ABSTRACT


**Key word:** Reading Comprehension, Herringbone Technique

Reading is one of the important skills in English. However, in this research, many students especially the tenth grade students have difficulty in reading. One of the problems faced by students is vocabulary. Based on the problem above, it was important to overcome the students’ problem. Therefore, it is important to do a research entitled “Improving the Tenth Grade Students’ Reading Comprehension through Herringbone Technique.”

In this research, the problem is “how can the use of Herringbone Technique improve the X B students’ reading comprehension at SMA Unggulan BPPT Darus Sholah in the 2013/2014 academic year?” and the objective of this research referring to the research problem is to know how the use of Herringbone Technique improve reading comprehension in the 2013/2014 academic year.

The design of the research is classroom action research. This research covered four stages of activities. They were planning, implementing, observing, and reflecting of the action. The subject of this research was class X B of SMA Darus Sholah Jember consisting 28 students. In order to analyze the data of students’ reading comprehension score, percentage formula is used. In this research, the primary data were collected from the reading test by using Herringbone Technique and from the observation during the teaching learning process.

The implementation of Herringbone Technique in cycle 1 was giving the narrative text to the students, and then asked the students to answer the questions of 5W+1H, and the last was writing the main idea. The implementation of cycle 2, there was different activity and the material.

Based on the result of reading test, it shows that the percentage of the students was 67.8%. It was found that there were 19 out of 28 students who got score ≥70 in cycle 1. In cycle 2, it improved to be 78.5%.

Finally, it could be said that the use of Herringbone Technique could improve the X B students’ reading comprehension at SMA Unggulan BPPT Darus Sholah Jember in the 2013/2014 academic year by giving narrative text, and then
visualizing the Herringbone diagram, asking the students to record the answer of 5W+1H questions on the diagram in pair, and the last is writing the main idea.

ABSTRAK


Kata kunci: Pemahaman Membaca, Teknik Herringbone


Implementasi dari teknik Herringbone di siklus 1 adalah memberikan teks naratif kepada siswa, kemudian meminta siswa untuk menjawab pertanyaan tentang 5W+1H, dan yang terakhir meminta siswa untuk menulis ide utama. Sedangkan implementasi di siklus 2, terdapat perbedaan aktifitas dan materi. Berdasarkan hasil tes membaca, menunjukkan persentase siswa mendapatkan 67.8 %. Terdapat 19 dari 28 siswa yang mendapat nilai ≥70 di siklus 1. Di siklus 2, terjadi peningkatan menjadi 78.5 %.

Dari penjelasan diatas dapat disimpulkan bahwa penggunaan teknik Herringbone dapat meningkatkan pemahaman membaca siswa kelas X B SMA Unggulan BPPT Darus Sholah Jember pada tahun ajaran 2013/2014 dengan memberikan teks naratif, kemudian memberikan diagram Herringbone, meminta siswa untuk menjawab pertanyaan tentang 5W+1H secara berpasangan, dan yang terakhir adalah menulis ide utama.
INTRODUCTION

Reading is one of important skills in English. Reading is the basic skill in learning English because every teaching learning activity in English class involves reading activity (Grellet, 1996:8). In addition, Grellet (1996:3) states that reading comprehension is the process of understanding a reading text. It means that when students read a reading material, they must be able to get information from the text. Furthermore, they must comprehend the words, phrases, clauses, sentences, and paragraphs in order to gain the meaning of the whole text. Based on preliminary study conducted at SMAU BPPT Darus Sholah Jember, most of the tenth grade students had difficulties in reading.

The information was gained by interviewing the tenth grade English teacher. The result of interview showed that most of the tenth grade students still have difficulties in reading. The main problem faced by the students in reading is vocabulary. They have lack of vocabulary; moreover they are lazy to bring the dictionary. Because of this, the students felt difficult in reading.

Considering the above explanation, to overcome the students’ problem with reading comprehension, the researcher will conduct a classroom action research entitled “Improving the X B Students’ Reading Comprehension through Herringbone Technique at SMA Unggulan BPPT Darus Sholah Jember in the 2013/2014 Academic Year.”

