

## THE EFFECT OF HERRINGBONE TECHNIQUE ON STUDENTS' READING COMPREHENSION OF THE FIRST YEAR STUDENTS AT SMP NEGERI 23 MAKASSAR

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### ABSTRACT

*The aim of his research is that want to know the herringbone technique application is effective to improve student skill in reading, predict, make the conclusion in every paragraph and able to solve the problem of students in understand reading text or discourse. This research is experimental research and conducted at SMP Negeri 23 Makassar. The total of population in Grade VII students are 480 students that shared in 12 classes. The researcher choose sample in class VII-12 are 32 students. The aim of the researcher to choose class VII12 as a subject of the research because the average of the student in this class is stillless to understand the reading text. The result of data analysis in pre-test and post-test showed that t-test score is 36.25 and t-table score is 2.036. The t-test score is better than t-table or ( $t_{36.25} > 2.036$ ). It showed that the students' skill to understand reading text at the end of the research is improved. It can be identified with the significant different between average score in pre-test (3) and post-test (5.8). This research showed that the herringbone technique had tried at the SMP Negeri 23 Makassar and it worked. It appeared that student's English skill in understanding reading text from bad to be better.*

**Keywords:** *herringbone technique, reading comprehension, experimental research, effectiveness*

### INTRODUCTION

Nowadays, the progress of knowledge, science and technology required us to absorb information. Information is merely the most important aspect of our life. Book, magazine, newspaper, bulletin, internet are sources of information we can get if only through reading. Thus, we must read thousands of text to avoid ourselves from out of date.

Teaching reading to students requires many different techniques to avoid boredom and invite students' interest. All techniques, which have been studied earlier such as scanning technique, skimming technique and detailed reading, none is referred as the most effective one. Each of the technique has



uniqueness and features, which may ease the students in preparing or making their reading tasks (Sangkala, I., & ul Haq, M. 2014)

Today, there a lot of information, people should know, and they should find many kinds of information sources that are written in English. Thus, to get information, people should read many kinds of information. Reading is a source of getting information. No one can get much information without reading. Actually, Reading is the easiest and the cheapest way to get information, because it can help to know the simple information to the more complex one. In addition, the main important thing that the readers should have the ability to comprehend what they have read.

Reading is one of the most important skills we need in increasing our personal welfare and social progress. It is cannot be denied that language is an integral part of human life and society. It is used to communicate to express argument or opinion to one another. Without language we cannot develop our education, society tradition and culture, spread global information etc.

Shortly, we cannot do anything without using the language. (Rani,2003:4).In our education system, especially in English teaching. Has made the mastery of all language skills. English as an international language in Indonesia is the first foreign language thought from elementary school up to university. This proves that English subject is important for the Indonesia students.

In teaching English as foreign language,it is necessary to note that there are four skills to be mastered which cover reading, speaking, listening and writing. Among the four skills, reading gets greater attention to analyze than other. As De Boer (1992: 16) states thatone of the best important ways of learning however is through reading, success in school and in life depends in large part on your ability read. In general, people intend to be able to read and understand English text because many scientific books are written in English. However, until now, most of the students still encounter difficulties in reading.

This problem is faced by many lecturers and students who are not fluent in English. One of the difficulties encountered by the students is how to remember



what they have read. It is important to realize that the teacher needs to vary reading rate according to our intention in reading and the students cannot find the main idea what they have read.

Using Herringbone technique is one of the important techniques to make the reading comprehension effective. Some methods have been used in the teaching-learning process of teaching English, but sometimes the methods do not develop the students' knowledge. Therefore, the writer wants to use this technique to improve the students' reading comprehension, especially of the first-year student at SMP Negeri 23 Makassar.

In the writer's point of view, one of the easiest strategies in improving student reading comprehension is the herringbone pattern, because it is a very simple instruction that can ease the student to comprehend a reading passage as well as finding the main idea.

## METHOD

This research used a pre-experimental method with one group pre-test and post-test design. Before giving treatment, the students are given a pre-test. At the end of treatment, the groups of experiment are given the post-test. The design illustrated follows :

Pre-test	Treatment	Post-test
X1	0	X2

Notes : Pre-test = X1  
 : Treatment = 0  
 : Post-test = X2

(Gay, 2006: 225)

The independent variable is the use of the herringbone technique in teaching reading comprehension and the dependent variable of this research is increasing the students' reading comprehension. The population of this research is the fourth semester of English Education Department of Universitas "45" Makassar in the academic year 2014/2015. The number of population is 80 students from two



classes. The sample of this research consisted of 15 students in A class of the fourth semester of English Education Department of Universitas “45” Makassar. The instrument of this research is reading comprehension test. In this test, the writer request students to answer some question. Here, the writer used multiple choice tests which consist of 20 questions.

