The Implementation Of Herringbone Technique To Improve Student's Reading Comprehension Of The Eight Grade Student's At UPT SMP Negeri 2 Pangsid

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ABSTRACT

The Implementation of Herringbone Technique to Improve Student's Reading Comprehension of the Eighth Grade Students at UPT SMP Negeri 2 Pangsid. Supervised by Patahuddin and Nasrullah A

This research is based on students' problems related to learning English, especially in students' reading comprehension skills, where students have difficulty understanding the content of texts in English lessons, especially in terms of reading texts. In addition, this study applies the use of Herringbone Technique to assist students in improving their reading comprehension skills. Reading is defined as a scanning process that involves deciphering symbols, words to explain the meaning contained. Herringbone technique is a technique that can give students the opportunity to more easily find ideas contained in a reading with six comprehension questions (5W+1H).

The researcher used a pre-experimental design, with two groups of test designs including pre-test and post-test. The research sample consisted of 21 students from one class taken from the eighth grade population at UPT SMP Negeri 2 Pangsid. This research consists of three stages including: preparation stage, implementation stage, and data analysis stage. The instrument used in this study is a reading comprehension test sheet which aims to determine the extent to which students' learning abilities are.

The results of the tests carried out and data analysis found that students' reading comprehension abilities increased after treatment. With this, the average value of the pretest is 55.23 and the postest is 78.09. From these data, the reading comprehension ability of eighth graders at UPT SMP Negeri 2 Pangsid increased by using the Herrinbone technique. By analyzing the data manually, the result of the t-test score (11.442) is higher than the t-table (a 0.05, from df 21-1 = 20 students = 1.725 This means that the achievement of the eighth grade students' reading comprehension ability at UPT SMP Negeri 2 Pangsid has a significant increase. In conclusion, the use of the Herringbone technique can and is used to improve the understanding of eighth grade students at UPT SMP Negeri 2 Pangsid for the 2021/2022 academic year.

Keywords: Reading Comprehension, Reading, Narrative Text, Herringbone Technique

ABSTRAK

Implementasi Herringbone Teknik Untuk Meningkatkan Pemahaman Membaca Siswa Kelas Delapan Di UPT SMP Negeri 2 Pangsid. Dibimbing oleh Patahuddin dan Nasrullah A

Penelitian ini didasarkan pada masalah siswa terkait pada pembelajaran Bahasa Inggris, terkhusus pada kemampuan pemahaman bacaan text siswa, dimana siswa mengalami kesulitan memahami isi text dalam pelajaran bahasa inggris terkhusus dalam hal membaca teks. Disamping itu, penelitian ini mengaplikasikan penggunaan Herringbone Teknik untuk membantu siswa dalam meningkatkan kemampuan pemahaman bacaan. Membaca didefinisikan sebagai sebuah proses pemindaian yang melibatkan penguraian simbol, kata untuk menjelaskan makna yang terkandung. Herringbone technique adalah suatu teknik yang dapat memberikan kesempatan siswa agar lebih mudah menemukan ide yang terdapat dalam sebuah bacaan dengan enam pertanyaan pemahaman (5W+1H). Tujuan dari penelitian ini adalah utuk mengetahui apakah penggunaan Pembelajaran Herringbone Teknik dapat meningkatkan kemampuan pemahaman bacaan siswa kelas delapan di UPT SMP Negeri 2 Pangsid.

Peneliti menggunakan desain pre-experimental, dengan desain dua kelompok test diantaranya pre-test dan post-test. Sampel penelitian terdiri dari 21 siswa dari satu kelas yang diambil dari populasi kelas delapan di UPT SMP Negeri 2 Pangsid. Penelitian ini terdiri dari tiga tahapan diantaranya: tahapan persiapan, tahapan pelaksanaan, dan tahapan analisis data. Instrumen yang digunakan dalam penelitian ini yaitu lembar tes pemahaman bacaan yang bertujuan untuk mengetahui sejauh mana kemampuan belajar peserta didik.

