

TEACHING READING DESCRIPTIVE TEXT USING HERRINGBONE TECHNIQUE

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Abstrak: Penelitian ini bertujuan untuk mendeskripsikan keefektifan dari Teknik Herringbone dalam mengajar membaca teks deskriptif. Metode yang digunakan untuk mengumpulkan data adalah Pre-Experimental. Peneliti mengambil kelas VIII C yang berjumlah 34 siswa sebagai sampel. Berdasarkan data, nilai rata-rata siswa pada pre-test adalah 5.87 sedangkan nilai rata-rata siswa pada post-test adalah 7.8. Keefektifan dari Herringbone Technique ini dikategorikan besar. Hal ini dibuktikan dengan menggunakan rumus effect size yang menunjukkan bahwa $d \geq 0.8$ (1.72). Berdasarkan hasil dari penelitian ini, dapat disimpulkan bahwa pengajaran reading descriptive text menggunakan herringbone technique ini efektif.

Kata kunci: Keefektifan, Teknik Herringbone, Pre Experimental

Abstract: This research is aimed at describing the effectiveness of Herringbone Technique in teaching reading descriptive text. The method that is used to collect the data is Pre-Experimental. The researcher takes VIII C which consist of 34 students as the sample. Based on the data, the researcher found out that the students' mean score of pre-test is 5.87 while the students' mean score of post-test is 7.8. The effectiveness of Herringbone Technique is categorized as large. It was proven by the result of effect size which shown that $d \geq 0.8$ (1.72). Based on the research findings, it can be concluded that teaching reading descriptive text using Herringbone Technique is effective.

Keywords: Effectiveness, Herringbone Technique, Pre Experimental

In learning English, reading is one of the skills that have mastered by students. Reading is the process by which people gain information and ideas from books, newspapers, magazines, letters, articles, advertisement, and other material. The students may not have good comprehend what the author is talking about. Some reading activities lead to improve the students' knowledge. In reading activity, the students must comprehend and find out the information about the text. McNammara (2007, p. 6) stated that reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. Comprehending a text does not just understanding the meaning, vocabularies, and the grammatical structures but more than that. The students also have to comprehend what the author is talking about in the text. That means coming in about what the students see, hear, smell and taste.

Reading comprehension is constructing meaning and understanding about the information presented in a reading text. As Pardo (2004, p. 272) claim that

comprehension is a process in which readers construct meaning by interacting with the text; through the combination of prior knowledge, information in the text and the stance reader takes in relationship to the text. In addition, Anders (2002, p. 112) refers reading comprehension is the accomplishment in the service of learning, understanding, remembering, responding, and making inferences. Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself.

Teaching technique also needs media to support the teacher in applying the technique. For junior high school, the media should be related to the students' age and/or level of learning the language, mainly on the reading comprehension. Therefore, in this case the students should be encouraged to identifying main idea, to identifying supporting idea, to identifying reference, to identifying inference and to identifying difficult vocabularies.

During the pre-research in SMP Negeri 8 Baik Pontianak, the researcher found out the eighth grade students faced difficulties in finding main idea, supporting idea, difficult vocabulary, reference and inferences of descriptive texts. They only translate the texts word by word until finish without making any prediction about what the text is talking about. As a result, they do not know what the text is all about.

Based on those explanations above, the information about students' comprehension in reading especially identifying main idea, identifying supporting idea, identifying reference, identifying inference and identifying difficult vocabularies that brings the writer to describe whether the herringbone technique is effective or not. Therefore, the researcher proposed to do a pre experimental research and chose herringbone technique by considering the difficulties that faced by students.

To accomplish this project of research, the writer used Herringbone Technique in teaching reading descriptive text vocabulary in SMP Negeri 8 Pontianak. Herringbone is a technique that used to help the students to identify the main idea and the related supporting ideas of a lesson, text, or concept. It contains six question that help students organize the details of the text.

The visual pattern of the herringbone creates a framework for students to short the information. Jacobs (2010, p. 11) said that the herringbone provides readers with a framework for recognizing and recording main ideas and supporting details during and after reading. The categories included in the diagram are often the main idea (the spine of the fish) and "who, where, what, why, when, and how" (the ribs), but they can be altered to fit the particular text students are reading.