## FINDING AND DISCUSSION

**Table 1.** Students’ Score and Classification in Pre-Test

No	Initial of Students	Score	Classification
(1)	(2)	(3)	(4)
1	AR	3.5	Poor
2	IS	3.5	Poor
3	SN	2	Very Poor
4	SH	2	Very Poor
5	A	3	Poor
6	MN	2	Very Poor
7	NA	2	Very Poor
8	SA	2	Very Poor
9	MA	2	Very Poor
10	DN	3	Poor
11	TF	2	Very Poor
12	AN	4	Poor
13	AZN	2.5	Very Poor
14	MD	2.5	Very Poor
15	ND	4.5	Poor
16	PN	2	Very Poor
17	AQ	2.5	Very Poor
18	A	3	Poor
19	TP	3	Poor
20	NF	3	Poor
21	MR	2	Very Poor
22	W	5.5	Good
23	AA	2	Very Poor
24	MS	2.5	Very Poor
25	A	4	Poor
26	DT	5.5	Good
27	RA	2	Very Poor
28	MP	4	Poor
29	D	4	Poor
30	K	2	Very Poor
31	N	4	Poor
32	R	4	Poor
Total		95.5	
Mean Score		3	Poor

Source : SMP Negeri 23 Makassar



**Table 2.** Students' Score and Classification in Post- Test

No	Initial of Students	Score	Classification
(1)	(2)	(3)	(4)
1	AR	7	Very Good
2	IS	7	Very Good
3	SN	5.5	Good
4	SH	5	Good
5	A	6.5	Good
6	MN	4.5	Poor
7	NA	5	Good
8	SA	4.5	Poor
9	MA	4.5	Poor
10	DN	6	Good
11	TF	5	Good
12	AN	7.5	Very Good
13	AN	5	Good
14	MD	5	Good
15	ND	8	Very Good
16	PN	4	Poor
17	AQ	5.5	Good
18	A	5.5	Good
19	TP	6	Good
20	NF	5.5	Good
21	MR	4.5	Poor
22	W	8	Very Good
23	AA	4	Poor
24	MS	5	Good
25	A	7	Very Good
26	DT	8.5	Very Good
27	RA	4	Poor
28	MP	7	Very Good
29	D	7.5	Very Good
30	K	5	Good
31	N	7	Very Good
32	R	6.5	Good
Total		186.5	
Mean Score		5.8	Good

Source : SMP Negeri 23 Makassar



**Table 3.** The t-test Value in Students' Reading Comprehension before and after Treatment

t – test	t-table	Comprehension	Different
<b>36.25</b>	<b>2.036</b>	t-test>t-table	Significant

Based on the table 3 after the writer calculated all scores used t–test formula the result of t-test value students' reading comprehension before and after giving treatment in reading test indicated that the t-test value of reading were greater than t-table value ( $36.25 > 2.036$ ). This finding used to determine the hypothesis that occurred in this research as it stated that null hypothesis ( $H_0$ ) is rejected when the value of t-test was greater than the value of t-test, and alternative hypothesis ( $H_1$ ) was accepted. It means that, in this research, automatically the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. Based on the table 3 above there was a significant result between t – table and t–test after applied herringbone technique at SMP Negeri 23 Makassar.

## CONCLUSION

Based on the findings, the writer also concluded that the using of herringbone technique in teaching and learning process at SMP Negeri 23 Makassar could achieved the students competence in learning English especially in reading subject. Besides that, after they joined the class where the herringbone technique was applied the students also more active to follow the class because this method made the students more interest to learn by adding their vocabulary, share their opinion in group and thought the students using “wh” question in order to comprehend the reading test as well as they can get more comprehensible input after the meeting. At the end of the meeting (post – test), most of the students can increase their achievement not only about their vocabulary but also how to answer question much more better than before.



In addition, the writer found that there was a significant difference result of students was 2.036( t- test ) and the level of significance was 36.25. It means that (H0) was rejected and alternative hypothesis ( H1 ) was accepted. In other word, herringbone technique could improve the students' reading comprehension at SMPN 23 Makassar.

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