Hasil dari test yang dilakukan dan analisis data ditemukan bahwa kemampuan pemahaman bacaan siswa mengalami peningkatan setelah dilakukan treatment. Dengan hal ini nilai rata-rata dari pretest yaitu 55,23 dan postest yaitu 78,09. Dari data tersebut kemampuan pemahaman membaca siswa kelas delapan di UPT SMP Negeri 2 Pangsid meningkat dengan menggunakan Herrinbone teknik. Dengan menganalisis data secara manual, hasil dari nilai t-test yaitu (11.442) lebih tinggi daripada t-table (a 0.05, dari df 21-1= 20 siswa = 1.725 Hal ini dapat diartikan bahwa prestasi kemampuan pemahaman bacaan siswa kelas delapan di UPT SMP Negeri 2 Pangsid memiliki peningkatan yang signifikan. Data tersebut mengindikasikan bahwa H0 ditolak H1 diterima. Sebagai kesimpulan, penggunaan Herringbone teknik dapat dan efektif digunakan untuk meningkatkan kemampuan pemahaman bacaan siswa kelas delapan di UPT SMP Negeri 2 Pangsid tahun ajaran 2021/2022.

Kata Kunci: Reading Comprehension, Reading, Narrative Text, Herringbone Technique

The Implementation Of Herringbone Technique To Improve Student's Reading Comprehension Of The Eight Grade Student's At UPT SMP Negeri 2 Pangsid

INTRODUCTION

In this the current situation, the language that is most dominating and obliged to be studied in several countries is English as an international language and in Indonesia English is included in one of the subjects that must be studied from elementary school to tertiary education. English has several skills one of which must be learned is reading is an important skill that must be mastered by students, teachers, doctors, and other professions. Reading is a window to the world By reading people can know many things and increase knowledge. Reading is not a separate process, the four language processes work together to enhance each other's development: speaking, listening, reading and writing. By reading students can improve speaking skills. By listening or listening students can speak and learn new vocabulary. Reading can help students become good writers. This process affects the way people think. There are several definitions of reading from several experts. The first isReading is one of the linguistic skills that students must learn in this new period. Reading has become a critical life activity that can update information Patel & Jain (2008).

Based on (Zwiers, 2014),the purpose of reading is to construct meaning. To the average literate person, reading seems simple enough. in reading, people need to construct the meaning of writing the text. Reading is often important and necessary for students because they can get information from a text or media, through reading which can increase their knowledge. therefore, it is reasonable to say that everyone should be able to read. When learners are reinforced by knowing the context of the text, reading the text in English is not an easy task. Students must have reading comprehension to understand the context of the text. However, when students read a text, they will face several challenges such as vocabulary problems, and also cannot find the main idea in the text.

There are four aspects in language learning as follows, listening, reading, speaking and writing. In all academic studies, a lot of reading is mandatory.Reading offers more than

just access to new information that quantitatively adds to what we already know; it can also lead to a qualitative restructuring and re-evaluation of what we know(Risdianto, 2012). Reading teaching would be better designed to enable students to understand the text. and to make it easier for students to understand the material, and not to make students feel uncomfortable in the learning process, a teacher should choose the appropriate method. A fun learning experience, this method can make students be innovative and immediately compulsory learning.Hamalik (2002) It is said that one of the requirements for a skilled teacher is a teacher who must be able to solve and apply good teaching techniques.

The consideration is the results of the initial survey, it was found that students is difficulty in understanding reading, then they difficult to identifying main ideas, explanatory/detail sentences, therefore, this classroom action research will conduct by applying the Herringbone technique in learning to read in order to overcome the problems experienced by students.

Some of these things have an impact on the results of the average score of students, low achievement assessment scores, some are below 70, the Minimum Achievement Criteria (KKM). According to them, sollution only scours the internet to translate text. However, doing so would cause them to accidentally think about or analyze the text. The fact is that all students have been learning English since they were in junior high school, there are even some students who have started learning English since elementary school who still have difficulty reading. This study will conduct a similar study, using the Herringbone technique to improve students 'reading comprehension, but previous researchers have differences with my research, the material to be taught is different, my research focuses on improving students' reading comprehension of the reading text. Based on the condition of the problem, the researcher found the title "The implementation of Herringbone Technique to Improve

student's Reading Comprehension of the eight grade Student's at UPT SMP Negeri 2 Pangsid".