Zygouris-Coe and Glass (2004, p. 2) said that the herringbone pattern 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 take notes and sort information.

According to Thaler (2008, p. 88), a useful technique for analyzing a single idea or text is the Herringbone technique, so-named because it 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 questions listed in the fishbone 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 designed to help students locate the main idea of a selection. Balajthy and Wade (2003, p. 131) states that as a story of selection is read, they look for answers to the *WH*-questions: *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. Graphic organizer is important and effective pedagogical tools for organizing content and ideas, and facilitating learner's comprehension of newly acquired information (McKnight, 2010, p. 1). It is an effective teaching and learning tool for all types of learners.

There are three previous researches about Herringbone technique that have been conducted by other researcher. Chyka (2013, p. 16) proved in her research about *Teaching Reading By Using Herringbone Technique at Junior High School*, "Herringbone technique is a structured outlining procedure designed to help the students organize important information in a text." Furthermore, Saputra (2012, p. 5) said in his research *The Effect of Herringbone Technique Towards Students' Reading Comprehension*, "The research aims is to find out the significant effect of Herringbone technique to increase students' reading comprehension." The writer concluded that there was a positive effect of using Herringbone technique toward students' reading comprehension. Moreover, Anggraeni (2013, p. 4) said in his research *The Effectiveness of Herringbone Technique in Teaching Reading Narrative Text*, "The objective of the study is to find out the achievement who are taught by using Herringbone technique in reading. " To conclude those three mentioned researchers, they seem to confirm that Herringbone technique can help the students to comprehend the text. Herringbone technique might help to organized important information in a text.

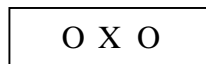
The advantage of the Herringbone Technique is to help the students for encoding the information in a manner that enhances their ability to answer essay question. Herringbone Technique also helps the students spend a few times while they are reading the text. So, the students will not get bored when they read descriptive text. While the disadvantage of Herringbone is when students learn material with the help of graphic representations, note-taking will be decreased. As a result, the lack of a comprehensive guide those students can refer to when revising material may affect their performance.

The purpose of this research is to describe the effectiveness of using Herringbone technique in teaching descriptive text. By this research, the researcher hopes that the result of the research will be useful and considered as one of the teaching technique in order to teaching reading descriptive text to the students especially in a level of junior high school.

METHOD

In accordance with the problems, the appropriate method to be used in this research is Pre Experimental design or single group pretest and post test design. The writer conducts pre-experimental study in her research. Gay, Mills, & Airasian (2009, p. 240) define, “experimental research is the only type of research that can test hypotheses to establish cause- effect relationship.” The researcher manipulates at least once independent variable, controls other relevant variables, and observes the effect on one or more dependent variables.

Meanwhile Gay, Mills, & Airasian (2009, p. 253) represented that pre experimental is the one-group pre-test post-test design. At the beginning of the research, the students have pretest and posttest at the end of the research. The table below represents the pre-experimental process with one group pretest and posttest as below:



The design in the present research is illustrated as follows:

- a. O is the pre-test and post test in form of written test to measure the students’ reading comprehension on descriptive text before and after the treatment.
- b. X is the treatment; that is teaching reading descriptive text using herringbone technique.

Marczyk, DeMatteo, & Festinger (2005, p. 18) define, “the population as all individuals of interest to the researcher.” In other word, population is the larger group of the object that would take part in this research. According to the definition above, the population of this research was the 8th grade students of SMP Negeri 8 Pontianak in Academic Year 2013/2014. There are four classes of 8th, each of which consists of 40 students, 37 students, 34 students and 35 students.

