IMPROVING THE STUDENTS’ READING COMPREHENSION BY USING HERRINGBONE TECHNIQUE AT THE SEVENTH GRADE OF CLASS-B OF SMPN 2 DEKET

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Abstract: The purposes of this study are to know the process of teaching reading comprehension by using herringbone technique at the seventh grade of class-B of SMPN 2 Deket in the academic year 2012/2013, to know whether Herringbone Technique can improve the students’ reading comprehension or not at the seventh grade of class-B of SMPN 2 Deket in the academic year 2012/2013, and to know the students’ responses towards learning reading comprehension by using Herringbone Technique at the seventh grade of class-B of SMPN 2 Deket in the academic year 2012/2013. This study followed the Classroom Action Research (CAR) steps. The researcher used instruments observation, test, and questionnaire. The research was done in two cycles. The researcher’s findings are: (1) the process of teaching reading comprehension by using herringbone technique are teacher preparation, constructing the herringbone diagram, discussing and making conclusion, (2) Minimal Mastering Criteria/KKM of this research is ≥ 75. The class 86, 35% is classified to be passed the minimum scores criteria. It can be concluded that the herringbone technique can improve the students’ reading comprehension, (3) the students were giving a good response towards learning reading comprehension by using Herringbone Technique with the number of percentage 79, 73%.

Keywords: to improve, reading comprehension, Herringbone Technique
INTRODUCTION
Reading is one of important English skill because it has many functions in human life. Peter (2001:10) stated that one of principal skill is reading. Reading activity is a process to add or developed knowledge in someone’s brain. Students who have a good reading habit, they will be good in speaking, writing, and listening. Reading activity can stimulate reader to give responds such as critics, acceptance or refusal from what they have read. Reading gives big impact in learning process. According to Teresa (2009:57) in the learning process, reading is main instrument. However, in this case the teacher has big impact in order to reach the purpose. It depends on the learning technique which teacher uses. Teacher can classify and use effective technique for the purpose. For junior high school students, reading technique is very important. It is a tool to get more information from book which is important for their knowledge development. The involvement of the teacher to decide reading technique is important so that it can help student to increase their reading skill. There are some techniques that can be chosen by teacher for reading learning, for example Herringbone Technique. In accomplishing Real-Teaching Program at SMPN 2 Deket, the researcher was delegated to have a teaching practice in seventh grade class-B while doing the already scheduled Real-Teaching Program. In overall teaching process evaluation, the researcher noted that students in seventh grade of class B still had some difficulties in comprehending English text. Based on the backgrounds, the researcher took a deep observation entitled “Improving the Students’ Reading Comprehension by Using Herringbone Technique at the Seventh Grade of Class-B of SMPN 2 Deket in the Academic Year 2012/2013”. Referring to the background above, the researcher formulates three basic questions as the research problems:

1. How is the application of teaching reading comprehension by using Herringbone Technique at the seventh grade of class-B of SMPN 2 Deket in the academic year 2012/2013? How are the students’ responses towards learning reading comprehension by using Herringbone Technique at the seventh grade of class-B of SMPN 2 Deket in the academic year 2012/2013?

RESEARCH METHOD
In this research, the researcher does not only acts as the observer but also acts as the instructor. The researcher follows the Classroom Action Research (CAR) steps, they are planning, acting, observing and reflecting. The time of the research action takes about a month, from planning, acting, observing to reflecting. The observation started on April 2nd to April 17th 2013. Two cycles are held, in which every cycle contains two meetings. In each meeting, the researcher carries a test in order to measure the students’ progress during the research. The subjects of the study are the seventh grade of B class students of SMPN 2 Deket in the number of the subjects are 37 students, which consist of 19 male and 18 female. This research uses three data collecting techniques; they are test, observation and questionnaire. The researcher uses test item, observation guide and Questionnaire as research instruments. Data from observation are analyzed by using three steps; data reduction, data display, and drawing conclusion. Data from test are analyzed by using Learning Mastery Formula. Data from questionnaire are analyzed by using Likert Scale and percentage. The criteria of success in this research are students’ score is ≥75 and percentage of the passing students is ≥85%.