METHOD

This research used Pre-experimental method, which applied in one group. There is experimental class. The population was eighth grade students' of UPT SMP Negeri 2 Pangsid that consisted by one classes. Class VIII/a, The total numbers of eighth-grade students were 21 students. The instrument of the research was English reading comprehension test. The English reading comprehension test was administrated in the pre-test and the post-test. There were twenty items in each test which was consisted of twenty items multiple-choice questions. Because of this pandemic era, the instrument gave to the students by online learning which was monitored by the researcher via WhatsApp Group. And then, the researcher gave the pre and post-test via Google form application. The question was presented in Google form so the students' answers were automatically sent to the researcher. And for the time allocation of the pre-test was 2 X 40 minutes.

RESULT

As a result pre-test and post-test the researcher found that, After analyzing the data, the researcher found the students' scores and tabulated them in the following section, then the reasercher continued to analyzing the data of the students score in the following parts.

Table 4.1: Percentage of students' reading comprehension scores on the pre-test

NO	Classification	Score	Predicate	Experimental	
				F	%
1.	Very Good	90-100	A	0	0%
2	Good	80-	B	0	0%

No	Classification	Score	Predicate	F	%
.		89			
3.	Fair	75-79	C	0	0%
4.	Poor	74<	D	21	100%
	Total			21	100%

Table 4.1 shows the classification of students' pre-test scores before being given treatment. They amounted to, 21 (100%) of the 21 students who were classified as poor grades, none were classified as sufficient grades, none were classified as good grades, and none were classified as very good. It also shows that before being given treatment all students got unexpected grades where there were more than half of the students who scored with good classifications. It can be concluded that students are still low in reading comprehension.

Table 4.2. Frequency and percentage level scores in the post-test.

NO	Classification	Score	Predicate	Experimental	
				F	%
1.	Very Good	90-100	A	2	10%
2.	Good	80-89	B	10	48%
3.	Fair	75-79	C	5	24%
4.	Poor	74<	D	4	19%
	Total			21	100%

Table 4.2 shows the classification of students' post-test scores after being given treatment. A total of 2 students (10%) got a very good classification, 10 (48%) students got a good classification, 5 (24%) students got a moderate classification and 4 (19%) students got a bad classification. This shows that the post-test students' reading comprehension ability in the pre-experimental class increased after being taught the Herringbone technique.

Table 4.3. Average Score, Standard Deviation, and Difference in Student Means.

Sample	Mean Score	Standard Deviation	
Pre-test	55.23	13.73	
			6.07
Post-test	78.09	7.66	

Table 4.3 shows that the mean scores, standard deviations, and standard deviations of students are different in the pre-test and post-test. The average score of the students on the pre-test was (55.23), the average score on the post-test was (78.09). On the other hand, there was a decrease with the first standard deviation (13.73) to (7.66) and the different standard deviation of the two tests (6.07). This means that the variance of students' reading comprehension levels grew much better from pre-test to post-test.

Table 4.5. T-Test Results

Variable	t-test Value	t-table Value
X1-X2	11,442	1,725

Based on the data in the table, the t-test value (11.442) is higher than the t-table value (1.725) with a pre-experimental class sample (N = 21) and degrees of freedom (df) N-1 = 21-1 = 20 at the significance level (α) 0.05.

DISCUSSION

In this part of the research, the researcher applies the Herringbone technique as one of the techniques in teaching English subjects, especially reading for UPT SMPN 2 Pangsid students. The researcher managed to collect data using two tests to answer the questions. The purpose of this study was to determine the significance and effectiveness of using Heringbone technique in teaching English text reading to improve students' reading comprehension.

Researchers have held five meetings for approximately a month in this part of the study. The first meeting of students working on pre-test exam questions. The researcher then conducted treatment for three meetings in the class in accordance with the method determined in the previous chapter where in the first treatment the researcher conducted teaching and learning by providing a brief explanation of the narrative text and continuing with a brief discussion of the material to be discussed in the first treatment. students who are still confused about what narrative text

Then in the second treatment the researcher begins learning by adding some text elements from the narrative text itself and to make it easier for students to understand the explanations obtained the researcher gives examples in each discussion and in the third or final treatment the researcher conducts the teaching and learning process with students using the WhatsApp application media in the previous treatment as well as researchers distributing narrative text videos as an innovation in the teaching and learning process. After doing the treatment, at the last meeting the researchers then distributed post-test questions to find out whether there was an increase in students' abilities. treatment is done through the Whatsapp application. Then the Pre-test and Post-test were distributed to students via Google Form.

