what, where and when. And it is also introducing the participants, place and time.

#### 2. Event

Tell what happened and in what sequence and describing series of event that happened in the past. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

#### 3. Re-orientation

Re-orientation it is consist of optional-closure of events/ending. It's concluding paragraph that may include a

personal comment of the writer to the story (not always necessary)

According to Deegan (2006:102), Herringbone strategy is a strategy that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton. Using the answer to the WH questions, the students write the main idea across the backbone of the fish diagram.

According to Thaler (2008:88), a useful technique for analyzing a single idea of the text is the Herringbone Technique, so-named because resembles a fish skeleton. Herringbone Technique consists of a short graphic organizer and it is a concrete way of helping English Learners to find the comprehensive idea in a paragraph or passage. The students answer the question listed in the fish bone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement. The herringbone diagram is design to help students locate the main idea of the selection. Balajth and Wade (2003:131-132) states that as a story selection is read, they look for answers to the WH-Question: who, what, where, when, why and how. The teacher helps the students put the information which they locate on a visual diagram shaped like a fish skeleton. A summary is written along the central spine of the diagram. This visual diagram is useful for reviewing information and provides a visual structure for the selection that can be seen at a glance.

The Herringbone technique develops comprehension of the main idea by plotting : who, what, when, where, why, and how question on a visual graphic of a fish skeleton. Using the WH-question, students write the main idea cross the backbone of the fish diagram.

1. The researcher select a text

2. The researcher constructs a visual diagram of the herringbone.

3. The researcher tells the student to record the answers to the questions on the diagram. The student will look for answer to:

- a. Who is the author talking about?
  - b. What did they do?
  - c. When did they do it?
  - d. Where did they do it?
  - e. How did they do it?
  - f. Why did they do it?
4. The students read to find the answers and record the answers on the diagram.
  5. After the information is recorded, the researcher shows the students how each answer fit into a slot in a main idea sentence.
  6. The students writes a main idea, using the information from the herringbone diagram.
  7. The researcher duplicates sheets with the diagram, and the students complete diagram on their own.
  8. The diagram become a tool for story discussion. During the discussion, the researcher and the students compare their answer and their classmates.

After getting the main idea by using the information from Herringbone diagram, the students write the main idea on the Herringbone diagram.

## REVIEW OF RELATED FINDINGS

Margaretta (2014) entitled teaching reading descriptive text using herringbone technique. The effectiveness of the treatment using Herringbone technique is 1.72 larger than 0.80 and categorized as large effect on the treatment. It means, teaching reading descriptive text using Herringbone technique is effective. It is also concluded that Herringbone technique is a helpful technique in teaching reading descriptive text to the eight grade students.

## RESEARCH METHODOLOGY

This research was conducted at SMPN 4 Rambah Hilir of the grade VIII students, Rokan Hulu Regency. The time of

conducting research activities was on December 2015.

This studied was conducted in experimental research to know the effect of herringbone technique toward students' reading comprehension of recount text at grade VIII students of SMPN 4 Rambah Hilir in academic years 2015/2016. The design of this research in conducted an experimental research design. According to Ary (2002:276) an experimental is a scientific investigation in which the researcher manipulates one or more independent variable, control any other relevant variable, and observes the effect of the manipulation on the dependent variable).

This experimental design used pre-experimental research design (one group pretest-posttest design) that consist of pre-test, treatment and post-test.

Table 3.1

One-Group Pretest–Posttest Design

Pretest	Independent (Treatment)	Posttest
$Y_1$	X	$Y_2$

## Research Variables

### 1. Independent variable

Independent variable is called causing variable (Arikunto,2006:119). In this research the independent variable is the herringbone technique.

### 2. Dependent variable:

Dependent variable is effected variable (Arikunto,2006:119). In this research the dependent variable is student's reading comprehension.

## FINDING AND DISCUSSION

The data of the students reading comprehension of recount text before and after being taught by using herringbone

technique were gotten from the pre test and post test of the grade VIII students. The data description can be seen from table.

