

**IMPROVING THE READING COMPREHENSION ABILITY THROUGH THE USE
OF HERRINGBONE TECHNIQUE OF XI GRADE STUDENTS OF SMA NEGERI 11
YOGYAKARTA**

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Abstract: This study was aimed to improve the reading comprehension ability of the eleventh grade students of SMA Negeri 11 Yogyakarta by using the Herringbone technique. This study was action research which consisted of two cycles. The subjects of the study were 31 students of XI IPA 1 of SMA Negeri 11 Yogyakarta. The data used in this study were qualitative and quantitative data. The qualitative data were collected by observing the teaching and learning process and interviewing the students and the English teacher as the collaborator. The data were in the form of field notes, interview transcripts and pictures from the documentation. Meanwhile, the quantitative data were obtained through the students' reading comprehension pre-test and post-test. The data were the students' reading comprehension scores. The findings of this study showed that the use of Herringbone technique was able to improve the students' reading comprehension ability. By using Herringbone technique, the students also showed other reading sub-skills including identifying references, answering questions beginning with what, where, when, who, why and how, finding the stated and unstated details in the text, distinguishing the true and false statements as well as finding the topic and main ideas. Applying Herringbone technique could also improve the students' participation in reading activities. The participation increased by implementing the technique in group and pair discussion. The results were also supported by the quantitative data. The mean scores of the students' reading comprehension test showed improvement from 71.16 in the pre-test to 80.24 in the post-test. Therefore, the use of Herringbone techniques could improve the students' reading comprehension ability.

Keywords: *action research, reading comprehension, Herringbone technique*

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**MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA MELALUI
TEKNIK *HERRINGBONE* PADA SISWA KELAS XI SMA NEGERI 11
YOGYAKARTA**

Abstrak: Penelitian ini bertujuan untuk meningkatkan kemampuan pemahaman membaca siswa kelas 11 SMA Negeri 11 Yogyakarta dengan menggunakan teknik *Herringbone*. Penelitian ini merupakan penelitian tindakan kelas yang terdiri dari dua siklus. Subjek dari penelitian ini adalah 31 siswa kelas XI IPA 1 SMA Negeri 11 Yogyakarta. Data yang digunakan pada penelitian ini adalah data kuantitatif dan kualitatif. Data kualitatif dikumpulkan melalui pengamatan pada proses belajar mengajar dan mewawancarai siswa dan guru bahasa Inggris sebagai kolaborator. Data ditulis dalam bentuk catatan lapangan, transkrip wawancara, dan juga gambar-gambar dokumentasi. Sementara itu, data kuantitatif didapatkan dari skor *pre-test* dan *post-test* siswa. Hasil dari penelitian ini menunjukkan bahwa

penggunaan teknik *Herringbone* dapat meningkatkan kemampuan pemahaman membaca siswa. Dengan mengimplementasikan teknik *Herringbone*, siswa juga menunjukkan kemampuan membaca lainnya seperti mampu mengidentifikasi referensi, menjawab pertanyaan yang dimulai dengan *what, where, when, who, why* dan *how*, menemukan informasi rinci yang dinyatakan dan tidak dinyatakan didalam teks, membedakan pernyataan benar atau salah begitupun dengan menemukan topik dan ide pokok dalam teks. Pengaplikasian teknik *Herringbone* juga mampu meningkatkan partisipasi siswa dalam kegiatan membaca. Partisipasi siswa dengan mengimplementasikan teknik *Herringbone* dalam diskusi kelompok dan berpasangan. Hasil ini juga didukung oleh data kuantitatif. Skor rata-rata pada tes pemahaman membaca siswa menunjukkan peningkatan dari 71,16 pada *pre-test* menjadi 80,24 pada *post-test*. Oleh karena itu, penggunaan teknik *Herringbone* dapat meningkatkan kemampuan pemahaman membaca siswa.

