

**IMPROVING STUDENT'S RECOUNT TEXT READING
COMPREHENSION USING HERRINGBONE TECHNIQUE COMBINED
WITH BUZZ GROUP TECHNIQUE. AN EXPERIMENTAL RESEARCH
AT X GRADE STUDENTS OF SMKN 6 MATARAM ACADEMIC YEAR
2015/2016**



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RATIFICATION

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Tujuan dari penelitian ini adalah untuk meneliti efek dari Herringbone tehnik yang dikombinasikan dengan Buzz group tehnik dalam meningkatkan kemampuan siswa membaca teks recount. Penelitian ini dilakukan pada siswa kelas X SMKN 6 Mataram tahun ajaran 2015-2016. Bentuk penelitian ini adalah experimental dimana kelas X TKJ 1 sebagai kelas experimental dan kelas X TKJ 2 sebagai kelas control. Tehnik pengumpulan data pada penelitian ini melalui test dan dokumentasi. Data diolah dengan mengkalkulasi nilai rata-rata siswa yang diperoleh dari pre-test dan post-test. Data dikumpulkan melalui pre-test, treatment dan post-test. Berdasarkan hasil, ditemukan bahwa nilai rata-rata siswa pada kelas experimental meningkat dari 59.16 ke 79.33 dan melampaui nilai Kriteria Ketuntasan Minimal (KKM) 75. Sementara itu nilai rata-rata siswa kelas control meningkat dari 59.5 ke 67.33 tapi tidak melampaui nilai Kriteria Ketuntasan Minimal (KKM). Sebagai kesimpulan, dapat dikatakan Herringbone tehnik yang dikombinasikan dengan Buzz group tehnik dapat meningkatkan kemampuan membaca siswa kelas X SMKN 6 Mataram tahun ajaran 2015-2016.

Kata kunci : *Kemampuan Membaca, Herringbone Tehnik, Buzz Group Tehnik, Penelitian Experimental.*

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The aim of this study is to find out the effectiveness of Herringbone technique combined with Buzz Group technique in improving students reading ability in recount text. The research was conducted at X grade students of SMKN 6 Mataram academic year 2015-2016. The research design was experimental research where class X TKJ 1 as the experimental class and X TKJ 2 as the control class. Data was analyzed by calculating the student's mean score from pre-test and post-test which were collected during the study. The findings showed that student's mean score in experimental class improved from 59.16 to 79.33 after they were treated with Herringbone technique and passed the Minimum Achievement Standard (KKM) that is 75. While in the control class students mean score improved from 59.5 to 67.33 but did not pass the Minimum Standard Achievement (KKM). As a result, it was found that Herringbone technique combined with Buzz group technique can improve student's reading ability at X grade students of SMKN 6 Mataram academic year 2015-2016.

Keywords : Reading ability, Herringbone Technique, Buzz group Technique, Experimental Research

A. BACKGROUND OF THE STUDY

Reading is one of the ultimate skills that should be mastered because of some crucial reasons. Most of all we can get information besides doing listening or seeing. Reading is not only for academic purposes but also for entertainment for the readers. Harmer (2003:69) states that reading is useful to get information, knowledge and values. Through reading, the learners will get much information about things that happen around them and also get involved in many aspects of life such as science, technology, business, politics, as well as in socioculture and education. Reading can support the learners to master the other language skills such as speaking, listening, and writing. In addition, reading skill can entertain the learners because it is not only done for academic purpose, but it can also help them to refresh their mind. In other words, reading is very essential for learners.

In fact, almost all of the students have learned English since they were at junior high school, even there were some students who have started studying English since they were at elementary school. It is expected that they can understand English easily. However, there were still many senior high school students who get difficulties in understanding the text. There are some factors that make students have difficulty to comprehend text. First, it may be caused by students' limited vocabulary related to the text that will be read. Lack of amount of vocabulary makes them difficult to get the real messages of the text.

Actually, having many vocabularies is needed to comprehend a recount text. Knowing many vocabularies related to the topic of the text is really helpful for the students when they are reading a text. If they have enough vocabularies, they can find the meaning of the text easily. They also will be easy in predicting what the words mean because one word has more than one meaning. The second one is the lack of interest in reading. Uninteresting topic can be one of the

factors that make them not interested in reading a text. For example, the topic is too old or too far from their knowledge or environment. Thus, the students do not want to read the texts. When they are asked to read the text about the topic that is not a new one or unfamiliar with the students, it will be hard for them to comprehend the content of the passage. Furthermore, the next factor is that students feel bored in reading activity. Especially, if the reading text is too long.