DISCUSSION
1. Teaching Reading Using Herringbone Technique
The first step of teaching reading using Herringbone Technique is teacher preparation. Teacher select a story appropriate for the students. And than teacher constructs a Herringbone Technique diagram. For makes students more enthusiastic in using Herringbone Diagram, the researcher uses colorful paper to draw the Herringbone Diagram. Identifying the students’ ability in wh-
question before using Herringbone Diagram is needed, because it consists of wh-question.

Main Idea

Who?  Where?  When?

What?  Why?  How?

Herringbone Diagram

The second step is reading the selection. She chooses narrative text because Herringbone Diagram contains wh-question. The teacher or students read the text and they discuss it. Teacher uses wh questions to construct a discussion. Students answer the question on the appropriate Herringbone Diagram categories they have constructed. The last step is teacher helps students make summary of the text. Writing an order on the white board is needed if the class is too crowded. It makes students to give more attention to the teacher, because sometimes the teachers’ voice cannot reach the class. In teaching reading using herringbone technique, the teacher has important role. The teacher should give variety question to the students. Teacher who being active will influence the students’ active. In the process of using Herringbone Technique teacher should be active. The researcher also tries to give reinforcement in the form of appreciation words for students while teaching process. It makes student confidence in answering and asking or doing the test. By those ways, students can use Herringbone Diagram easily and they can comprehend the text faster.

The Students’ Reading Comprehension Improvement

Can Herringbone Technique be used to improve the students’ reading comprehension at the seventh grade of class-B of SMPN 2 Deket in the academic year 2012/2013? Based on the data taken from the test at two cycles, the analyses are: the mean of test result is 86, 35%, there are 37 or 100% students reach the Student Mastery Learning.

2. Students’ Response Towards the Learning Reading Comprehension by Using Herringbone Technique

a. Data Analysis by Using Percentage

<table>
<thead>
<tr>
<th>Questions</th>
<th>Analyses</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long (the duration) do you read on day?</td>
<td>Most of students answer 10 minutes to 1 hour (51, 35%) in reading and few students answer more than 2 hours (5, 40%)</td>
</tr>
<tr>
<td>Do you like to read English text?</td>
<td>Many students like to read English text (45, 94%)</td>
</tr>
<tr>
<td>Do you have any troubles in comprehending English text?</td>
<td>Students often have any troubles in comprehending English text (78, 38%)</td>
</tr>
<tr>
<td>Does your teacher always use reading technique in teaching reading?</td>
<td>Teachers never use reading technique in teaching reading process.</td>
</tr>
<tr>
<td>Do you feel excited when you study herringbone technique for comprehend English text?</td>
<td>Students very excited when they study Herringbone Technique for comprehend English text (78, 38%)</td>
</tr>
<tr>
<td>Are you interested in studying herringbone technique by using colorful paper?</td>
<td>Students very interested in studying Herringbone Technique by using colorful paper (62, 16%)</td>
</tr>
<tr>
<td>Are you interested in using herringbone technique to comprehend English text?</td>
<td>Students interested in using Herringbone Technique to comprehend English text.</td>
</tr>
<tr>
<td>Is herringbone diagram understandable?</td>
<td>Many students state that Herringbone Diagram is understandable (48, 65%)</td>
</tr>
<tr>
<td>Does herringbone diagram help you in answering narrative text’s questions?</td>
<td>Herringbone Diagram helps students in answering narrative text’s questions (62, 16%)</td>
</tr>
<tr>
<td>If you compare before and after learning using herringbone technique, how do you think about your reading comprehension now?</td>
<td>Students’ reading comprehension increases after learning using Herringbone Technique (62, 16%)</td>
</tr>
</tbody>
</table>

b. Data Analysis by Using Likert Scale

Ideal score total for all items = 4 x 370 = 1480 (If all respondents answer “Very good”). Score taken from analysis = 1180. The number 1180 is located between “Good” and “Very good”. The percentage is:
E = \frac{1180}{1480} \times 100\% = 79.73\% \text{ from the expectation (100\%).}

Based on the students’ response at overall question, the chart shows that 79.73% the teaching reading comprehension by using Herringbone Technique is good.