Before discussing reading comprehension in depth and specifically, we need to know what reading comprehension is. Reading is an activity to get meaning from symbols or

printed words and how this ability is used to recognize, understand, and interpret in words. Reading comprehension is associated with the assumption that it is the highest level in the reading process itself which is commonly referred to as a hierarchy. Because understanding skills are not easily mastered by certain levels, especially for students who are in elementary school.

According (Svrcková, 2011: 13) Reading and writing means developing a larger skill set, which allows the functional use of acquired abilities (for example, language) in everyday life. reading is the process of understanding written symbols into spoken and written words, in other words reading can provide a burden of dependence on students for their future learning process and reading can be said to be one of the foundations in learning science.

The researcher found some evidence why the researcher was interested in conducting this research with the aim of improving students' reading comprehension. Based on direct observations that researchers did while at UPT SMP Negeri 2 Pangsid. The researcher found that most of the students still had difficulty in reading comprehension. Only a few students can understand what they read. This happens because teaching is centered on one focus only, namely the teacher who is still used in the learning process, then the students just sit and listen to their teacher.

Seen in broad outline, this certainly shows that the learning process of a student in learning reading comprehension has not been maximized. Another evidence that the researcher found was that the students' reading comprehension ability was still low. In this section, it is proven by the results of reading comprehension observations carried out in the teaching and learning process. They find it difficult to understand the content of the text

Using different and interesting innovations, English teachers should try so that students become more enthusiastic in the learning process, especially in learning reading comprehension. it also supported by (Olson (1997). stated that, reading competence, creates

bias, because it benefits those who acquire the necessary skills, Because literacy provides access to culture and has an impact on thought processes. These three components are the main goals of researchers that must be improved by providing a varied learning process in teaching. it also supported by (Oltra-albiach, et al., 2017), finding attainment in reading competency is not only the basis for achievement in other areas of the education system, but also a condition for successful participation in most areas of adult life.

States by (Kozak, M. (2011). defines Reading as a skill that allows us to get messages, recognize written words (write symbols), understand (understand) their meanings, are used to teach pronunciation and obtain information from the text. (Kocisky., et al., 2017), they argue that reading comprehension differs from information retrieval in that it requires the integration of information and reasoning about events, entities, and their relationships across a complete document. to encourage progress in deeper understanding of language. Another one is to learn to think critically.

The researcher found some facts why the researcher conducted this research with the aim to improving students' reading comprehension. Based on direct interviews that researchers conducted, the researchers survised observations at the UPT SMP Negeri 2 Pangsid. The researcher found that most of the students still had difficulty in reading comprehension special for a text. Only a few students can understand what they read. This happens because students experience laziness to read texts that are too long and the teacher does not provide solutions related to the problem process, this problem is still used in the learning process.

The interaction between students and teachers, as well as the subject matter has not been activated. Meanwhile, students just sit and listen to their teacher, this shows that the reading learning process has not been maximized in teaching reading comprehension. If students have the right thinking skills, they can respond to the text very well. And because of

that, the researcher uses the Herrinbone technique as a technique to help and train students to improve reading comprehension because this technique includes and supports these three factors.

Based on (Deegan, (2006), stated Herringbone Technique is a technique that develops an understanding of the main ideas in the text with a focus on the search, who, what, when, where, why, and how questions on visual diagrams such as fish skeletons. Using the WH answer to a question, (McKnight (2010), states that the Herringbone Technique is used to create supporting details to help with the main idea. In addition, the Herringbone Technique helps students understand the relationship between details and support to identify the main idea. Students only fill out or submit answers to some of the questions in the fishbone graphic organizer. This leads to the text of all the information in a newly created sentence that becomes and becomes the essence of the statement. This is evidenced by the researcher's findings that the problem gives a positive response in the learning process when this technique is applied, most students are more active.

Based on the explanation above, that the Herringbone technique is useful for making students play an active role by using the Herringbone technique as a technique during the learning process, the use of the Herringbone technique in the experimental class makes the learning atmosphere more interesting. When the treatment was applied in the experimental class, students were more enthusiastic and active in participating in English lessons than before using this technique.

The interest of students in following the lesson is a positive result that needs to be improved. The use of appropriate learning techniques is one of the important things and has an influence in achieving learning objectives. The Herringbone technique is proven to improve English reading skills because in learning students are invited to think actively. The use of the Herringbone technique by experimental class students at SMPN 2 Pangsid made

students not feel bored and made the learning atmosphere better. This can be seen from the enthusiasm of students during the lesson. Boredom when taking text reading lessons is also reduced by using the Herringbone technique.

