



## The Effect of the Herringbone Technique on Reading Comprehension

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**Abstract:** The purpose of this research is to know the effect of the Herringbone technique on students' reading comprehension. A quasi-experimental was used in this research and the sample was 20 students of Guidance and counselling department. Test was used in this research to collect the data and the data was analyzed by paired sample T-test by using SPSS. The result of this research, there was a significant effect of the herringbone to the students' reading comprehension. It can be seen from the value of the t-test that the score was higher than t-table ( $11.212 > 2.086$ ). Therefore, it can be stated that there is a significant effect of Herringbone technique on students' reading comprehension.

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### Introduction

Reading is most essential skill in teaching-learning process. According to Richards & Renandya (2002), reading has a special attention in foreign languages teaching. While according to Grabe (2009) reading is a habit that must be developed, because by reading humans get a variety of information from science. Alyousef (2006) stated that there are interactive process in reading between a text and a reader that leads to reading fluency. Understanding the content of message is the core of reading activities. Permana et al (2019) stated that English has four fundamental skills which ought to be learned by the school students and among these skills, reading is presumed hard to be worked with. This presumption emerges since the activity of reading needs sharp analysis ability and vocabulary mastery. Teaching reading is not just pronunciation of words or phrases, but rather emphasizes the meaning of the content of the text. According to Brown (2004) in foreign language learning, teachers count on students to gain a reading skill. This is so that students can read well. Sumaryani (2015) stated that Reading is not only a source of information and a pleasurable activity, but also a means of consolidating ones knowledge of a language. Teaching reading is a way to help the learners in developing their strategies in reading activities. It is supported by Richards & Renandya (2002) by teaching reading, the students get the information to increase their knowledge, and then teaching reading help the learners in increasing their ability in the reading process. Nunan (2003) said that reading is where students can comprehend text based on what they read. The process is not merely to understand the content of the text but needs to comprehend the text. It is needed because reading related to get the message of text. Moreillon (2007) explained that by having comprehension, the learners can understand the message of the and the goal is the learners understand the written language. Student have to comprehending in part of reading such as finding topic, main idea, language feature, generic and grammatical structure.



Reading technique is an important part for students because it can facilitate to get information from various materials. In reading skills, the students find some problems. The learners have difficulty in understanding content of text and the learners assume that English is difficult to understand. They are not interested and enthusiastic to attend the reading class. This is known when the students are asked about the contents of the text that has been given, most of them hard to find the content of the text.

In this case, the researcher wants to use the right technique that can help students to more easily receive lessons. Students' interest must be developed through some techniques. One of the techniques for teaching reading is using herringbone techniques. According to McKnight (2010) herringbone graphic organizer is used to find supporting information in determining the main idea. Students will get the main idea of a text easily by using herringbone. Then, Deegan (2006) describes that herringbone creates understanding of the main idea by 6 questions on a fish skeleton's diagram. It means that herringbone is a structured outlining designed in helping learners change important message in a text. Ishlahiyah (2017) stated that the reading comprehension of the students is improvement and there is a significant effect of technique toward students'. The second previous study is conducted by Suriani and Jufri (2013). She described that herringbone makes the students to be more active in class because they have activity and it increases their knowledge and creative in the class. The next previous research is conducted by Pambayuningsih (2018), she explained that herringbone is effective in improving student's reading skill for junior high school. Next, according to Bustang (2017) who said that students' skill in reading text is improved after the implementation of herringbone. Further, Budi and Widyawati (2015) described that herringbone applied was qualified in improving the ability of the learners in text especially narrative.

Furthermore, it can be concluded that Herringbone techniques make all students more creative and enthusiastic in reading a text. In the discussion session, they can change the information of text. Therefore, the researcher is interested to learn more about the effect of the herringbone technique in teaching reading for the second semester of guidance and counselling department of Universitas PGRI Madiun.

## **Research Method**

Quantitative research was applied in this research. It was used to test the objective of some theories among some variables by examining the relationship among them Creswell (2009). This research used quasi experimental which uses pre-test – post-test. Quantitative research was for conducting research and the researcher needed subject or population. Creswell (2003) stated that the group of people who have a similar characteristic is called as population.

