

THE EFFECT OF HERRINGBONE TECHNIQUE ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION OF RECOUNT TEXT OF THE ELEVENTH GRADE

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ABSTRACT

The objective of this research is to find out if Herringbone Technique significantly affects students' reading comprehension of recount text. The design applied in this research was experimental research. The population of this research was the eleventh grade of SMA Al-Hidayah Medan. There were two parallel classes: XI-A and XI-B. Each class consisted of 30 students; thus, the total number of population was 60 students. The whole population was taken as the sample. Cluster random sampling technique was applied to select the group as the research sample. Class XI-A was selected as experimental group and class XI-B was selected as control group. The instrument used to collect the data was multiple-choice test consisted of 20 items. The data were analyzed by using t-test. It was obtained that t_{observed} value was higher than that of t_{table} ($3.46 > 2.00$) with the degree of freedom $df = 58$ at the level of significance $\alpha = 0.05$. It meant that H_a was accepted and H_o was successfully rejected. Thus, it can be concluded that Herringbone Technique significantly affected students' reading comprehension of recount text.

Keywords: herringbone, reading comprehension, recount text

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui jika teknik Herringbone mempengaruhi pemahaman membaca teks recount siswa secara signifikan. Desain yang diaplikasikan pada penelitian ini adalah penelitian eksperimen. Populasi penelitian adalah siswa kelas sebelas SMA Al-Hidayah Medan. Ada dua kelas parallel: XI-A dan XI-B. Masing-masing kelas terdiri dari 30 siswa; sehingga jumlah seluruh populasi adalah 60 siswa. Seluruh populasi diambil sebagai sampel. Teknik pengambilan sampel kluster acak diaplikasikan untuk memilih kelompok sebagai sampel penelitian. Kelas XI-A diilih sebagai kelompok eksperimen dan kelas XI-B dipilih sebagai kelompok kontrol. Instrumen yang digunakan untuk mengumpulkan data adalah tes pilihan ganda yang terdiri dari 20 item. Data dianalisis menggunakan uji-t. Diperoleh bahwa nilai t_{hitung} lebih tinggi dari nilai t_{tabel} ($3.46 > 2.00$) dengan derajat kebebasan $df = 58$ pada level signifikan $\alpha = 0.05$. Hal ini berarti bahwa H_a diterima dan H_o ditolak. Dengan demikian, dapat disimpulkan bahwa teknik Herringbone mempengaruhi pemahaman membaca teks recount siswa secara signifikan.

Kata kunci: herringbone, pemahaman membaca, teks recount

A. Introduction

People around the world use language for communication each other. They have their own language. Language is a system of human communication which consists of the structure arrangement of sounds (or their written representation) into large units like the forms, primarily through oral and written communication as well as using expression of body language. Therefore, language has very important role in life because language is a tool for communication. Without language, it is impossible for everyone to communicate, gain knowledge, interact with each other or learn.

English is one of languages on the world that people try to master. As a foreign language, English is nowadays spoken by many people in formal and non-formal situation because they realize that learning English is essential. English is also important to be studied and mastered by students. In learning English, there are four skills that should be mastered by students, namely listening, speaking, reading, and writing.

One of the important skills in English is reading. Patel (2008) stated that reading is most useful and important skill and this skill is more important than speaking and writing. Hasibuan (2022) wrote that reading is not only just reciting written symbols, but it also requires the readers to understand number of information exists in the text they read. While Rangkuti and Rahmawati (2022) stated that reading are a number of interactive processes between reader and text, in which readers use their knowledge to build, to create, and to construct meaning. In addition, Holden (2004) said reading is one of the important skills to be mastered in learning English and it is considered as the basic skill to recognize the small part of language e.g. words, phrases and sentences.

Reading is a source of joys. Good reading keeps students regular in reading which provide him/her both pleasure and profit. It means that reading is the most important activity in language class. As stated by Rahmawati, Harahap, and Ramlah (2022) that the goals of the reading are to get

information about the content and to understand the meaning of the text. Thus, comprehending the content of the English reading text is a must for students of English. It can be said as well that reading comprehension is a certain process by readers to create meaning through interaction with the text by using prior knowledge to obtain information in the text. In addition, reading comprehension is very important to be mastered by the students because it is the basic of nearly all learning, and a basic requirement to progress in life since the purpose of all reading is to comprehend meaning from the text (Rahmawati, Harahap, and Ramlah, 2022).

Indonesia government has arranged a program that is designed in the 2013 Curriculum for the eleventh grade senior high school students regarding reading comprehension. It is written that students are expected to comprehend reading text particularly recount text. Considering the importance of reading comprehension in language learning as discussed above, the Ministry of Education inserts reading as one of important skills in Curriculum 2013. Based on this curriculum, the basic competence of reading at senior high school is a skill to comprehend the text.

