IMPROVING STUDENTS’ READING COMPREHENSION
BY USING HERRINGBONE TECHNIQUE IN RECOUNT TEXT
AT FIRST GRADE STUDENTS IN SMA N 3 LANGSA

THESIS

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2015M/1436 H
ACKNOWLEDGEMENT

Alhamdulillah rabbil ‘alamin, all praises be to Allah SWT, the lord of the word, who has given the opportunity, fluency, as well as guidance for the writer to finish this thesis entitles “Improving Students’ Reading Comprehension by Using Herringbone Technique at First Grade Students in SMA Negeri 3 Langsa.”

Greeting and blessing the writer says to the great Prophet Muhammad SAW, his family, and his close friends who have brought moslem from the wicked civilization to the good civilization.

Then, this thesis is a partial fulfillment of the requirements for Sarjana degree. In completing this thesis, the writer gives a great appreciation for her parents who have supported her to have spirit and conviction in finishing this thesis.

Thanks are also extended for all teachers and lecturers who have taught and guided the writer. The writer can get a lot of spirit, motivation, support, and guidance when finishing this thesis. Furthermore, the sincere thanks are especially conveyed for Mr. Zulfitri, MA as her main supervisor and Mrs. Dessy Kurniasy, M.Hum as her Co Supervisor. They have guided her best and patiently while the activities guidance of the thesis happened.

In addition, the writer also says thanks for all people, friends, and her relation who have helped and shared the beneficial information so that the writer could finish this thesis in a planned time. May Allah bless you all. Amiin.
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ABSTRACT

Name: Khairun Nisa / Date of birth: Langsa, 14th June 1993. Student’s number: 1042011060. Title of Thesis: “Improving Students’ Reading Comprehension By Using Herringbone Technique In Recount Text At First Grade Students In SMA N 3 Langsa”.

This study entitled “Improving Students’ Reading Comprehension by Using Herringbone Technique in Recount Text at First Grade Students in SMAN 3 Langsa. Reading is a crucial skill for the learners to get the information and main ideas from a text. It is a very useful activity that helps the learners to gain knowledge. Understanding the main idea of a piece of a text is absolutely essential. Through reading, the learners can get information, knowledge, as well as insight. The readers should be able to take some details from the text. In senior high school, the students learn some texts. One of a monolog text is recount text. There are some problems in understanding the text. Almost of students felt difficult and bored when learning any text. Therefore, the selection of what technique that will be applied in learning the text is crucial. Herringbone is a technique that helps students to recognize and record the main idea of reading text by using a visual diagram. It includes six questions on the diagram. Those are what, where, why, when, who, and how. Recount text is one of texts that is suitable in applying Herringbone technique. Therefore, the students are able to take the conclusion from the text easier. The Herringbone technique is a good way in reading to improve students’ reading comprehension. It is done by constructing main idea from a text using a kind of graphic organizer that involved the WH-question. Herringbone technique can lead the students to find the detail of the information in reading text. The sample of this study is the X.8 at the SMAN 3 Langsa. The class consisted of 42 students who less active and motivation in learning English. Furthermore, the researcher tried to apply Herringbone technique in learning Recount text. The objective of this study is to find out whether the Herringbone Technique can improve students’ reading comprehension in Recount Text at SMAN 3 Langsa. The researcher built a Classroom Action Research (CAR) in this study. The action research was done with 2 cycles where each cycles had 2 meetings. It included planning, acting, observing, and reflecting. In collecting the data, the writer used test and questionnaire. The researcher used test items, and questionnaire lists as the research instrument. Those are designed to measure how far the progress of the learning process. The result of this study showed that there was a significant improvement in mastering the reading comprehension of Recount text. The mean score of pre-test was 55.12. In cycle I, the mean score of test was 64.29, and the mean score in Cycle 2 was 77.62. It showed the succeed application. According to
the result, the pre-test and post-test showed that the Herringbone Technique improved the students’ ability in reading comprehension.

Keyword : Reading Comprehension, Herringbone Technique, Recount.

Langsa, Tuesday, November 24th 2015

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CHAPTER I

INTRODUCTION

A. The Background of study

Language is a primary key for people in the world. In communication, it can interpret the purpose of the speaker to interact with another people. Language is also a resource in social life. It helps people to understand the desire of each others. Actually, it can be used when the people can have mutual understanding or get the point of the communication. It means that the listener know well what the speakers’ intention. So that it can produce an effective communication. In education side, it is obligated for the learners to master the communicative competence.

The development of science and technology demand the learners to master the communicate competence. There are four skills that have to be mastered. One of them is reading. Peter said that one of principal skill is reading.\(^1\) Reading is an activity that can not be separated from human life. It is a basic foundation in learning process. Especially in education, the learners have to master reading skill. Every classroom activities force the learners to read. Without reading, another skill can not be applied. Therefore, that is why it said that reading is the basic foundation. It can support the other skill in learning process.

\(^1\) Peter Edward, *Literacy Techniques*, (e-Journal FKIP, Vol.1 No. 3, 2009), P. 10
Reading plays a central role in every English classroom activities. According to Teresa, in the learning process, reading is main instrument.² It is a very useful activity that helps the learners to gain knowledge. Through reading, the learners can get information, knowledge, as well as insight. The various information that is delivered through print media or even verbal media is equipped through writing.³ Therefore, the readers should be able to read well so that the information can be achieved correctly.

Understanding the main idea of a piece of a text is absolutely essential. The readers should be able to take some details from the text. The text usually includes topics, main idea, and supporting details. It can be taken by telling where, who, what, when, why, and how. It helps the readers to understand the point of the writer. Comprehension is raised when the readers can identify the relationship between topics, main ideas, and the details.