Sample of this research was second semester of guidance and counselling Universitas PGRI Madiun 2018/2019. The sample consisted of 20 students. The sample was chosen randomly so all classes had the same chance to be selected. Data collection was used to find students learning outcomes. Scoring rubric was used to assess the students score of pretest and posttest. This research used inferential statistics to analyze sample data and the results were applied to populations using t-test which requires homogeneity and normality test. SPSS 16.0 version was used to analyze data. It was a data management and statistical analysis tool which has a very versatile and informative data processing capability.



## Finding and Discussion

The research's result is provided in this section with result of the pretest and posttest. It divides into some tables. Table 1 describes the means score of students in pre and posttest, the next describes the pair sample correlations and last describes result of paired sample T-test.

**Table 1. Paired Samples**

|        |          | Mean    | N  | Stdr. Dev | Stdr. Err Mean |
|--------|----------|---------|----|-----------|----------------|
| Pair 1 | Pretest  | 46.7500 | 20 | 7.48244   | 1.67312        |
|        | Posttest | 74.7500 | 20 | 9.10104   | 2.03505        |

Table above describes students' mean score before teaching by Herringbone technique in students' pretest and the students' mean score of posttest after the herringbone is applied in the classroom. The mean score of the pretest is 46.75 and after applying the herringbone technique increase to 74.75. It can be stated that herringbone makes students easier in reading.

**Table 2. Paired Samples Correlations**

|        |                | N  | Corr | Sig. |
|--------|----------------|----|------|------|
| Pair 1 | Pre & Posttest | 20 | .103 | .665 |

Table above shows the result of correlation between pre and posttest. The value of correlation is 0.103 with a significant 0.665. Because the result of sig (0.665) > 0.05, so it can be stated that no correlation between variable of pre-test and variable of posttest and data in normal distributions.

**Table 3. Paired Samples Test**

|        |                     | Paired Differences |                |                  |   | t         | df      | Sig. (2-tailed) |       |
|--------|---------------------|--------------------|----------------|------------------|---|-----------|---------|-----------------|-------|
|        |                     | Mean               | Std. Deviation | Stdr. Error Mean | 95% Confidence Interval of the Difference |           |         |                 |       |
|        |                     |                    |                |                  | Lower                                     |           |         |                 | Upper |
| Pair 1 | Pretest - Post-test | -2.80000E1         | 11.16856       | 2.49737          | -33.22705                                 | -22.77295 | -11.212 | 19              | .000  |

The data above describe the result of paired sample T-test. The value of t is 11.212 > t table (2.086). It can be said that (Ha) is accepted and (Ho) is rejected. It can be said that there is a significant difference in students reading comprehension after Herringbone technique was applied. It is supported by the result of research by Pambayuningsih (2018), who said that herringbone is effective to teach reading in improving student's reading skills. Next, according to Bustang (2017) who said that the students' skill in understanding text at is improved after the implementation of this technique.

The result shows that the learners who are taught by using the herringbone are more effective than the learners who are taught by using conventional technique. It means that teaching reading using herringbone gives a better influence on students' reading skills. It indicates that the students who asked to do the task can improved reading skill. Through the students' interaction when doing the tasks provide opportunities for them to get new vocabulary and to monitor the language they used. During the tasks, the students can exchange ideas with other students. It shows that teaching reading using herringbone makes



the students better understanding of material and herringbone technique had a significant effect on reading skills. Herringbone technique can be considered as one of an effective technique in reading. Further, It is supported by the result of research by Budi and Widyawati (2015) have mentioned that herringbone technique was qualified in improving the achievement of studentst in narrative text.

### **Conclusion**

The results of using the Herringbone technique in teaching reading gives significant impact on the students reading comprehension. There is a significance effect of herringbone technique in teacing reading for the second semester students of guidance and conselling universitas PGRI Madiun. The learners can improve their reading skill by using this technique. Herringbone makes the students motivated and active in the class to develop their self. It help the students understand the material easily. After doing this research, the researchers have noticed for future researchers, they can take research by combining the Herringbone technique with another skill in teaching English.

### **Suggestion**

After doing this research, the researchers have noticed for future researchers, they can take research by combining the herringbone technique with another skill in teaching English.

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