Kata kunci: penelitian tindakan kelas, pemahaman membaca, teknik *Herringbone*

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INTRODUCTION

Indonesia is one of the countries where its people attempt to improve their English skills. This can be seen from how Indonesian government officially obligates the students to learn English starting from the secondary school level. Based on curriculum 2013 revised on 2016, the aim of English subject in the senior high schools is to improve the students' potential in order to have communicative competence relevant to interpersonal, transactional and functional discourse by using texts in the daily life contexts including home, school and society.

Among the four skills of English which are listening, speaking, reading, and writing, reading has a significant role since in the secondary schools most tests such as mid-term tests, school final exams and national examinations will be conducted in the written form containing multiple choice questions. Reading is one of the skills that should be mastered in order to have the ability of receiving the message and gaining knowledge and information from the texts. Additionally, by reading, students can learn the components of language such as texts structure, vocabulary, and spelling to support other language skills. This is one of

the aspects that the students should obtain from reading.

In order to achieve that, the students should have the ability of comprehending the texts, therefore, they need to improve their reading comprehension ability. Reading comprehension is not as simple as understanding the meaning of the text. This understanding exists from the interaction between the written words inside the text and the knowledge outside the text (Keith Rayner, Barbara Foorman, Charles Perfetti, David Pesetsky, and Mark Seidenberg, 2001). The knowledge outside the text includes the background

knowledge that help the reader make sense of what they read by connecting with what they have known, and the situational context which describes a specific circumstance or setting in which an event occurs.

Related to this, teaching reading in secondary school level is very important. The purpose of teaching reading is to develop students' attitudes, abilities and skills required to gain information, to foster and react to ideas, develop interests and eventually having the pleasure of reading through the comprehension (Badrawi, 1992).

Teaching reading in the classroom faced some difficulties since the students' reading comprehension ability is still low. The students took a long time to comprehend the texts or even they were not able to understand the texts at all.

The teacher needs to have a certain technique to handle the learning process of reading in the classroom. Related to this, the writer is interested in conducting a teaching reading comprehension technique. The technique is known as *Herringbone technique*.

According to Thaler (2008), the Herringbone technique is a useful technique for analyzing a text which presented in the form of a fish skeleton. Herringbone Technique consists of a short graphic organizer and it is a concrete way of helping English learners to find the comprehensive idea in a paragraph or passage. The students answer the questions listed in the fishbone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement. By conducting the technique, the writer hopes that the students can greatly understand the main idea of the text with the answers of 5W + 1H questions.

METHODOLOGY

This research was an action research and conducted in two cycles. This was held for five meetings which were two meetings in cycle 1 and three meetings in cycle 2. This research was aimed at improving the reading comprehension ability of XI IPA 1 students of SMA Negeri 11 Yogyakarta through the use of Herringbone Technique.

The research was conducted at SMA Negeri 11 Yogyakarta. It was conducted from July to October 2017. The subjects of this research were 31 students of

XI IPA 1 of SMA Negeri 11 Yogyakarta. The researcher followed the phases as proposed by Kemmis and McTaggart in Burns (2010). The steps of this research were: 1) Reconnaissance, 2) Planning, 3) Action and observation, 4) Reflection.

The research design were in the form of qualitative and quantitative. The qualitative data were analyzed in three steps which are data reduction, data display, and conclusion drawing/verification (Miles and Huberman: 1994). The qualitative data were in the forms of field notes, interview transcripts, photographs. While the quantitative data were obtained from the result of pre-test and post-test. The research validity used in this research were democratic validity, outcome validity, process validity, catalytic validity and dialogic validity (Burns: 1999). Time triangulation and investigator triangulation were used as the reliability in this research.

RESEARCH FINDINGS

In this research, the actions implemented were class discussion on pictures and videos about the concept, function, and benefits of Herringbone technique, working in group or pair discussion using Herringbone technique, listing difficult words relevant to the information needed to complete the Herringbone diagram and implementing various tasks based on the Herringbone diagram: multiple choice questions, true false tasks, completing crosswords by answering short questions.