In senior high school, the students learn some texts. One of a monolog text is recount text. According to Cogan, recount text is a kind of text to retell event with purpose of either or informing audiences or readers. The text has three generic structures, 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

³ Bukhari, Keterampilan Berbahasa Membaca dan Menulis, (Banda Aceh : Yayasan Aceh Pena, 2010), p. 1
obtained by asking six basic comprehension questions (who, what, when, where, how, and why).

Regarding about the researcher’s experience, the students’ reading comprehension especially in recount text in the school is low. It could be seen from more than 50% students got marks in reading comprehension test of recount text. It means that the students had a problem in reading comprehension the text.

Those problems are caused by some cases. They were minim of students’ background knowledge, lack of students’ vocabulary, and what technique which is suitable used in teaching reading comprehension. Reading is not a simple activity like a lot of sides suppose latest. Students not only see a text, read, and after that it is measured by the capability to answer the sequence of questions that organized according to the text, but it is also influenced by some factors. They are the readers’ internal as well as external.4 Technique is one of external factors that influence the reading skill of the students.

Based on the problem above, the researcher tries to apply the Herringbone technique in teaching reading to improve students’ reading comprehension in recount text. Zygouris-Coe and Glass said that the Herringbone pattern is used to help students identify the main idea and the related supporting ideas of a

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lesson, text, or a concept. In addition, Jacobs also stated that Herringbone is a strategy that helps students to recognize and record the main idea of reading text by using a visual diagram. It includes six questions on the diagram. Those are what, where, why, when, who, and how. This technique is created to improve students’ reading comprehension by compiling the significant information from a text.

The involvement of the teacher to decide reading technique is important so that it can help student to increase their reading skill. There are some techniques that can be chosen by teacher for reading learning, for example Herringbone Technique.

In this context, this study is undertaken to describe whether the Herringbone technique is effective or not. Therefore, the researcher proposed to do a classroom action research and choose Herringbone technique by considering the difficulties that faced by students.

Regarding to the explanation above, The writer is interested to do a research about “Improving Students’ Reading Comprehension by Using Herringbone Technique at Second Grade Students in SMA Negeri 3 Langsa.”

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B. Research Question

This study tries to answer the following question:

Can the Herringbone Technique improve the students’ ability in reading comprehension in recount text at first grade students of SMA Negeri 3 Langsa?

C. Purpose of Study

Based on the problem above, the purpose of this study is to find out whether the Herringbone Technique can improve students’ reading comprehension at first grade students of SMA Negeri 3 Langsa.

D. Significance of the Study

a. For teachers

The writer hopes that this research will give a contribution in the educational side to the development of language teaching and learning about reading comprehension through Herringbone technique. The writer also expects that this research will increase the teacher’s technique in teaching reading about recount text.

b. For curriculum and material developers

They should show an understanding student’s complicated in understanding the reading comprehension, and provide sufficient guidance in
planning teachers’ classroom activities. Therefore, the herringbone pattern can be considered in preparing the teaching material.

c. For students

The students can improve their reading comprehension and increase their reading ability by using technique, such as herringbone technique. Therefore, the students are easy to comprehend the reading text.

d. For the future researcher

Herringbone technique is not only the one of the reading comprehension technique. The result of the research can motivate the future researcher to find another technique that can be applied in reading classrooms. The writer expects that the future researcher can expand the type of reading technique.

E. Scope and limitations of the research

The scope of this research is about reading text. There are several kinds of the text that is studied in classroom. Each kind of those texts has their own purpose. Based on the purpose of the text, texts are divided into some classes.

The limitation of this research is recount text. The researcher chooses this kind of the text because the text is appropriate in implementing the herringbone technique. It includes the six questions in the text. So that it will be easier to apply herringbone technique which also involve the six questions. Therefore, it will increase students’ interest in the reading classroom.
F. Terminology

Terminology is the explanation of keywords. There are some terms which have relation to the title of this study. This discussion is essential to make clear and to make some understanding about the problem. The following terms will be described as follows:

1. Reading

According to Nunan, reading is a process to get the ideas by combining information from a text and their own background knowledge to build meaning.\(^7\) It means that the readers will understand the real meaning from a text by combining the information that gained with their own knowledge.

2. Herringbone Technique

Jones stated that herringbone technique is a kind of graphic organizer strategy in reading comprehension to organize main idea and the related idea of a lesson by containing six questions. The answers of the questions organized in the herringbone pattern. The information can lead the readers to get the topic of the text that they read. The technique can improve the readers’ vocabulary because in using the herringbone pattern, they readers allow to discuss the unknown words found while reading the text.\(^8\)

\(^7\) Nunan, Language Teaching Methodology, (New York, Cambridge University Press, 2003), P.13

\(^8\) Denton. 2007. Effective Instruction for Middle School Students with Reading Strategies, (Journal of Reading Literacy, Vol.28(2), 2009), p. 47
3. Recount

Recount text is a text that relates experiences or retells events for the purpose of informing, entertaining, or reflecting. It is a text that informs the readers about previous experience, it is used to share the writers’ information and experience to the readers.

G. Hypothesis

Based on the research question and purpose of study, there are two forms of hypotheses in this research, they are; Null hypotheses (Ho) and Alternative hypotheses (H_a) as follows;

1. Ho: Herringbone technique is not effective to improve students’ reading comprehension in recount text.

2. H_a: Herringbone technique is effective to improve students’ reading comprehension in recount text.

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9 Literacy Secretariat, *Engaging in and Exploring Recount Writing*, (Government Of South Australia Journal), P.1