

**THE EFFECTIVENESS HERRINGBONE TECHNIQUE IN TEACHING
READING NARRATIVE TEXT
(An experimental Research at the eleventh grade students at SMK Negeri 5
Langsa in Academic year 2014/2015)**

SKRIPSI

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INSTITUT AGAMA ISLAM NEGERI (IAIN)

ZAWIYAH COT KALA LANGSA

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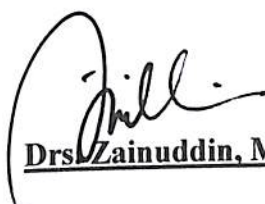
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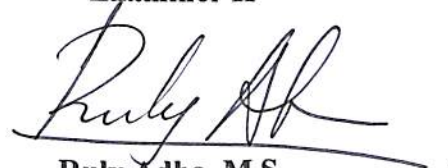
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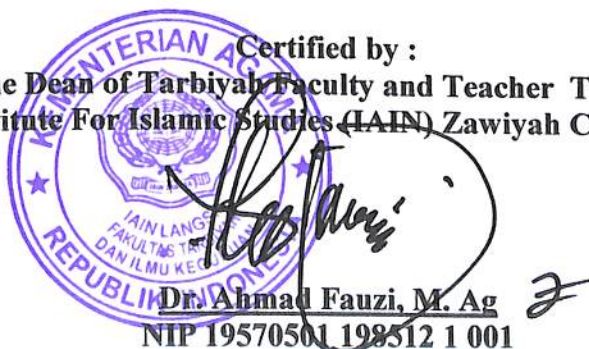
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ABSTRACT

THE EFFECTIVENESS HERRINGBONE TECHNIQUE IN TEACHING READING NARRATIVE TEXT

This final project focused on the research of Herringbone Technique in teaching reading narrative text. The objectives of this study were (1) To find out the achievement of students who are taught by using Herringbone Technique in reading narrative text, (2) To find out the achievement of students who are taught by using Direct Instruction in reading narrative text, (3) To find out whether there is significant difference in the achievement of students between those who are taught by using Herringbone Technique and those who are taught by using Direct Instruction in reading narrative text. In this study, the population was the eleventh grade students of SMK Negeri 5 Langsa in the academic year of 2015/2016. The number of the population is 392 students which were classified into 10 classes. The writer chose XI APKJ as experimental group and XI TU as control group. The writer used experimental research with quantitative research measurement to find the mean. The experimental group was given a treatment by using Herringbone Technique, and the control group was given a treatment by using Direct Instruction. After giving treatments, the two groups were given post-test. The result of study, $t_{\text{value}} = 10,36$. meanwhile $t_{\text{table}} = 1,686$ thus obtained $t_{\text{value}} > t_{\text{table}}$ is $10.36 > 1.686$ at significance level $\alpha = 0.05$, H_0 accepted. It can be concluded that increased understanding of the students on reading. Narrative text by using the herringbone technique in class XI APKJ in SMK 5 Langsa in academic year 2015/2016 was high. It means that there was significant difference in the achievement of students between those who were taught by using Herringbone Technique and by using Direct Instruction in reading narrative text. It can be seen that there was significant difference in the achievement of students between those who are taught by using Herringbone Technique (experimental group) and by using Direct Instruction (control group) in reading narrative text. The writer offered some suggestions. For the teacher, the teacher should give variations in teaching, especially using Herringbone Technique in teaching reading narrative text. For the students, the students should practice a lot of reading English texts in order to increase their knowledge.

Key words: effectiveness, herringbone technique, reading, narrative text.

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CHAPTER I

INTRODUCTION

A. The Background of Research

The crucial point in KTSP curriculum is that teachers should present the material so properly that the students are expected to have at least a good quality of English. In language teaching, the mastery of four language skills (listening, speaking, reading, and writing) is important. Reading is one of the four skills that should be mastered by the students. As a matter of fact, it is not easy for students to read the teaching materials in a foreign language. They have to face new vocabularies and structures which they have not mastered yet. Grellet perceives reading as an important activity in any language class¹. This means that ability to read will contribute to the enrichment of one's knowledge of the world. Therefore, all student are expected to be able to read any kinds of reading material given with comprehension, easier, and enjoyment.