In this finding, the researcher summarized all of the implementation of the planned action. The aim of this research was to improve the reading comprehension ability of grade XI students of SMA Negeri

11 Yogyakarta through the use of Herringbone Technique. From the objective of implemented actions, the researcher

| | N | Minimum | Maximum | Mean |
|----------|----|---------|---------|--------|
| PreTest | 31 | 33.5 | 82.5 | 71.161 |
| PostTest | 31 | 62.5 | 90.0 | 80.242 |
| Students | 31 | | | |

found out that there was improvement on the students' reading comprehension ability.

In the first cycle, the implementation of Herringbone technique was successful to improve the students' reading comprehension ability. The students were able to understand the texts well, and the students got more interested in reading activity. The students' could also improve their vocabulary mastery. However, some students did not really participate in the reading activity. While doing a group discussion, some students liked to rely on other members of the group instead of participated in the discussions. For those students, the researcher was not really sure whether they had understood the text or not. Then, the researcher decided to make some improvement in implementing Herringbone technique in cycle 2.

In the second cycle, the successful actions were continued yet there was a different action. The students were asked to work in pair discussion to complete the Herringbone chart to encourage the students who did not actively join the discussion to feel more responsible. This action was successful because those students got motivated to do the pair work.

As mentioned above, the implementation of Herringbone technique was successful to improve the students' reading comprehension ability. The researcher also presented the quantitative result of the research which was in the form of students' mean scores of pre-test and post-test. The use of pre-test and post-test was to analyze the progress of the students' reading comprehension ability. It could be seen in the following table.

Table 1. Descriptive statistics of the students mean scores of pre-test and post-test.

The descriptive statistics above showed the difference between the result of pre-test and post-test. In the pre-test, the minimum score was 33.5 and the maximum score was 82.5. Meanwhile, in the post-test, the minimum score was 62.5 and the maximum score was 90. The scores were gotten from 31 students.

Furthermore, the mean scores were improved from 71.161 in the pre-test to 80.242 in the post-test. To make it clearer, the researcher present the data in the figure 3.

From the result of the pre-test and post-test mean scores, it could be concluded that the implementation of Herringbone technique could improve the students' reading comprehension ability in XI IPA 1 at SMA Negeri 11 Yogyakarta.

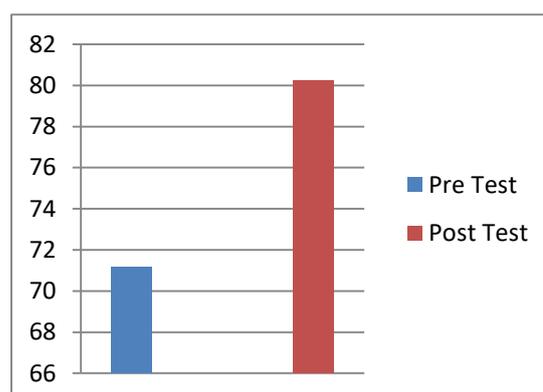


Figure 3. The Chart of Students' Mean score of Pre-test and Post-Test

CONCLUSIONS

The findings of this research which elaborated on chapter IV showed that reading comprehension ability of XI IPA 1 students has improved through the implementation of Herringbone technique. Herringbone technique was used in the two cycles of this study to teach reading. This technique guided the students to be more focus on the essential information provided in the texts.

Additionally, during the teaching and learning process using Herringbone technique, the students were also motivated to improve their vocabulary mastery. By being involved in the use of Herringbone technique, the students found that it was easier for them to gather their ideas in the discussions since the Herringbone chart could help them to organize their ideas in a more visual way. As understanding the English texts became easy for the students, this could encourage the students to be actively participate in the learning process.

Furthermore, based on the quantitative data, the improvement of students' reading comprehension ability could be seen from their mean scores of pre-test and post-test. Before the actions, the students' mean score of pre-test was 71.161. Then, after the implementation of the actions, the mean score was increased. The mean score of post-test was 80.242. This justified that the students' reading comprehension ability have been improved.

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