

IMPROVING STUDENTS READING COMPREHENSION OF VIII GRADE STUDENTS AT SMP NEGERI 1 DAKO PEMEAN THROUGH HERRINGBONE TECHNIQUE

Mohammad Raf'i

English Education Study Program
Teacher Training and Education Faculty of Madako University

ABSTRACT

This study is conducted to find out whether there is a significant difference between reading comprehension ability of students at SMP Negeri 1 Dako Pemea who are taught by using Herringbone technique. The method used is experimental method. The instrument for collecting the data is a reading comprehension test. It is conducted in one class (VIII C). The data are obtained through a pre-test and post-test. The researcher uses SPSS 16.0 program to analyze the data collection. The result of the analysis shows that the application of Herringbone technique improves students' ability in reading comprehension. The mean score of pre-test is 39.30 while in the post-test improves up to 73.43. Moreover, the minimum mastery criterion of English lesson is 65 (sixty-five). Then the data of both tests are analyzed by using T_{test} , and the result shows that the T_{count} value is 13.074 greater than T_{table} value is 2.074. It can be inferred that the application of Herringbone technique is very effective to improve students' ability in reading comprehension.

Keywords: Improving, reading comprehension, Herringbone technique

ABSTRAK

Penelitian ini dilakukan untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan membaca pemahaman siswa di SMP Negeri 1 Dako Pemea yang diajarkan dengan menggunakan teknik Herringbone. Metode yang digunakan adalah metode eksperimen. Instrumen untuk mengumpulkan data adalah tes pemahaman bacaan. Penelitian ini dilakukan pada siswa kelas delapan C. Data tersebut diperoleh melalui pre-test dan post-test. Penulis menggunakan program SPSS 16.0 untuk menganalisa data. Hasil dari analisa data menunjukkan bahwa penerapan teknik Herringbone dapat meningkatkan siswa dalam memahami teks bacaan. mean skor pre-test adalah 39.30 sedangkan mean skor post-test meningkat menjadi 73.43. selain itu, nilai ketuntasan minimum (KKM) pelajaran bahasa Inggris adalah 65. Data dari kedua test tersebut dianalisa menggunakan T_{test} dan hasilnya menampilkan nilai T_{count} 13.074 lebih besar dari pada nilai T_{table} 2.074. dapat disimpulkan penerapan berfikir lebih serius sangat efektif untuk meningkatkan kemampuan dalam membaca teks naratif.

Kata kunci: Meningkatkan, pemahaman membaca, teknik Herringbone

1. Introduction

Reading is one of the skills that should be learned and mastered.

There are many definitions of "reading" presented by the experts. The definition is implied by Dallmann, et al states that (1982) Reading is verbal process interrelated with thinking and with all other communication abilities-listening, speaking, and writing, specifically, reading is a process of reconstructing from the printed patterns on the page ideas and information intended by the author. Douglass Brown states that (2003: 183) reading is one of the language exiting skill beside speaking, writing and listening. Beene (1992:12) reading is the process of finding meaning in written character or symbol and interpreting and analysis text.

Reading is complex activity that involved recognition and comprehension process. Comprehension is the goal of the reading. In reading comprehension, students not only read the text but also they understand what they read. Reading comprehension is defined as the level of understanding of a text/message. Reading Comprehension itself is a process of

making sense of writing ideas through meaningful interpretation and interaction with language Dallmann, et al (1982: 25) while According to David Pearson and Dale (1978: 227) Reading comprehension is at once a unitary process and a set discrete process.

Students should master reading skill. A good achievement in reading is important to students. They will get information ideas which can enrich their vocabulary and ideas, but in reality students have problems in learning it. In other words, although the students have studied reading for three semester, they still cannot read with understanding. One of the difficulties encounter by students is how to remember what they have read. It is important to realize that we need to vary reading rate according to our intention in reading and students cannot find the main idea what they after read. It needs to use appropriate method in teaching reading, in order to produce good reading ability. The method is very useful for increasing students' interest and motivation in learning English. So, the learning process will run better and faster.

There are various reading techniques that can be applied in teaching reading. One of them is Herringbone technique. Through this technique the learners are trained to develop comprehension of the main idea through the use of visual diagram of a fish skeleton. The diagram enables the students to plot who, what, when, where, how and why questions. Using the answer to these questions the students write the main idea on the diagram. According to Mcknight (2010: 50), herringbone technique is used to establish supporting details for a main idea. While Thaler (2008: 88), a useful technique for analyzing a single idea of the text is the Herringbone Technique, so-named because resembles a fish skeleton. In addition, Deegan (2006) opinions that the Herringbone technique develops comprehension of the main idea by plotting who, what, when, where, how and why question on visual diagram of a fish skeleton.

There are many kinds of text that students have to be mastered in junior high school, one of them is recount text. Recount is a reconstruction of something happened in the past. According to Cogan (2006) recount text is a kind of text to retell event with purpose of either of informing audiences or readers.

However, Based on the researcher's experience when conducting the observation (PPL) in SMP Negeri 1 Dako Pemean, most of students faced problem on reading especially reading comprehension. Students have difficulties in identifying the information of reading passage, the students could not find the specific information which is included in the text that given by the teacher. The researcher conducted a research to answer the research question *Can Reading Comprehension of VIII Grade students at SMP Negeri 1 Dako Pemean be improved by using Herringbone Technique?*

The researcher expected that this research can give contribution especially about the improvement of reading comprehension.