Table. 1
Population in “SMP Negeri 8 Pontianak”

Class	Number of Students
VIII A	40
VIII B	37
VIII C	34
VIII D	35
TOTAL	146

And for the sample, Marczyk, DeMatteo, & Festinger (2005, p. 18) said that sample is a subset of the population that researcher typically study. Concerning this, the researcher selected one class of the cluster of population as the sample of this research. Gray (2004, p. 395) defined that cluster sampling is a sampling strategy involving successive sampling of units or clusters, progressing from larger units to smaller ones. There are five classes as the collection of clusters, the

researcher chose randomly one of the cluster as sample of the research. Therefore, the researcher chose Class “VIII C” which consists of 34 students.

In the present research, the researcher applied measurement technique in collecting the data. Weiner (2007, p. 4) defined that measurement technique as a systematic, replicable process by which objects or events are quantified and classified with respect to a particular dimension and usually achieved by the assignment of numerical values. Measurement technique is a technique to collect data of the research of which the purpose to collect the quantitative data; data students reading score pretest and post test. It is intended to measure the students’ reading comprehension on descriptive text before and after the treatment.

Based on the measurement technique, tools for gathering data in this research is in the form of written test, that is objective test. The test is thirty multiple choice items with four option of which only one is correct by choosing the appropriate answer whether a, b, c, or d based on the text that had given. Thirty multiple choice items are considered adequate enough for this measurement.

FINDING AND DISCUSSION

Finding

The focus of this research is describing the effectiveness of Herringbone technique in teaching reading descriptive text. In this part, the data is calculated to show mean score of pre-test and post-test, interval score of pre-test and post-test, significant test of students’ score and the analysis of the effect from the treatment.

Table 2
Students’ Score in Pre-Test

No	Students’ Initial	Total Appropriate Answer	Students’ Score	Category
1.	AN	26	8.67	P
2.	HGD	23	7.67	P
3.	ARN	23	7.67	P
4.	N	23	7.67	P
5.	IJ	23	7.67	P
6.	RA	23	7.67	P
7.	MO	23	7.67	P
8.	AY	23	7.67	P
9.	MN	23	7.67	P
10.	Y	21	7.00	NP
11.	TS	18	6.00	NP
12.	NLD	18	6.00	NP
13.	AP	18	6.00	NP
14.	MS	18	6.00	NP
15.	DAS	17	5.67	NP

16.	MAP	17	5.67	NP
17.	RAP	17	5.67	NP
18.	MAW	17	5.67	NP
19.	MI	17	5.67	NP
20.	NPS	16	5.33	NP
21.	FA	16	5.33	NP
22.	FR	16	5.33	NP
23.	KNS	15	5.00	NP
24.	AJ	15	5.00	NP
25.	AMFN	15	5.00	NP
26.	PSF	15	5.00	NP
27.	FS	15	5.00	NP
28.	AM	14	4.67	NP
29.	SRR	14	4.67	NP
30.	LFA	14	4.67	NP
31.	RIS	13	4.33	NP
32.	FBN	13	4.33	NP
33.	MF	12	4.00	NP
34.	NYN	8	2.67	
Total of Students' Score			199.67	
$(\sum x_1)$			199.67	
\bar{x}_1			5.87	

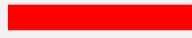
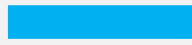
Note :  = Not Passed
 = Passed

Table 3
Students' Score in Post-Test

No	Students' Initial	Total Appropriate Answer	Students' Score	Category
1.	AN	28	9.33	P
2.	N	27	9.00	P
3.	IJ	27	9.00	P
4.	FBN	26	8.67	P
5.	TS	26	8.67	P
6.	RA	26	8.67	P
7.	MS	26	8.67	P
8.	SRR	25	8.33	P
9.	KNS	25	8.33	P
10.	FR	25	8.33	P
11.	AP	24	8.00	P
12.	MAW	24	8.00	P

13.	DAS	24	8.00	P
14.	AM	24	8.00	P
15.	Y	24	8.00	P
16.	RAP	24	8.00	P
17.	MN	24	8.00	P
18.	MI	23	7.67	P
19.	NLD	23	7.67	P
20.	ARN	23	7.67	P
21.	MF	23	7.67	P
22.	RIS	23	7.67	P
23.	FA	23	7.67	P
24.	MAP	23	7.67	P
25.	MO	23	7.67	P
26.	LFA	23	7.67	P
27.	HGD	23	7.67	P
28.	AY	23	7.67	P
29.	AJ	21	7.00	NP
30.	FS	20	6.67	NP
31.	NYN	19	6.33	NP
32.	AMFN	19	6.33	NP
33.	NPS	18	6.00	NP
34.	PSF	17	5.67	NP

