

**THE EFFECT OF *HERRINGBONE TECHNIQUE* ON STUDENTS' READING
COMPREHENSION IN RECOUNT TEXT AT SECOND GRADE OF SMPN 2 ENAM
LINGKUNG PADANG PARIAMAN**

THESIS

*Submitted as a Partial Fulfillment to Obtain Strata One (S1) Degree
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HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

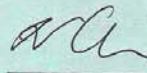
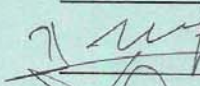
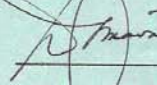

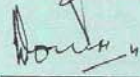
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ABSTRAK

Rafain, Desima. 2013. “*The Effect of Herringbone Technique on Students’ Reading Comprehension in Recount Text at Second Grade of SMPN 2 Enam Lingkung Padang Pariaman*”. Skripsi. Jurusan Bahasa dan Sastra Inggris FBS UNP. Padang.

Penelitian eksperimen ini bertujuan untuk mengetahui pengaruh *herringbone technique* terhadap kemampuan membaca teks *recount* siswa. Populasi pada penelitian ini adalah seluruh siswa kelas VIII SMPN 2 Enam Lingkung Padang Pariaman. Dengan melakukan teknik *cluster sampling*, siswa pada kelas VIII.1 dan VIII.3 ditetapkan sebagai sampel dimana kelas VIII.1 sebagai kelas kontrol dan kelas VIII.3 sebagai kelas eksperimen. Data diperoleh dari test pemahaman membaca siswa terhadap teks *recount* pada *posttest*. Selanjutnya hasil analisa *posttest* siswa dibandingkan dengan *t-table* pada level signifikan 0.05. Dari analisa data tersebut, diperoleh hasil bahwa *t-obtained* pada *posttest* siswa kelas eksperimen adalah 2.8. Dari analisa tersebut, ditemukan bahwa *t-obtained* pada *posttest* (2.8) > *t-table* (2.00). Analisa data juga dilakukan terhadap hasil *posttest* siswa per indikator pada kelas eksperimen. Berdasarkan hasil analisa tersebut diketahui bahwa rata-rata nilai siswa untuk tiga indikator yang digunakan mengalami peningkatan dibandingkan dengan sebelum melakukan penelitian. Hal ini menunjukkan bahwa penggunaan *herringbone technique* dapat meningkatkan kemampuan siswa kelas VIII dalam pemahaman membaca teks *recount*.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Not only does reading skill demand the students to read, but also it demands the students to comprehend what they read. This skill is complex because it involves recognition and comprehension processes. Comprehension is the goal of reading itself. Comprehending a text means that the students should be able to identify topic, main idea, and detail information from the text. The students' reading comprehension about the text being read can be measured from how well they can answer comprehension questions following the text given.

In the School Based Curriculum (KTSP), reading is taught through two kinds of texts in junior high school. They are functional and monolog texts. One of the monolog texts is recount text. The text tells about the experience or event in the past which may be ever faced by the reader. The text has three generic structures. They are orientation, events, and reorientation.

Based on researcher's experience when practiced teaching in the school, students' reading comprehension was still low. It could be seen from the students' scores in reading comprehension test of recount text. From the test, 20 of 37 students got bad marks which were below the minimum passing standard (KKM) that was stated by the school, was 75. There were 18 students who reached KKM. It meant that there were more than 50% students who were poor in reading

comprehension in particular recount text. It proved that the students had a problem in figuring ideas from the written material.

The problem was caused by three causes. First, it was probably caused by lack of the students' background knowledge about the text that would be read. The learners did not have enough background knowledge that related to the text that would be read. It could be seen that they did not know what the text was about. It was also difficult for them to predict the topic of the text before reading the whole text. When the reading process happened, it was hard for them to catch the ideas from the text. The students should have existing knowledge and activate it before reading activity done because it is an important role. By having background knowledge, it will be easier for them to guess the topic being discussed and faster in getting information. Certainly, it affects their reading comprehension so that they can comprehend the text given more easily.

Second, the problem in reading comprehension was caused by lack of students' vocabulary. While reading, the learners came across unknown words. For some students with poor vocabularies, it was difficult to understand the text and the questions available. They tended to look up the dictionary to check those words and interpreted them word by word. By this way, the meaning in a sentence could be changed. They also got difficulty to know the information from the text which was brought into sentences. The readers were not able to comprehend the reading material through word by word.

Third, the students' problem on reading comprehension was also caused by the technique used in teaching reading comprehension. Based on the observation

done in the school, in-text questions technique was the usual technique applied in teaching reading comprehension. In this technique, the students answered the teacher-constructed questions about the reading material while the students were reading. However, this technique was still felt less helpful the students in comprehending the text given more simply. The students also got bored in reading activity because the students just read the whole text first and answered some reading comprehension questions. This technique did not make students active in reading activity and they still got difficulty in organizing ideas like details information and the main ideas or topic sentence in the text.