Table 4.1 Data Description of Students

No	Criteria	Pre test	Post test
1	Mean	51.14	71.36
2	High Score	65	85
3	Low Score	30	60
4	Total Score	1125	1570

In the table showed the data description of student. Pre test score of student, it can be seen the result such as in mean 51.14, high score 65, low score 30, total score 1125. And while post test score, it can be seen the result in mean 71.36, high score 85, low score 60, total score 1570. From the data, the result between pre test and post test had little different.

Based on the research method in chapter III, this study classified in pre experimental research with one group pre-test and post-test design. The procedures of experimental research that use One-Group Pretest-Posttest design in this study are: Administering a pre-test with a purpose of measuring reading comprehension. Here, pre test was held before giving the treatment. Then, applying the treatment in teaching reading. This study, the technique in teaching reading was herringbone technique.

Based on scale student ability, the students reading comprehension of recount text by using herringbone technique at the grade VIII student of SMPN 4 Rambah Hilir 71.36, it was concluded that the students reading comprehension on recount text was categorized in good level.

From data analysis, the objective of this research was to know if there was an effect of using herringbone technique in teaching reading comprehension on recount text at the grade VIII of SMPN 4 Rambah Hilir.

There were 20 items of reading comprehension on recount text test given to the students in this research. The data of pre test and post test score of students were gotten from pre test and post test.

Based on the description of data, the researcher knows that the pre-test mean score is 51.14 and the post-test mean score is 71.36. It shows a difference between the two means. The result shows that the post-test is better than the pre-test. It means that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis was rejected. So, there was a significant effect of using herringbone technique toward students' reading comprehension of recount text at grade VIII students of SMPN 4 Rambah Hilir.

The data of students post test score were obtained from the result of their reading comprehension of recount text after being taught by using herringbone technique. It could be seen from the independent sample t test that was obtained by using SPSS 16.0.

Based on the result of independent samples test showed that the t-test result was 4.433, df was 20, significant was 0.140, mean difference was 18.167, standard error was 4.094, lower difference interval was, 26.714 and upper difference interval was 9.619.

Based on the score of t-obtained gathered from SPSS 16.0. It shows that  $t_0$  higher t table. The finding of  $t_0$  was 4.433 while the level of 5% was 2.01 and the level significant of 1% was 2.68. It could be read that  $2.00 < 4.433 > 2.65$ . Because the  $t_0$  is higher than t table the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis is rejected, it means that there was a significant effect of herringbone technique toward students reading comprehension of recount text at the grade VIII at SMPN 4 Rambah Hilir.

## CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the data analysis at the chapter IV, finally the research about the effect of herringbone technique toward students reading comprehension at the grade VIII students, comes to the conclusion as follow ;

- a. The students reading comprehension of recount text at SMPN 4 Rambah Hilir is in good level (71.36).
- b. There is a significant effect of using herringbone technique toward students reading comprehension of recount text at the grade VIII students at SMPN 4 Rambah Hilir.

### B. Suggestion

After finding of the result of the effect of using herringbone technique toward students reading comprehension of recount text of the grade VIII student at SMPN 4 Rambah Hlir, the researcher would like to give some suggestions as follows:

#### 1. For Institution

This technique was effective to teach reading, because it could improve the students' reading comprehension. The researcher suggested that this technique is suitable applied for students junior high school. The institution can use this technique as technique to teaching and learning process. Especially in teaching English, the institution should be attention what technique should be applied for teaching English in order to students can improve their English better and their comprehension in English subject.

#### 2. For Teachers

The researcher suggests the teacher to use this technique as technique to develop the students reading comprehension. By using the steps of herringbone technique, the teacher can make the students enthusiast in learning process exactly in reading. This technique also encourages the students active in teaching and learning process. Teacher can create the teaching and learning process becoming active and interesting for students.

#### 3. For other researchers

The research is one of the ways in improving students reading comprehension, especially in using herringbone technique to improve students reading comprehension at junior high school. The researcher suggested for the future researcher to conduct the research on the similar area, especially in using herringbone technique in teaching

reading. This study is very important because it will give some knowledge to the researcher and to know the benefits of using herringbone technique in teaching reading. The researcher also suggests for future researcher in order to enrich the knowledge when conduct this research. It would be give more information about this technique.

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