CONCLUSION
To make a brief and accurate conclusion, the researcher should review the research problems, research findings, analysis and discussion. Based on the research problems, the researcher can draw conclusions as follows:

1. The steps of teaching reading comprehension by using Herringbone Technique.
   Identifying the students’ ability in wh-question is appropriate step before using Herringbone Diagram. To make students more enthusiastic in using Herringbone Diagram, the researcher used colorful paper to draw the Herringbone Diagram. Writing an order on the white board is needed if the class was too crowded. The researcher attempts to give students many kinds of text, so students who get lots of practice get better in reading comprehension. The researcher also tries to give reinforcement in the form of appreciation words for students while teaching process. By those ways, students can use Herringbone Diagram easily and they can comprehend the text faster.
   The steps of Herringbone Technique are: a) Teacher selects reading material; b) Teacher constructs a Herringbone Diagram with the 5W’s+H (who? When? Where? Why? What? How?) and the main idea; c) Students read and write important information about the story in their notebook; d) After discussion, the students write answers on the Herringbone Technique diagram; e) Students discuss answers (5W+1H+main idea); f) The Herringbone Diagram is used for the revision of the story.

2. The improvement of students’ reading comprehension after being taught Herringbone Technique.
   Reviewing the test on the cycle-1 and cycle-2, the result of the learning mastery formula are both significant. Reviewing the KKM/minimal mastering criteria that students can be said succeeded if they can reach score ≥ 75, the mean of final test is 86.35%. It can be concluded that the Herringbone Technique can improve the students’ reading comprehension.

3. The students’ responses towards learning reading comprehension by using Herringbone Technique.
   By the questionnaire analysis and discussion using the Likert Scale (very poor – poor – good – very good), the overall response of the student towards learning reading by using Herringbone Technique is located between “Good” and “Very good” with the number of percentage 79.73% or it can be said that the students give a good response toward Herringbone Technique as the instructional technique.

SUGGESTIONS
There are three major statements suggest by the researcher:
1. For Students
   Reading is a way to increase someone knowledge. It can influence the successful of someone’s curiosity and academic. The students who did not understand the important of reading, they do not have motivation to study. Students should have a big motivation to reading. Because students’ curiosity will be more and more if they have a good reading habit. By using reading technique such as Herringbone Technique, the students can more easily comprehend the text and start intensive in reading.

2. For English Teachers
   Reading activity can stimulate reader to give responds such as critics, acceptance or refusal from what they have read. Reading also gives a big impact in learning process. In this case the teacher has a big impact in order that the purpose can be reach. It is depends on the
learning technique which teacher uses. Teacher can classify and use effective technique for the purpose. For junior high school students, reading technique is very important. It is a tool to get more information from books which is important for their knowledge development. If they did not have a good reading technique, they will be left out to face the information development in many levels. It is better when teachers train their students, because it is useful for learning fluency.

There are many kinds of reading technique that can be used. Herringbone Technique can be an option for teachers who want to strengthen their students’ reading comprehension. English teachers should be more creative in using reading technique to develop the students’ reading comprehension.

3. **For Future Researcher**

As one of reading technique, Herringbone Diagram is not limited just in way of use. It is possible if the future researchers also find another method which can be used in applying way of using Herringbone Technique. The researcher hopes that future researcher can develop the kind of reading technique.

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**BIBLIOGRAPHY**