Reading is useful for other purposes too; any exposure to English (provided students understand it more or less) is a good thing for language students². Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts. Reading is getting meaning from the printed page and the process of interpreting

¹ Grellet, M.K.. Developing Reading and Language Skills. London: Longman. p.4

² Harmer J. How to Teach English. New york: longman. 2007. p.96

the written symbols³. Reading involves both the acquisition of meanings intended by the writer and the reader's own contributions in the form of interpretation, evaluation, and reflection on those meaning.

Reading can extend students' knowledge and experience. Moreover, reading can also help the students to develop other language aspects such as word, sentences, structure, and vocabulary. Reading provides some amount of information which is probably important and crucial for the readers to know. Through Reading one can get a lot of information and knowledge he needs. Students should read a lot, in order to get the informations in a text which may concern science, ideas, and facts⁴.

Based on observation in practicing PPL (Program Pengalaman Lapangan) in Senior High School last year, many students couldn't comprehend the text after they had read. Many students found it difficult to apply the text, to read and to recognize the new words. Students use too much processing capacity to read individual word that interferes with their ability to comprehend what is read. They only read the text word by word without comprehending. This condition made them become bored in comprehending the reading text. Shahab adds that the lack of reading comprehension is likely to be caused the assumption that reading is not a daily habit or needs of students even the activity is perceived as boring⁵. Teaching reading skill to students (young learners) is not an easy to do. Students often encounter difficulties when they try to read an english text.

³ Romero, Angelita D. and Rene C. Romero. *Developmental Reading: A Skill Text for College Students*. Manila: Rex Book Store. 2005.p.4

⁴ Harmer J. *How to Teach English*. New york: longman. 2007. p.111

⁵ Shahab, *Reading Instruction for Diverse Classroom: Research based Culturally Responsive Practice*. New York : The Guilford Press.2011.p.67

Reading an English text requires them to have an adequate knowledge of the language and a certain set of skill. Wood (2008:18) states “the difficulty of reading which students face happen because the lack of consideration in applying the appropriate technique and strategy in teaching learning process”.

However, based on the researcher investigation, it was found out that the students get various difficulties in reading. They couldn't grasp the main idea and answer the questions correctly, because the teacher just asks them to read, translate the English text to Indonesian and then answers the questions individually about the text without use appropriate method, technique or strategy in teaching reading. This condition make them do not interest and get bored in comprehending the reading text. Therefore, to overcome problems above, the teacher should consider the most effective and creative teaching strategy to improve students comprehension in reading the text. It is realized that it needs a strategy which can motivate the students read. To solve many problems in reading, the teacher should uses strategies. Teachers must be creative in their ways to teach the lessons to their students. The strategies of teaching should be easy, enjoyable, motivate, stimulate, and improve students' ability.

Teaching reading in English is a difficult task for a teacher. It is often found that the students do not understand the English text that they have already read, or they can understand only a little part of the text. This may be caused by their poor mastery of English vocabulary, grammar and perhaps pronunciation.

All of these are seen as hampering factors in understanding a reading text ⁶. Reading in English as a foreign language is not the same as reading in the students' mother tongue, that is, Acehnese and Indonesian. It makes the students encounter difficulties in vocabulary, structure, pronunciation, etc. Those difficulties sometimes make them bored to read. Thus, reading should be enjoyable; otherwise, the exercise would not be worth teaching. The students think that reading English is not interesting and boring since they do not know the meaning of the words and do not find an interesting book. The students need many kinds of interesting materials so that they feel happy and motivated to learn English. Therefore, the existence of the teaching method is important.

In the process of reading for information, comprehension always play an important role. The students must comprehend what they read so that they understand the writer's ideas. They can not catch any ideas written in the texts, papers, and books if they are not able to comprehend what they read. Thus, comprehension is a crucial factor in reading. Reading is most of its normal uses, implies comprehension. Anytime the students are involved in reading process they deal with comprehending the writer's ideas and message⁷. To comprehend means to understand what is read and to extract ideas from the text.

