

**THE EFFECT OF HERRINGBONE TECHNIQUE IN  
TEACHING READING RECOUNT TEXT**

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# **The Effect of Herringbone Technique in Teaching Reading Recount Text**

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**Abstract :** The purpose of this study is to know the effect Herringbone technique in teaching reading recount text. This research used quasi experimental design by non-randomly pre test and post test group. This samples were taken from the population students of eighth grade of MTsN 3 Jombang while the samples were VIII S as Experimental group and VIII T as control group that consist 30 students each group. Test was used as instrument. Pre test was given to both groups. Then, Experimental group was taught by using Herringbone technique and control group was taught by using Direct Method in teaching reading recount text. Next, both of groups were given post test. On the statistically computation for post test. The data was analyzed by using ANCOVA SPSS 16.0. The sig. value was 0,000 which is lower than the significant level,  $0,000 < 0,05$ . It could be concluded that Herringbone Technique is effective in teaching reading recount text at eighth students of MTsN 3 Jombang and hypothesis alternative ( $H_a$ ) was accepted. Based on the result of research findings, it can be concluded that Herringbone technique is effective to organize main idea and information detail of the txt. .

**Keyword :** *Reading comprehension, Herringbone technique, Recount text*

## **Introduction**

Nowadays, reading comprehension became a general problem in the world. Each country has the same problem in their teaching and learning process, especially in reading comprehension. One of researcher is Kucukoglu (2013) found the same problem in his research at Turkey that was about reading comprehension.

As we know that, at the end of their educational activities at school, they have to do National Examination as one of requirement for their graduation, so English as one of compulsory subject in national examination. Students in Junior High School and Senior High school have obligation to learn English subject especially in reading skill. Thirty five questions of fifty questions in the national examination are in the form of comprehension questions related to passages or text. Mostly, those questions command the students to use their reading skill to answer the questions. So their reading skill must be increased to answer those questions. Indeed, learning reading comprehension must be learned by students.

There are many kinds purposes in reading activities. According to Fahrurrozy, (2014:83) there are four readers' purposes they are extensive reading, skimming and scanning, reading aloud, and reading comprehension. In this study the researcher will focus on reading comprehension which to find the main idea and the information details of the passages or text. We are as an English teacher may adopt or adapt any innovative method to apply in our learning process with the principles and practices which can support our learning process (Fahrurrazy, 2014:26). The teaching methodology creates effective learning process. For comprehending the passages in comprehension class, the English teacher is better apply innovative reading comprehension technique to the students. The researcher uses graphic organizer to make the students more interested in learning reading.

According to Ningrum (2015:399) teaching using graphic organizers increase students' motivation in learning reading comprehension. Graphic organizer are important and effective teaching in reading comprehension. This technique helps the students to organize idea and information details of the text or passages (MckNight, 2010:50). The one of graphic organizer is Herringbone. This graphic or design is like a fishbone so that is called by Herringbone technique.

## **Review Of Related Literature**

### *A. Definition of Herringbone Technique*

Herringbone technique is graphic organizer that formed like Herringbone or fish skeleton, which develops students to analyze the main idea and information details by plotting the questions of what, where, when, why, who and how. The questions will be put on the diagram or graphic of fish skeleton. The students answer the questions list in the graphic organizer of Herringbone. This technique help the students generate the main idea easily. This technique concerns on cooperation activity on prediction and answering the graphic organizer of Herringbone. It means that this Herringbone technique emphasizes group working rather than individual working.

This technique suitable to comprehend the text, paragraph or passage. In this research this technique concerns to find he main idea and information details of the text. There are more steps in this technique to help the students generate the main idea and information details of the text. There prediction text, finding difficult vocabularies and questioning.