Based on the causes above, the researcher did a study about the use of herringbone technique to help the students comprehend a text particularly recount text. As Tierney, et. al. (1980:85) suggested, herringbone technique is an effective technique used on reading comprehension. They say that herringbone technique is a structured outlining procedure to obtain the important information in a text which is read by using six basic comprehension questions (who, what, when, where, how, and why). Answers of those question as the information which reader gets from the text read. Such information can be gotten from recount text. That was why the researcher chose recount text to be taught in this study.

Moreover, this technique facilitates the students with an interesting pattern which looks like a fishbone where the students can put the information that have been got in it which are suitable with the questions. The fishbone pattern guides the students to make a statement which represents a topic sentence of the text. Before the students find the information of the text by using the reading

comprehension questions, the students can put unknown words in the pattern of herringbone technique. It makes them easier to comprehend a text.

Referring to the explanation above, the herringbone technique was appropriate to apply in this study. The technique could help the students in understanding recount text. Applying this technique in this research is to see the effect of it on students' reading comprehension in recount text. Therefore, the researcher conducted a study about the effect of herringbone technique on students' reading comprehension in recount text at the second grade of SMPN 2 Enam Lingkungan Padang Pariaman.

B. Identification of the Problem

Based on the background above, there is a problem on students' reading comprehension mainly in recount text. It can be seen from their scores on reading comprehension test were mostly below KKM. The students seemed complicated in comprehending the text. The problem comes from three causes. The first cause is lack of the students' background knowledge. It is difficult for the students to predict and catch the ideas from the text which would be discussed.

The second cause is lack of students' vocabulary. Reading becomes a hard activity when the students' vocabularies are limited. Because of this cause, the students tend to find the unknown words which are faced in the text by using dictionary and translate them word by word. It is inefficient work besides spending much time and making them bored. This way also changes the meaning of the words in a sentence is different.

The last cause is the usual technique which is applied in teaching reading in the school. The students still get difficulty in comprehending a text. The technique makes them less active in learning process. They are not interested in reading activity that can be seen from there is less motivation when the lesson is delivered. Those possible causes above contribute to low scores of students' reading comprehension test in recount text.

C. Limitation of the Problem

Based on the identification of the problem above, this research is limited to the technique which was used to the teaching reading comprehension in recount text at the second grade of SMPN 2 Enam Lingkung Padang Pariaman.

D. Formulation of the Problem

Based on the limitation, the problem of the research is formulated as follow:

“What does the effect of herringbone technique to the students' reading comprehension in recount text at the second grade students of SMPN 2 Enam Lingkung Padang Pariaman?”

E. Purpose of the Research

The purpose of this research is to see the effect of herringbone technique toward students' reading comprehension in recount text.

F. Significance of the Research

By conducting this research, it is hoped giving contribution to the teacher in improving the quality of teaching reading comprehension especially in recount text. By using herringbone technique in this research, it is also hoped it can create a good effect to the students' reading comprehension in particular recount text so that there is an improvement in their reading comprehension.

G. Definition of Key Terms

The keys terms are used in this research as follow:

1. The effect : the result after using herringbone technique on the students' reading comprehension.
2. Graphic organizer : a reading strategy which represents graphic display to help the readers to arrange the ideas from text.
3. Herringbone technique : a reading comprehension technique by using a fishbone pattern to organize main idea and the related supporting ideas by containing six basic reading comprehension questions.
4. Reading comprehension : an ability to understand information which is presented in written form.
5. Recount text : a text which is used to retell past event.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The finding showed that mean of students' posttest that were taught by using herringbone technique were higher than mean of students' posttest which were taught by using in-text questions technique. It meant that teaching reading comprehension by using herringbone technique better than the use of in-text questions.

The mean from both groups were analyzed by using statistical analysis. The result of analysis in posttest was 2.8 which meant that t -calculated higher than t -table. It was found that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. The mean of students' scores on topic/main idea, supporting ideas, and vocabulary improved, above KKM. It meant that by giving herringbone technique gave good effect to the students' reading comprehension.

Furthermore, it can be concluded that herringbone technique gave influence on students' reading comprehension especially in recount text.

B. Suggestions

The result of this research shows that herringbone technique was an effective technique in teaching reading. Based on the result, the researcher suggested as follow. First, it is suggested to the teachers to apply herringbone technique in teaching reading comprehension, especially in teaching recount text

to students. Second, it is also proposed for all students to use herringbone technique to comprehend a text. Third, for the next experts, it is recommended to conduct a research about using herringbone technique in teaching reading comprehension and help the students to understand a text.

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