There are some kinds of English texts. They are narrative, recount, descriptive, spoof, explanation, procedure, news item, and exposition. Especially for recount text, students have difficulties in comprehending this kind of text. Anwar (2005) states recount text is a report of events or activity in the past. It aims to list and describe past experiences by retelling events in the order in which they happened (chronologic order). The generic structure of a recount text consists of an orientation, events, and re-orientation.

Therefore to overcome the problems, we can use herringbone technique and buzz group technique as the alternative technique of teaching. Aguilera and Jefferson (2004) say herringbone technique is one graphic organized strategy used in reading comprehension. They state that this technique is designed like a fishbone where the main idea is put in central of herringbone pattern and information that support the main idea by telling what, who, where, when, why and how. Meanwhile Buzz group technique is small groups of students who find solutions and report back to the entire class. The researcher believes by combining these two techniques, student's reading skill can be improved because of the advantages of these two techniques. Herringbone Technique provides students with an easier way to comprehend the reading text by mastering six comprehension questions (what, where, when, why, who, how). They can write down every detail about the point in the text in the Herringbone diagram and construct their comprehension

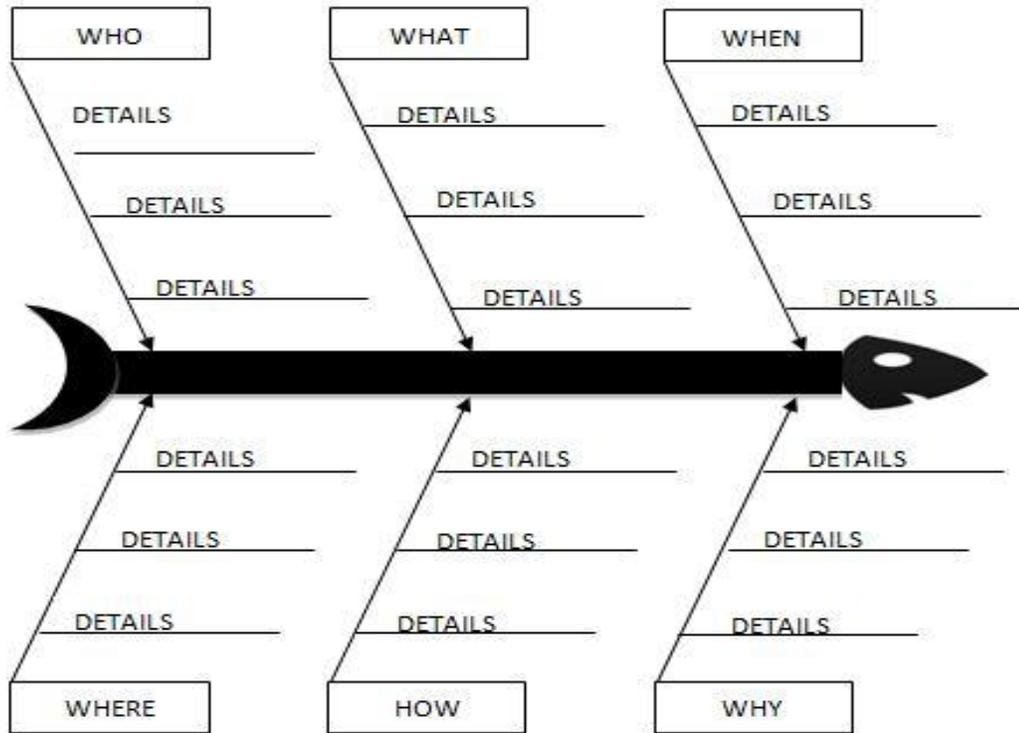
about the text. Buzz Group Technique offers students to discuss the text with their friends in the small group, so they can concentrate in the text. The researcher finds that is difficult for the students to get learning material when they are in the large group and also it is difficult to give attention to the students when they are in the large group, by combining Herringbone Technique and Buzz Group Technique the researcher believes that these two techniques gives students an easier way to concentrate and comprehend the text better.

According to Deegan (2006), Herringbone strategy is a strategy that develops comprehension of the main idea by plotting who, what, when, where, how, and why question on a visual diagram of a fish skeleton, and determine key similarities and differences. It is a kind of technique that develops comprehension of the main idea by plotting who, what, when, where, how, and why questions on a visual diagram of a fish skeleton. Using the answers to the WH questions, the student writes the main idea across the backbone of the fish diagram.

The herringbone technique was introduced first by Tierney, in 1980. They say herringbone technique is a structured outlining procedure to obtain important information from a text which is read by using six basic comprehension questions (who, what, when, where, why and how). All answers are put on a provided fishbone pattern. After getting information of the text through answering those questions, the students create a topic sentence of the text. During doing the task, they work in pair in sharing their ideas. It will make the students easier to do the reading comprehension task.