### *B. Instruction of Using Herringbone Technique*

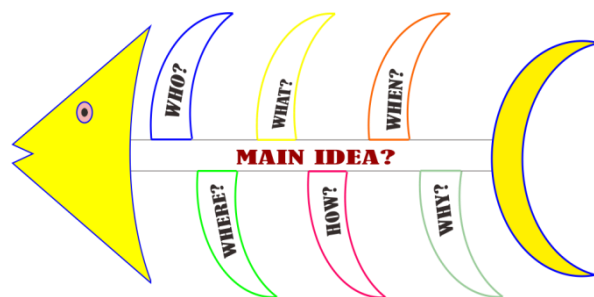
The Herringbone technique develops student's comprehension by plotting questions 5W+1H (what, where, why, who, when and How). Those questions put on a graphic organizer of a fish skeleton. Using those questions students write the main idea and information details on the graphic organizer. There are some steps to apply Herringbone technique in reading comprehension class. These steps adapted from Education Bureau (2011:9). They are as follows:

- 1) The teacher decides into a group, each group are 5-6 students
- 2) The teacher gives graphic organizer of Herringbone (1) that related with the material
- 3) The teacher ask the students to answer the graphic organizer of Herringbone (1) that related with the material, then discussion together by the right answer
- 4) The teacher gives prediction graphic organizer of Herringbone (2) to the student in a group
- 5) The teacher asks the students to choose one of statements of the prediction graphic organizer of Herringbone (2)
- 6) The teacher gives the text and questions graphic organizer of Herringbone (3)
- 7) The teacher asks the students to read the text
- 8) The teacher asks the students to find the difficult vocabularies of the text
- 9) The teachers asks the students to answer the questions graphic organizer of Herringbone (3)

- 10) The teacher and students discuss the right answer graphic organizer of Herringbone (3)

### C. The Advantages and Disadvantages of Herringbone Technique

According to Margareta (2014:3) there were the advantages and the disadvantages of Herringbone technique. The advantages of Herringbone technique were Herringbone technique helps 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 do not get bored when they read the text. Then, the students will have HOTS (high order thinking skill). As we know that, all of students especially in Junior high school have HOTS in new era. While the disadvantage of Herringbone technique is when the students learn material their note-taking will be decreased, but, in this Herringbone technique the students do not decrease note-taking because, the teacher asks the students to find out the difficult vocabularies and the meaning. Automatically it makes the students still have note taking and remember the vocabularies. As many vocabularies that students have, it makes students easier to understand the text.



Picture 2.1 The graphic organizer of Herringbone technique (William and Saunders. 2016)

### D. Definition of Reading

Reading usually means dealing with language messages in writing or printed form, it involves processing language message, hence knowledge (liu, 2010:151). It means that reading is an activity that to get the information whether in writing or printed form. In reading activity a reader try to find much information and messages contents of the passage or text which was known yet before. The writer surely has written contains meaning that wants to be come out dealing with language knowledge.

Reading is one of receptive skill in English teaching and learning besides listening. When listening receive information through spoken language, reading receive many kinds of information from the text or passages. Reading activity often considered as a passive activity in English class. There is interaction between reader and the text during that process, presumably many things are happening (Alderson, 2000: 3). The reader does not look at the printed page, but during the reading process, they try to understand, decode the information in the text. They also try to construct meaning every word, every sentence to become a complete and cohesive meaning.

### *E. Definition of Reading Comprehension*

Reading comprehension is the process of making meaning from the text (Wooley, 2011:15). The goal of reading comprehension is to understand the information the text. The readers try understand that include on the text. It is not the meaning word by word but the meaning overall the text. So, the readers try to find the meaning in a word become a full meaning.

### Micro-skills and Macro-skills of Reading

We knew the differences both micro-skills and macro-skills of reading class. The micro skills itself means that the readers must understand a passage through appearance of the text. They concern the pattern of passage like latter, word, sentence or clause, grammatical word classes like noun, verb, or adjective and grammatical system, such as tenses, agreement, and pluralization. Whereas the macro-skill itself related in broader area. The readers must understand a passage through everything outside the pattern of the text. Like understanding in meaning of the text. This study relates to the macro-skills of reading because the researcher focus on understanding the meaning, finding the main idea and details information of the text

### *F. Types of Reading*

Types of reading also helps us as English teacher to arrange various reading assessment especially in reading class. There are four types of reading (Brown, 2013:189). They are as follows :

- a) Perceptive
- b) Selective
- c) Interactive
- d) Extensive

Based on those types reading above, this study include to the interactive reading. The students activities concern on reading several paragraphs and texts, which it is not more than a page. The students focus on understanding and comprehend some text by applying a learning model and reading comprehension technique

### *G. Designing Assessment Task : Interactive Reading*

The design can be planned through this term of designing assessment task in reading, especially in interactive reading. Brown, (2013:201) has been supposed that there are seven forms of reading assessments in interactive reading.