Recount text is one of the genres that should be learned by the students in senior high school level. Studying this genre also has its own difficulties. A recount is a piece of text that retells past events, usually in the order in which they happened as written by Anderson and Anderson (1997) in Mustofa (2016). Knapp and Watkins (2005) in Yuliana (2018) said that recount text is a sequential text that does little more than sequencing a series of events. Recount text itself has the main goal to retell an event happened in the past according to Yuliana (2018). While according to Mustofa (2016), the purpose of a recount is to give the audience a description of what occurred and when it occurred. Generally, recount text will follow the generic structures (Mustofa, 2016) such as orientation (a first paragraph that gives background information about who, what, where and when), events (describe series of event that happened in the

past), and reorientation (optional part which stating personal comment of the writer to the story). The language features (Mustofa, 2016) of recount text will use personal participant (I, my group, etc), use chronological connection (then, first, etc), use linking verb (was, were, saw, heard, etc), use action verb (look, go, change, etc), and use simple past tense.

Students of eleventh grade at SMA Al-Hidayah Medan also face the difficulties when they study this genre. Here, the students reading comprehension particularly in recount text was low. It was showed by the students' scores that almost 50% score of the students was under the KKM (75). The problems found that they couldn't comprehend the text well. They also possessed less vocabulary in English. Therefore, they have difficulties in comprehending the text. Almost all students in reading lesson cannot read fluently. That also added their problem to comprehend the text. They did not know what they have read.

As pointed out previously that the purpose of reading comprehension is to get an understanding of the text rather than to acquire the meaning from individual words or sentences. In short, reading comprehension is the interaction between the readers with the written text to get meaning and message or information from the text. Reading comprehension means the students understand what they have read.

To solve the reading comprehension problem particularly in recount text, English teacher must look for a suitable technique in teaching learning process. One strategy that can be used is Herringbone Technique. According to Firda, Rasyidah, and Kasyulita (2016), Herringbone Technique is a technique that develops comprehension of the main idea by plotting Who, What, When, Where, Why, and How questions on a visual diagram of a fish skeleton. Using the answers to the WH questions, graphic organizer is important and effective educational tools for organizing content and ideas, and facilitating learners' comprehension of newly acquired information (McKnight, 2010). This

technique is made to improve students' reading comprehension by organizing important information in a text. Furthermore McKnight (2010) stated that Herringbone Technique is used to establish supporting details for main idea. This is because the interesting patterns of graphic diagram can attract students' interest and help students to organize and classify information from the text. Herringbone pattern can help students for encoding the information in a manner that increase the ability to answer multiple choice questions.

In short, Herringbone Technique is used for reading comprehension through WH questions or 5W plus 1H. Students must fill the questions in the diagram of fish skeleton. Students read the text material then answer the questions through 5W plus 1H. After that, they comprehend the content.

B. Research Method

This research was conducted at SMA Al-Hidayah Medan. The reason in choosing this location was because similar research has never been conducted at this school. Experimental research design was applied for this research design with two groups involved. They were experimental and control groups. The experimental group was treated by using Herringbone Technique, while control group was treated by applying the descriptive technique. Both of the groups were given the pre-test and post-test in order to know the different effect.

The population in this research was the eleventh grade students of SMA Al-Hidayah Medan which consisted of two parallel classes: XI-A and XI-B. Each class consisted of 30 students. Therefore, the total number of population was 60 students. The sample consisted of two groups namely experimental and control groups. Cluster random sampling was applied in drawing the sample. Classes XI-A was the experimental group and XI-B was the control group. Each group consisted of 30 students. The total number of sample was 60 students.

The procedures for collecting the data was divided into three parts, namely: pre-test, treatment, and post-test. Before

giving treatment, a pre-test was administered to experimental and control groups. Pre-test was used to find out the homogeneity of the sample and the mean score of each group. After administering pre-test, the treatment was conducted. The experimental group was treated by applying Herringbone Technique while the control group was taught by applying descriptive technique.

C. Research Finding and Discussion

As stated previously, the objective of this research was to find out whether Herringbone Technique affected students' reading comprehension in recount text. Based on the calculation of score achieved by the students in pre-test and post-test for both groups, the result showed that the mean score of experimental group was higher than control group. The difference was tested by using t-test formula. The result of the test calculation showed that t-obs value (3.46) was higher than that of t-table (2.00).

Comparing the value obtain and testing the hypothesis set up before conducting the research, the research finding showed that there was a significant effect on students' achievement in reading comprehension of recount text by using Herringbone Technique. The students who were taught by Herringbone Technique achieved higher scores than those who taught using descriptive technique. Thus, it was concluded that H_a was accepted and H_o was rejected.

Based on the finding described above, Herringbone Technique can be an effective technique to help students in achieving higher score in reading comprehension of recount text. This technique can help students in constructing and organizing ideas into a comprehend recount text. Students had opportunities to work collaboratively with their friends in the group and shared their knowledge with other friends and discussed about recount text. It had impact on their scores that the scores in experimental group were higher than those in the control group.

D. Conclusion and Suggestion

In line with the research finding, it is concluded that Herringbone Technique significantly affected on students' achievement in reading comprehension of recount text. It can be seen through the result of calculation by using t-test formula which resulted that t-observed value was higher than that of t-table ($3.46 > 2.00$) with the degree of freedom (df) 58. It means that H_a was accepted and H_o was rejected.

In addition to the conclusion, it is suggested to English teacher to apply Herringbone Technique as an alternative technique in teaching reading comprehension of recount text since this technique can make students feel more interested in reading.

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