⁶Gustadevi, Aristha Shan. . *Improving Students' Reading Skill through Herringbone Technique (A Classroom Action Research at the Second Grade of SMP Purnama 2 Surakarta in the Academic Year of 2011/2012)*. Surakarta: Sebelas Maret University. 2012.p.19

⁷ Noss. *Teaching Reading Today's Elementary School*. Boston: Houghton Mifflin.p.16

In reading comprehension, students' reading through a text is directed to find the goals to be reached from reading. In this case, readers must meet their purpose of reading after all activities and completed.

Thus, the prior knowledge influences the readers' comprehension. The readers who have no prior knowledge about what he reads may find it difficult to comprehend the reading passages. So, for those who rich in vocabulary will find it much easier to read and understand the reading text.

Based on researcher's experience when practiced teaching (PPL), the students' reading skill of the eleventh grade students in SMK Negeri 5 Langsa was still low. They still had difficulties in understanding the text. Based on the observation in the classroom and the interview with the teacher and the students, the researcher found that they were difficult in understanding narrative text. The generic structure includes finding detail information and determining the parts of the text. While, the language feature includes vocabulary, finding references, and understanding the tenses.

Based on researcher's experiences when taught in SMK Negeri 5 Langsa, the students' difficulties in reading were caused by some factors that might come from the students and the teacher. Most of the students admitted that they often felt bored when they had to read a text, especially a long and uninteresting topic text. In the class, some students were sometimes seemed to lean over their head on the table and talk each other. They just paid attention to the teacher when they did exercises but if the time given to do it was too long, they began to be noisy again. When they read a long text, they were not so interested because they often did not

understand the meaning of the words used in the text. It was difficult for them to understand the content of the text. However, they were reluctant to bring the dictionary. They just waited until the teacher explained it for them or asked them about the difficult words. Besides, there were some problems that came from the teacher.

Actually, the teacher's way in explaining the materials was clear enough but she was too rivet on the textbook. She usually taught using conventional way by staying in class and doing the exercises on the handbook. She used various techniques and media in teaching rarely. So, the students felt that English lesson was boring. The students were difficult to determine main idea. All of those factors made the students to have low motivation in learning English, especially reading.

Teaching with graphic organizer is teaching technique to increase students' motivation in learning English. Graphic organizers are important and effective pedagogical tools for organizing content and ideas, and facilitating learner's comprehension of newly acquired information⁸. The one of graphic organizers is Herringbone Technique. Herringbone Technique is graphic organizers which represent visual information and concepts in teaching learning process. Herringbone Technique is used for establishing supporting details for a main idea⁹. In addition, Herringbone Technique helps students understand the connections between supporting details to identify a main idea.

⁸ McKnight, Katherine S. *The Teacher's Big Book of Graphic Organizers: 100 Reproducible Organizers that Help Kids with Reading, Writing, and the Content Areas*. San Francisco: Jossey-Bass.2010.p.1

⁹ Ibid.50

Herringbone as an effective technique used on reading comprehension. He also said that to use the herringbone technique is needed six basic comprehension questions (Who, What, Where, How, When, Why) to get the information of the text¹⁰. Herringbone technique is a kind of graphic organizer strategy in reading comprehension to organize main idea and the related idea of lesson by containing six questions. The answer of the questions organized in the herringbone pattern. The information can lead the readers to get the topic of the text that they read¹¹. The technique can improve the readers' vocabulary because in using herringbone pattern, the readers are allowed to discuss the unknown words while reading the text.

By using herringbone technique is expected students can analyze the text easier. This technique is one way to make easier in comprehending the text. The researcher expects this technique will help much in improving students' reading skill and solve the problems in reading class.

Because the reason above, the researcher conducted the research with the title "The effectiveness Herringbone Technique in Teaching Reading Narrative Text (An Experimental research at the eleventh grade students at SMK Negeri 5 Langsa in Academic Year 2015/2016)".