- a. Cloze Task
- b. Impromptu Reading Plus Comprehension Questions
- c. Short – Answer Task
- d. Editing (Longer Texts)
- e. Scanning
- f. Ordering Task
- g. Information Transfer : Reading Chart, Maps, Graphs, Diagram

In this study the researcher takes impromptu reading plus comprehension question. impromptu reading plus comprehension questions is part of reading assessment form in interactive reading. This form of assessment has some sets of questions that should be answered by students to cover their comprehension, like

main idea and information details based on the text. this study used impromptu reading plus comprehension questions. It is used by the researcher in pre-test and post-test.

#### *H. Teaching Reading in Junior High School*

Teaching English is about the transmission of knowledge from the teacher to the students (Harmer, 2007 :107). Then teaching English in Junior high school is an activity that a teacher transferring knowledge or teach English to the students of Junior high school. English is one of the compulsory subject that must be learned of students of Junior high school, because English subject one of the subject of national examination. Students of Junior high school is expected to get the best score in national examination. It makes the students easier to continue in Senior high school. In teaching learning process the teacher must make the student interested and pay attention in teaching learning process. It makes the students more active and make the students understand the subject easier.

### **Research Method**

#### *A. Research Design*

In this study, the researcher used quantitative research. That is an experimental as a design. The researcher used experimental research because the researcher conducted the research to know the effect of Herringbone technique. The research design in this study used quasi experimental design because the researcher could not choose the sample randomly and the sample in this study had been chosen by the teacher without random assignment. The reason why the researcher used quasi experiment that consider the researcher was not a teacher of the school, so it was impossible the researcher creates new class randomly. In this study there were two groups that taken as the subject of the research, those were control group and experiment group. Control group was taught by Direct Method in teaching learning process and experiment group was taught by Herringbone technique. Furthermore, both classes were given pre-test and post-test.

#### *B. Variable of the Research*

According to Cresswel, (2007:49) a variable refers to an attribute of an organization that can be measured or observed and that varies among the organization being studied. There are two variables which involve independent and dependent variable. They are independent variable and dependent variable. Herringbone technique as Independent Variable and dependent variable is the students' reading achievement.

#### *C. Population and Sample*

The population in this study is eighth grade students of MTsN 3 Jombang. There were 801 students that have been decided to 23 classes namely VIII-A to VIII-W. The samples of his study were students of VIII-S and VIII-T. Then, the researcher decided that experimental group and control group used throw the coin. Then, the experimental group was VIII-S which consists 30 students and the control group was VIII-T which consists of 30 students. The total samples were 60 students.

#### *D. Data collection procedures*

The data collection conducted as follows:

1. The researcher conducted try out pre-test and post test in VIII-A
2. The researcher conducted pre-test to experimental group in VIII-S and control group in VIII-T
3. The researcher conducted treatments to experimental group in VIII-S
4. The researcher gave post-test to experimental group in VIII-S and control group in VIII-T
5. The researcher analyzed the data through statistical formula to investigate the result of this research
6. The researcher concluded the result

#### *E. Research Instruments*

A research can not be separated from the tools for gathering the data namely instrument. Instrument is a tool to measure both social or natural phenomenon on specific way which is called as research variable (Sugiyono, 2011:102). Test is used for measure the student's ability in reading comprehension. According to Ary, et.al (2010:201) a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.

The test has been used for collected the data in the form impromptu reading plus comprehension questions. In this study, test was given twice, they were pre-test and post-test both experimental group and control group. There were 40 questions for pre test and post test.

#### *F. Data analysis*

The result of test is analyzed by Analysis of covariance (ANCOVA). ANCOVA is a statistical technique is used to control for the effect of an extraneous variable known to be correlated with dependent variable (Lyster, 2004) in Larson and Hall (2010:357) The reason why the researcher uses this data analysis because only ANCOVA that can show whether the effect is surely influenced by teaching and learning model or influenced by extraneous variable or covariate. Here, the covariate was the students' background knowledge that was seen from the student's pre-test.