This support by the explanation above for consideration in this study, there are several tables that show the results of the data. Before researcher being given treatment, students' reading comprehension ability was categorized as poor, as evidenced in the results of the study in table 4.1. Of the 21 (100%) of the 21 students classified as poor grades. All students got unexpected grades where more than half of students got scores with poor classification. It can be concluded that students are still low in reading comprehension. Then after being given treatment three times to the students, the students' reading comprehension ability was categorized as good.

Table 4.2, where 48% of students get a good classification and 24% of students get a moderate classification. The categories included in the diagram are the main ideas in the ribs with examples of "who, where, what, why, when, and how" are in the ribs, and can be changed to fit the specific text the student is reading. this supports the researchers' findings in the learning process where students are easy to communicate, do assignments, share ideas and this has an impact on the acquisition of students' reading comprehension scores.

Table 4.3 shows the standard deviation and standard deviation of student achievement in the pre-test and post-test. The table shows that the mean score of the students 'pre-test was 55.23 and the mean score of the students' final test was 78.09. While the standard deviation in the pre-test was 13.73 and in the post-test was 7.66 with the gain 22.85. This shows that the standard deviation variant has decreased before and after treatment. This happens because the researcher provides the maximum process for students in the learning process using Herringbone technique.

Table 4.5 shows the results of the t-test. The t-test value 11,442 was higher than the t-table value 1,725. That is, the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. This shows that there is a significant.

This support by (Yusuf et al., 2016) The Herringbone Technique is a concrete way to help English Learners find comprehensive ideas in each paragraph or section. Students answer a list of questions on the fishbone graph. This will lead to the synthesis of the information read in one sentence, which will become the main idea statement.

Based on the explanation of the findings above, the researcher believes that the use of the Herringbone technique in the teaching and learning process can improve the reading comprehension ability of grade VIII students of UPT SMPN 2 Pangsid. This technique is proven to make students respond positively during the learning process because most students are more active and enthusiastic.

There are some researchers who have conducted previous research to improve students' reading comprehension by using the Herringbone technique. In using the Herringbone technique, besides making students more critical, it is also effective in improving students' reading comprehension. Study by (Amumpuni, RS (2019). that research talk about The Effect of the Herringbone Technique on Reading Comprehension, and his found that this 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. This theory is supported by the findings of researchers in the field when conducting research, researchers found that students proved to be very active and think critically during learning.

This theory is supported by researchers findings in the field when conducting research, and this study has similarities with what the researchers found although each learning has differences in technique and material but, students also enjoy, researchers found that students proved to be very active and able to identify reading texts during the teaching process. The use of Herringbone strategy with student achievement in understanding narrative texts in second grade students has a positive and significant effect on increasing students' reading comprehension.

State by (Nurlinda, S (2018), The purpose of this research to find out the problems of students having difficulty in reading comprehension and low about reading motivation, and concluded that by using herringbone technique, it helps students identify the main idea and finding the important information of the text by plotting who, what, where, how, and why questions on a visual diagram of a fish skeleton, so that the students easily to absorb the material that is why this technique can improve the comprehension effectively, then the strategy can run well effectively if they are interested in finding information from the text. By providing texts that students like, such as narrative texts, motivation or rewards for students will be formed through reading.

This research has similarities with the research of researchers, the same thing is have the same technique and data collection process as well as the selection of an experimental class in this study which is one of the researchers' references for applying herringbone techniques and reading comprehension in junior high school.

In another study by (Husna, H. (2018), found in her research The Implementation of Herringbone Technique in Teaching Reading Comprehension at the Eleventh Grade Students of Madrasah Aliyah Negeri 3 Madiun. That students enjoy the learning by using herringbone technique. The result of students' responses toward herringbone technique based on interview with some students are, they are easy to understand, comprehend and get the

information from the reading text. When learning process the students are enthusiastic and try their best to answer some questions from the teacher.

The Researchers conducted research by taking all students in the class as research subjects, then researchers used some data instruments to collect data, namely: observation, reading test, Pre test and post test. The researcher concludes that using different techniques or strategies can make students more active in the learning process. Researchers believe that the Herringbone technique can help improve the reading comprehension ability of grade VIII UPT SMPN 2 Pangsid students.

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