Aguilera and Jefferson (2004) say herringbone technique is one graphic organizer strategy used in reading comprehension. They state that this technique is designed like a fishbone where the main idea is put in central of herringbone pattern and information that support the main idea by telling what, who, where, when, why and how. The herringbone pattern seems like

a fishbone pattern. There are six reading comprehension questions in that bone (who, what, when, why, how and where). The explanation about the pattern will be discussed as follow:



Buzz group technique is small groups of students to find solutions and report back to entire class. Brewer (1997:72) states that small group is subdivided into groups of two to six persons. Buzz group technique usually last for five minutes and each individual contribute one idea to the group. In buzz group technique each member of the group is responsible for their own duty to find and write the main information (who, what, when, why, how and where) in the text and report the information into the group or entire class

B. METODE PENELITIAN

This research is an Experimental Research. This research is expected to discover the significant effect of herringbone strategy in improving student's reading skill in reading recount

text at senior high school. The researcher use two classes, one of which received the treatment and a similar one does not. The researcher gave pre-test and post-test to the two classes. Pre-test is given to measure the students' reading skill before the treatment. After the treatment, the researcher gave a post-test to see if there is any improvement on the students' reading skill. This design can be illustrated as:



Pretest Administered (O_1) → Treatment Implemented → Posttest Administered (O_2)

According to Arikunto (2010) population is all of individual of subject research. The population of the research was all of grade X students in SMKN 6 Mataram. The total class was 5 classes with three majors. The classes were X BO, X TKR 1, X TKR 2, X TKJ 1, X TKJ 2,

The sampling technique which is used by the researcher is purposive sampling. The researcher uses purposive sampling to choose which class is used in this research because of some conditions and suggestions from teacher who taught English in sample school. Purposive sampling is used to determine sample because of some conditions (Sugiyono, 2011). The researcher choose the area of TKJ and the sample choosen is grade X TKJ 1 as the experimental group and X TKJ 2 as the control group. The students of grade X TKJ 1 consists of 30 students while grade X TKJ 2 consists of 30 students.

C. Finding and Discussion

There were three steps which were taken during the study in collecting the data. Those were pre-test in the first meeting, treatment by applying Herringbone strategy for the experimental group while the control group was not treated by Herringbone strategy, then post-test for both classes in the last meeting. The study was carried out for three weeks, in which the

students of each class were treated for two meetings and two meetings were used to conduct pre-test and post-test. In other words, each class consisted of four meetings. The pre-test was carried out on May 3rd for the experimental group and on May 4th for the control group. After the pretest was carried out, the treatment was given on May 10th, 11th and 17th for experimental group, while control group was given the treatment on May 12nd, 13rd and 19th. Then the post-test was given on May 18th for control group and experimental group on May 20th.

The pre-test and the post-test were given to the students to measure the students' personal ability in reading and answer the recount text before and after applying the treatments.

After that, t-test was used to know whether there is a significant effect of Herringbone strategy on students' reading ability recount text or not. It was found that the lowest score of pre-test for the experimental group was 35 and the highest score was 90, while the lowest score of pre-test for the control group was 35 and the highest score was 85. In the other side, the lowest score of post-test for the experimental group was 50 and the highest score was 95, while the lowest score of the post-test for the control group was 45 and the highest score was 90

There were some students who got high deviation scores after subtracting the score of post-test and the score of pre-test, the deviation score of experimental group is 605 and the square deviation score of the experimental group is 17125. While the deviation score of control group is 235 and the square deviation score of control group is 4875. After that, the researcher computed the mean deviation score (M) and the sum of square of the mean deviation ($\sum X^2$ and $\sum Y^2$) of both groups by using the total of the scores of deviation and square deviation score, and the last is using t-test.

The result could be interpreted based on the statistical analysis of the data obtained. From the different score of the pre-test and the post-test of both groups namely the experimental and

the control group, it is clearly shown that there was a significant effect of using Herringbone strategy on students' reading skill in recount text ability at grade X in SMKN 6 Mataram academic year 2015/2016. It was because the score of the experimental group was higher than that of the control group, in which for the mean of deviation score in the experimental group was 20.1666 and control group was 7.8333. On the other hand, because of the fact that this research used two tails so that the value of the t-test in this research was in the level of .05 (95%) with (2.0017) in degree of freedom (df) 58. It can be seen in table 4.1.4.