### **Data Analysis**

#### *A. Data Display*

The researcher did the research on 23<sup>rd</sup> October 2018 to 12<sup>th</sup> November 2018 at MTsN 3 Jombang. The researcher did try out before collected the data. The researcher did try out on two groups. They were experimental group and control group. The researcher did content validity of the try out questions. Content validity was done by the researcher to two the researcher's lecturers and an English teacher of MTsN 3 Jombang. The researcher did the construct validity, they were validity and reliability of the instrument. Construct validity to know the appropriateness between instrument to the students. Next, the researcher held test to collect for collecting the data. The test were pre test and post test which were given to the experimental group and control group. The researcher did pre test to both of groups in order to know the prior knowledge or achievement of the students in reading recount text. Then, the researcher taught the experimental



group by using Herringbone Technique and the researcher also taught the control group by using Direct Method. The researcher gave post test to the both of groups. The researcher analyzed the result or students' achievement by using *Analysis of Covariance (ANCOVA)* in *SPSS 16.0 software for windows*.

*B. Data Analysis*

**Table 4.1 Between-Subjects Factors**

Between-Subjects Factors		
	Value Label	N
Learning Model 1	Herringbone Technique	30
2	Direct Method	30

Based on the table above, Learning Model 1 represented learning model for experimental group and Learning Model 2 represented learning model for control group. N on the table above shows the total students each group. The experimental group was eighth grade students (VIII-S) consisted of 30 students and control group was eighth grade students (VIII-T) consisted of 30 students. The experimental group taught by using Herringbone Technique as the treatment. Meanwhile, the control group taught by using Direct Method.

*C. Hypothesis Testing*

**Table 4.2 Tests of Between-Subjects Effects**

**Tests of Between-Subjects Effects**

Dependent Variable:post\_test

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1694.989 <sup>a</sup>	2	847.495	83.527	.000	.746
Intercept	690.667	1	690.667	68.070	.000	.544
Background knowledge of Students	568.323	1	568.323	56.012	.000	.496
<b>Learning Model</b>	768.114	1	768.114	75.703	<b>.000</b>	.570
Error	578.344	57	10.146			
Total	429000.000	60				
Corrected Total	2273.333	59				

a. R Squared = .746 (Adjusted R Squared = .737)

To answer the research problem, the researcher interprets the two important terms of the table above. The table sig. of Learning model is 0,000. To know whether the null hypothesis is accepted or not, it can be seen through the sig. value of the learning model. The table above shows that the sig. value of the learning model is 0,000 and it is lower than 0,05. It means that the null hypothesis is rejected. It shows that the reading comprehension achievement between students who are taught by Herringbone Technique and students who are taught by Direct Method is different.

#### *D. Discussion*

Based on chapter II, Herringbone Technique gives benefit for students. Herringbone technique successfully improved the students' reading comprehension. The students are more interested to learn reading comprehension especially in reading recount text when they predict and answer the questions of Herringbone graphic organizer. According to Day (2005:63) prediction makes the students use their understanding or guessing the text by their own knowledge. In order the students understand the whole of the text, the students do finding difficult vocabularies, it makes the students understand the whole meaning of the text. This technique helped the students to find main idea and information detail of the text (Mardiyani, Apriliani and Bunau, 2015:5). The students easier to find main idea and information detail of the text through the questions that put on the graphic organizer of Herringbone.

#### **Conclusion**

Based on the finding discussion in the previous chapter , it can be concluded that Herringbone technique is effective for teaching reading recount text. it is established through the result of *Analysis of Covariance (ANCOVA)* in *SPSS 16.0 for Windows*. The sig. value of the learning model is 0,000. It is lower than 0,05. It means that  **$h_0$  is rejected and  $h_a$  is accepted**. The null hypothesis is rejected and the alternative hypothesis is accepted means that Students who are taught reading Recount text by using Herringbone technique have significant different achievement from students who are taught reading Recount text by using Direct Method.

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