¹⁰ Tierney, A. et al. *Reading strategies and Practice : Guide for improving instruction*. Boston : Allyn and Bacon Inc. 2002. p.17

¹¹ Pearse Jones. *Teaching and Researching Reading*. England: Pearson Education. 2007. p.60

B. The Problem of Research

Based on the background of study, the writer states a research question namely:

1. To what extent is the achievement of students who are taught by using Herringbone Technique in reading narrative text?
2. To what extent is the achievement of students who are taught by using Direct Instruction in reading narrative text?
3. Is there any significant difference in the achievement of students between those who are taught by using Herringbone Technique and by using Direct Instruction in reading narrative text?

C. Basic Assumption and the Hypothesis of Research

1. Basic Assumption

Basic Assumption is the general statement are true, without need to do research again. An assumption that is basic to an argument and no need to be investigated again¹². The basic Assumption in this research are:

1. Herringbone technique is one of technique which helps much to the students in comprehending the text.
2. Reading is one of the important skills in the learning language besides listening, writing, and speaking to be developed in the classroom.

¹² M. Nasir , Ph.D.Metodologi Penelitian. Jakarta: Gallia Indonesia.2003.p.45

2. Hypothesis

Hypothesis is a predictive statement, capable of being tested by scientific methods, that relates an independent variable to some dependent variable ¹³. In this study, there are two hypotheses which are used to answer statically at this study. The hypotheses are presented as follows:

H₀ : There is no significant difference in the achievement of students between those who are taught by using Herringbone Technique and by using Direct Instruction in reading narrative text.

H_a : There is significant difference in the achievement of students between those who are taught by using Herringbone Technique and by using Direct Instruction in reading narrative text.

D. The Purpose of Research

The purposes of the research are:

The objectives of the study can be elaborated as follows:

1. To find out the achievement of students who are taught by using Herringbone Technique in reading narrative text.
2. To find out the achievement of students who are taught by using Direct Instruction in reading narrative text.

¹³ Kothari, C. R. *Research Methodology: Methods & Techniques (Second Revised Edition)*. New Delhi: New Age International (P) Ltd..2004.184

3. To find out whether there is significant difference in the achievement of students between those who are taught by using Herringbone Technique and by using Direct Instruction in reading narrative text.

E. Significances of the Study

The result of the study hopefully provides some advantages as follows:

1. For the English Teachers

The process of this research will be very useful for the teachers to improve their teaching performance in the class. They will get better insight into Herringbone Technique and finally they will realize that Herringbone Technique is also worth trying in teaching reading narrative text especially in Senior High School.

2. For the Students

The process of this research will give the students new and good insight to reading class. They will feel reading class is enjoyable. So, they are willing and able to read.

3. For the Writer

This study is expected will be the one of the alternative references in providing the information for the writer about teaching reading text using Herringbone Technique which can be implemented in SMK Negeri 5 Langsa.

F. Definition of Key Terms

To avoid misunderstanding and misinterpretation, the writer needs to clarify the key terms as follows:

1. Effectiveness

Effectiveness is the extent to which an entity, which can be intentional or non-intentional, achieves a goal, which must be bounded in space, time, and quantity¹⁴. Effectiveness in this paper means to achieve the goal in teaching and learning reading text. The students learn to reach the target in accordance with the criteria in the planning targets.

2. Herringbone Technique

A useful technique for analyzing a single idea or text is the Herringbone technique, so-named because it resembles a fish skeleton¹⁵. Herringbone technique is a study technique involving reading, note-taking, and comprehension of the main idea and supporting details (Edwards, 2003: 32). Herringbone Technique helps the students understand the connections between supporting details to identify a main idea.

¹⁴ Ausenda, Giorgio. On Effectiveness. San Marino: Center for Interdisciplinary Research on Social Stress.2003.p.232

¹⁵ Tierney.At.al.Reading strategies and Practice : Guide for improving instruction. Boston : Allyn and Bycon Inc.2002.p.18