Table 4.1.4 Result of t-test and t-table.

t-test	t-table		
	Df	0.05	0.01
4.0779	58	2.0017	2.3923

Table 4.1.4 shows that there is significant effect of using Herringbone strategy in the confidence level of .05 because the t-test result is higher than the t-table. The t-test result is 4.0779 and the t-table is 2.0017. Moreover, in the confidence level of .01 the t-test result is also higher than the t-table. The result of t-test is 4.0779 while the t-table is 2.3923. Therefore, based on the testing hypothesis criteria which was provided in chapter 3 that: if the $t\text{-test} < t\text{-table}$ at the confidence level of .05 (95%) and .01 (99%), it means that H_0 is failed to be rejected. The significant effect showed either in the confidence level of .05 or in the confidence level of .01. In other words, the null hypothesis (H_0) which stated that there is no effect of Herringbone strategy on students' ability in reading is rejected. Thus, it was indicated that the alternative hypothesis (H_a) which stated that there is a significant effect of Herringbone strategy on students' ability in writing descriptive text is accepted. From the result which was found, it can be concluded that Herringbone strategy gave significant effect on students' ability in writing hortatory exposition

text at grade X of SMKN 6 Mataram. It was because the result of t-test was 4.0779, it meant that the t-test in the degree of freedom (58) was higher than the confidence level of .05 (2.0017) and .01 (2.3923), in two tails.

On the other hand, Herringbone strategy gave positive effect on students' ability in reading recount text. It could be seen from the different results of the pre-test and the post-test in the experimental class. In addition, Herringbone strategy was also enjoyable. The Herringbone strategy was easy to implement and created an easy way to understand visual representation of the causes, categories of causes, and the need. Moreover, by using a Herringbone strategy the students were able to focus on the group on the possible causes or factors that influenced the problem or need. Even after the need had been addressed, the Herringbone diagram showed many areas of weaknesses that can be revised. Based on the students' comment also, it was found that Herringbone strategy also helped them to be more detailed in comprehending recount text. As the conclusion Herringbone strategy gave the significance effect on students' reading recount text ability at grade X of SMKN 6 Mataram academic year 2015/2016.

D. Conclusion and Suggestion

Based on the data analysis in chapter IV of this research, it shows that Herringbone strategy is effective to improve students' ability in reading recount text in SMKN 3 Mataram in academic year 2015/2016. The use of Herringbone strategy gives an effect on the students reading recount text. From the data analysis it is found that the t-test value is 4.0779, which is higher than the t-table at the confidence level of .05 (95%) equals to 2.0017, at degree of freedom (Df) 58. Therefore, based on the testing hypothesis criteria: if the t-test < t-table at the confidence level of .05 (95%) and .01 (99%), it means that H_0 is failed to be rejected. However,

if $t\text{-test} \geq t\text{-table}$ at the confidence level .05 (95%) and .01 (99%), H_0 is rejected. Therefore, the null hypothesis (H_0) which stated that there is no effect of Herringbone strategy on students' ability reading recount text is rejected.

It can also be concluded that there is a significant effect of using Herringbone strategy on the students' ability in reading recount text in SMKN 6 Mataram in academic year 2015/2016. This shows that the t-test value was 4.0779, which is higher than the t-table at the confidence level of .01 (99%), equals to 2.3923, in degree of freedom (Df) 58. In other words, the use of Herringbone strategy gives significant effect on the students' ability in reading recount text at grade X of SMKN 6 Mataram in academic year 2015/2016. One of the factors which contribute to the significant effect is the use of visual representation of Herringbone Diagram. This helps the students to think orderly about the causes and effects about the issues. By mastering the six comprehension questions (5W+1H), students are easier to comprehend the text. As the result they get a better understanding about the text than before. Furthermore, by using a Herringbone strategy, the students are able to focus on the group on the possible causes or factors that influence the problem.

After finding the result of the research which gives positive effects to the student's ability in reading recount text using Herringbone strategy, there are some suggestions that the researcher provide as follows:

1. For Teacher
 - a. The teacher should create a good atmosphere in teaching learning process
 - b. The teacher should be more creative and innovative in designing and modifying their teaching strategy and media to make students more comfortable and love the teaching and learning materials.

- c. The teacher also should motivate each other in order to find and share about new information of the teaching and learning development.
2. For Students
 - a. The students are expected to be able to improve their motivation in learning English, especially in reading.
 - b. The students are expected to be able to use this strategy in order to help in brainstorming and comprehending the text.
 - c. The students are also expected to think more conscientiously, more considerate while trying to read text.
3. For Future Researcher
 - a. The future researcher is expected to use this strategy on different types of subject material and different sample.
4. For The Institution (School)
 - a. The teachers should improve their creativity in creating new strategy, productivity and professionalism.

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