Total of Students' Score

265.33

$(\sum x_2)$

\bar{x}_2

7.80

Note :  = Not Passed

 = Passed

The students mean score of pre-test and post-test

1. The students mean score of pre-test

The pre-test was given before the treatment or the process of teaching. The result of pre-test showed the total score of the students was $(\sum x_1) = 199.67$ and the mean score is $\bar{x}_1 = 5.87$

2. The students mean score of post-test

The post-test was held after the treatments. The purpose of this test is to know the students achievement in listening skills by using Bimodal Subtitling in Short Movie media. The total score of the students in this test was $(\sum x_2) = 265.33$ and the mean score was $\bar{x}_2 = 7.80$.

After counting the mean score of the pre-test and post-test, the writer describes the finding of the effect of the treatment in order to see how effective the use of Herringbone technique in increasing students' achievement in

descriptive text. The computation of the effect of the treatment can be seen as follows:

To calculate S_e and S_c , the formulas:

$$S_c = \sqrt{\frac{\sum(x_1 - \bar{x}_1)^2}{N}} \qquad S_e = \sqrt{\frac{\sum(x_2 - \bar{x}_2)^2}{N}}$$

$$S_c = \sqrt{\frac{62.67}{34}} \qquad S_e = \sqrt{\frac{23.58}{34}}$$

$$S_c = \sqrt{1.843} \qquad S_e = \sqrt{0.693}$$

$$S_c = 1.36 \qquad S_e = 0.83$$

To calculate S_p , the formula:

$$S_p = \sqrt{\frac{(N_e - 1)S_e^2 + (N_c - 1)S_c^2}{N_e + N_c - 2}}$$

$$S_p = \sqrt{\frac{(34 - 1)(0.83)^2 + (34 - 1)(1.36)^2}{34 + 34 - 2}}$$

$$S_p = \sqrt{\frac{22.19 + 61.04}{66}}$$

$$S_p = \sqrt{\frac{83.23}{66}}$$

$$S_p = \sqrt{1.261}$$

$$S_p = 1.12$$

The computation of the effect of the treatment can be seen as follows:

$$d = \frac{\bar{x}_e - \bar{x}_c}{S_p}$$

$$d = \frac{7.8 - 5.87}{1.12}$$

$$d = \frac{1.93}{1.12}$$

$$d = 1.72$$

1.72 (larger than 0.8 is categorized large)

Based on the result, the significant score of the effect size is categorized as “Large” with $d \geq 0.8$ ($1.72 > 0.8$). It means that the first hypothesis which stated “The effectiveness of using herringbone technique in teaching reading descriptive text at “SMP Negeri 8 Pontianak” in Academic Year 2013/2014 is large” is accepted.

Discussion

When applying this research, there were four meetings being conducted which could be described as follows.

The first meeting of this research was held on February 12nd, 2014. In this meeting the researcher give try out was conducted to ensure the reliability, index of difficulty (FV) and discrimination index (D) of the pre-test and post-test items. It was given to class VIII A.

After administering try out, the second meeting was conducted as the pre test that was held on February 14th, 2014. In this meeting the researcher greeted and introduced herself and explained the aim of those meeting which were planned in this research. After that, pre-test was given before the teaching was held to know students’ reading comprehension on descriptive text before the treatment. The pre-test was given to the class VIII C students of SMP Negeri 8 Pontianak as the sample and attended by 34 students. The students were given 60 minutes to do the test items by answering the questions that given to them.