2. Method of the Research

In conducting this research, the researcher used an experimental research. This experimental design used pre-experimental research design (one group pre- test and post-test design) designed L.R. Gay (1990). The sample of this research was class VIIIc students of SMP Negeri 1 Dako Pemean The total sample was 23 students. The data were collected by using pre-test and post-test. Pre-test was given to the students in the beginning of the research. Then, the post-test was given to the students at the end of the research.

3. Findings and Discussion

3.1 The Result of Pre-test

Pre-test was given to measure the students' achievement in Reading Comprehension before the researcher gave treatment. The result of pre-test can be seen in the following table:

Table 4.1
The Result of Pretest

No	Name	Students' Score	Description	Criteria
1	AS	24	Very poor	Failed
2	MC	20	Very poor	Failed
3	MS	36	Very poor	Failed
4	MN	24	Very poor	Failed
5	FN	36	Very poor	Failed
6	MT	28	Very poor	Failed
7	MZI	40	Very poor	Failed
8	SI	28	Very poor	Failed
9	HL	36	Very poor	Failed
10	FS	68	Fair	Success
11	HA	32	Very poor	Failed
12	RI	32	Very poor	Failed
13	SA	56	Poor	Failed
14	RA	48	Very poor	Failed
15	LH	48	Very poor	Failed
16	NH	56	Poor	Failed
17	MA	32	Very poor	Failed
18	TA	48	Very poor	Failed
19	TE	48	Very poor	Failed
20	SW	32	Very poor	Failed
21	SO	52	Poor	Failed
22	JI	24	Very poor	Failed
23	FY	56	Poor	Failed
	Total	904		

Classification of scoring grade and the Percentage in the Pre-test.

No	Description	Criteria of Mastery	Frequency	Percentage
1	Excellent	90-100	-	0%
2	Very good	75-89	-	0%
3	Fair	65-74	1	4%
4	Poor	50-64	4	17%
5	Very poor	0-49	18	78%
	Total		23	100%

The table above showed that in the Pre-test there were 1 students got Fair score (4%), 4 students got the Poor score (17%), and 18 students got Very Poor score (78%).

3.2 The Result of Post-test

Posttest given by the researcher to know the improvement of the students score in Reading comprehension after applying the treatment. The result can be seen in the table below:

Table 4.3
The Result of Posttest

No	Name	Students' Score	Description	Criteria
1	AS	72	Fair	Success
2	MC	72	Fair	Success
3	MS	72	Fair	Success
4	MN	84	Very good	Success
5	FN	68	Fair	Success
6	MT	76	Fair	Success
7	MZI	72	Fair	Success
8	SI	60	Poor	Failed
9	HL	68	Fair	Success
10	FS	76	Very good	Success
11	HA	72	Fair	Success
12	RI	76	Very good	Success
13	SA	80	Very good	Success
14	RA	92	Excellent	Success
15	LH	80	Very good	Success
16	NH	76	Very good	Success
17	MA	80	Very good	Success
18	TA	68	Fair	Success
19	TE	68	Fair	Success
20	SW	65	Fair	Success
21	SO	80	Very good	Success
22	JI	56	Poor	Success
23	FY	76	Very good	Success
	Total	1689		

Table 4.4
Classification of scoring grade and the Percentage in the Post-test.

No	Description	Criteria of Mastery	Frequency	Percentage
1	Excellent	90-100	1	4%
2	Very good	75-89	10	43%
3	Fair	65-74	10	43%
4	Poor	50-64	2	9%
5	Very poor	0-49	-	0%
	Total		23	100%

The table above showed that in the Post-test there were 10 students got Fair score (43%), 2 students got the Poor score (9%), 10 students got Very good score (43%), and 1 students got excellent score (4%).

3.3 Discussion

The researcher discussed the result of the data analysis of the pretest and posttest accordance to the scope of this research. The discussion is intended to know whether the use of Herringbone technique can improve students' reading comprehension of VIII grade at SMP Negeri 1Dako Pemean or not.

The first step of this research was conducted the pretest. In pretest data, the researcher got the reading comprehension scores of each students as sample. Based on the score, the researcher found that the most of the students got very poor score. Total of the student who got very poor score was 18 (78%), poor 4 (14%), students, and fair 1 (4%) students.

In the second step of this research, researcher conducted the treatment. It was done in five meetings. Researcher taught the students as sample of this research by using Herringbone technique.

From the five meeting of treatment, the researcher taught the students by following procedures were as follow:

a. First meeting

The researcher explained the definition of recount text and the generic structure. Then the researcher introduced Herringbone technique as one of technique include the definition and how to apply Herringbone technique.

b. Second meeting

The researcher gave the reading text and a visual diagram of Herringbone to each students. The students read the text and asked to find specific information and answered the question in the diagram Herringbone. After that the teacher gave test to the students and asked to answer the question.

c. Third meeting

The researcher gave a feedback related the previous meeting. After that, gave the reading text to the students, but it was different with previous text. The students read the passage and asked to find specific information and answered the question of the test.

d. Fourth until five meetings

The researcher gave same activity with second and third treatment but the topic of recount text was different.

4 Conclusion

In line with the findings of the research, the researcher concludes that the research question have been answered. The application of herringbone technique can improve the students' reading comprehension of VIII grade at SMP Negeri 1 Dako Pemean. There is a significant improvement to the students' achievement in learning

reading comprehension by using herringbone technique. It can be seen from the result of each test. The mean score of post-test (73.43) was higher than the mean score of pre-test (39.30). Then, the hypothesis testing showed that the value of T_{count} was greater than T_{table} (13.074 > 2.074). Thus, the hypothesis is accepted.

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