After administering pre-test, the third meeting was conducted as the treatment that was held on February 17th, 2014. Before explaining the materials, the researcher brain storming related with the topic and asked the question based on the materials to motivate the students in teaching and learning process. After that, the researcher introduced one of the appropriate techniques that help the students to comprehend a text especially in Herringbone chart. Then, the researcher explained the lessons about herringbone technique, the procedure to apply herringbone technique. In these treatments, researcher explained about the text that students were going to read and from all that text teacher has given students found several questions. The researcher gave example of the text based on the materials and then explained about the characteristic or language uses in the text. The researcher introduced about herringbone technique in short text to help students in organizing the questions. Then, the teacher showed one short text to the students to apply the technique to them. During the activity, the students work in small group. After that, the researcher also gave the students herringbone chart to do some exercise that has already been explained before to know the students’ comprehension of the lesson.

Essentially, some of groups still confused about how to apply this technique. It happened because this technique was new for them. But with the step by step and detail explanation from the researcher, they started to understand in applying Herringbone technique. Many students were active during teaching and learning process. They could predict the main idea and supporting idea, use the Herringbone Chart and answer the six guide questions. At the end of the

treatment, the writer asked the students. Many students said that Herringbone technique helped them to find the main idea and the supporting idea of the text.

The writer found some factors that caused or affected the results. First, Herringbone technique can help the students to be easier in organizing information from the text. When giving the treatments, the students are more interested in learning reading descriptive text using Herringbone technique. It's because they feel that they can learn English that is not boring and fun. Second, after giving the treatments, the students got the knowledge about how to organize information from the text to find main idea, and supporting idea.

After the treatment, the researcher conducted the post-test. The post test was held on February 21st, 2014. It was used to identify the students' ability after the treatment. Then, researcher calculated the mean score of post-test by dividing the total score of post-test with the whole number of research sample that is 34 students. The mean score of post-test was 7.80. It showed that the students' mean score of pretest had improved from pre-test to post-test, 5.87 to 7.80.

Furthermore, the researcher computed the effectiveness of the treatment by using the formula of effect size. As above computation, the effectiveness of the treatment was 1.72 larger than .80 and categorized as large effect on the treatment. Based on both result, the hypothesis of this research has been answered, the first hypothesis is accepted and the second and third hypothesis are rejected.

Herringbone technique is suitable for helping students to reading comprehension. As Jacobs (2010, p. 11) said that the herringbone provides readers with a framework for recognizing and recording main ideas and supporting details during and after reading. In addition, Zygouris-Coe and Glass (2004, p. 2) said that the herringbone pattern is used to help students identify the main idea and the related supporting ideas of a lesson, text, or concept. It helps the students to think about the main idea, supporting idea, and the relationships among them.

Moreover, in view of theoretical framework and related studies, Chika (2013, p. 16) claime that herringbone technique is a structured outlining procedure designed to help students organize the important information in a text. Herringbone technique leads the students to be more active in learning because they will have some activities that increase their knowledge and they will be creative students in the class.

However, the writer also got some advantages when applying this technique to the students in teaching descriptive text. First, Herringbone technique helps the students to find main idea and supporting idea by using herringbone chart. Second, Herringbone technique is useful for the students to get the knowledge. And the last, the students are more interactive in teaching and learning process because they are encouraged to work in group when complete the chart because they have never got this technique before.

Finally, based on the data analysis, the writer found that there was an increasing of the students' achievement in comprehending reading descriptive text. It could be proven by comparing the mean score of the pre-test and post-test. Based on the score indicated students' result in post-test was better than in pre-test. This finding showed that there was a difference score of pre-test and post-test after receiving the treatments.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the research findings and the analysis of the students test result, the writer draws conclusion as follows. 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.

Suggestion

Referring to the result of the research, the researcher gave some suggestions as follows. The teachers are suggested to use Herringbone technique in teaching reading descriptive text, in order to help the students understand the implied meaning of the whole text. Teachers are suggested to explain the use Herringbone technique when applying in learning descriptive text more clearly, in order the students understand what the purpose of finding main idea, supporting idea and the relationship among them in a text. Teachers are suggested to explain how to understand the implied meaning of the whole text easily. Teacher may not ask students translate the story by finding one word to another word. The students should practice a lot of English reading text in order to increase their knowledge and information. The students are suggested to practice their reading by using Herringbone Technique because it can help them solve their problem in learning process.

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