REVIEW OF RELATED LITERATURE

Reading Comprehension

Grellet (1981:8) states that reading is an active skill, it constantly involves guessing, predicting, checking, and asking oneself questions. It means that when reading, students should actively guess and predict the message in order to comprehend the text well. By reading, someone can get information, which can develop his/her knowledge.

Reading comprehension in this study deals with the students’ ability in understanding the reading text. Grellet (1996:3) states that reading comprehension is the process of understanding a reading text. It means that when students read a reading material, they must be able to get information from the text. Furthermore,
they must comprehend the words, phrases, clauses, sentences, and paragraphs in order to gain the meaning of the whole text.

**Herringbone Technique**

Herringbone technique enables students to remember important information presented in a chapter through the use of the following six important questions: Who, What, When, Where, Why, and How. Learning reading by using this technique can stimulate the brain and make them more active in thinking (Herber, 1978). The objectives of Herringbone Technique is to provide a structured outline to help students attend to significant information in a text selection (e.g., chapter) and to assist them in organizing a written response using this information.

Herringbone technique allows the students in comprehending the material by plotting the who, what, when, where, how, and why questions on a visual diagram of a fish skeleton. Using the answers to the 5W+1H questions, the student writes the main idea across the backbone of the fish diagram (Deegan, 2006). 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.

**RESEARCH METHOD**

The kind of this research is Classroom Action Research. The subject was X B class of SMA Unggulan BPPT Darus Sholah Jember consisting 28 students. This research covered four stages of activities. They were planning, implementing, observing, and reflecting of the action. In order to analyze the data of students’ reading comprehension score, percentage formula is used. In this research, the primary data were collected from the reading test by using Herringbone Technique and from the observation during the teaching and learning process.

The reading test is given to the students in each cycle after the actions given to them. If the results of reading test in the first cycle can achieve the standard requirement score that is \( \geq 70 \), the actions will be continued to know the consistency of the result and as the reinforcement of the result of reading test in
the first cycle. If the results of reading test in the first cycle do not achieve the standard requirement score, the actions will be continued to the second cycle.

RESEARCH RESULTS

The action was done in one meeting in each cycle. Each meeting consist of four procedures, they are: 1) planning; 2) implementing; 3) observing; and 4) reflecting. Each meeting lasted for 90 minutes. The reading test was done in the second meeting in each cycle. The action was done by the researcher as an English teacher.

Reading comprehension test was conducted on May 23rd, 2014. The test consisted of multiple choices (25 items). The test was administered in the last meeting and it followed by 28 students. The criteria of success in this research is that 75% of the students can achieve the standard score \( \geq 70 \).

Based on the result of reading test in cycle 1, it was found that there were 19 out of 28 students (67.8%) who got score \( \geq 70 \) in cycle 1 (See Appendix 18). The cycle of this research was considered to be successful if 75% students got score \( \geq 70 \). It means that the actions in cycle 1 were not successful yet, and it was necessary to continue the actions into cycle 2.

In the second cycle, reading test was administered on May 30th, 2014. The reading test consisted of the same kind and the same number of items as the reading test in cycle 1. The test was administered in the last meeting and it followed by 28 students. The criteria of success in this research is that 75% of the students can achieve the standard score \( \geq 70 \).

Based on the result of reading test, it was found that there were 22 out of 28 students (78.5 %) who got score \( \geq 70 \) in cycle 2 (See Appendix 24). It is not necessary to continue the action into next cycle because more than 75% of the students could achieve the target score \( \geq 70 \). Therefore, cycle 2 was ended.
After conducting two cycles in this research, the result of the reading test indicated that using Herringbone Technique could improve the students’ reading comprehension.

Based on the result of cycle 1, it was found that there were 19 out of 28 students (67.8%) who got score ≥ 70. It was unsatisfactory yet, because there were problems that were difficult to solve. The first problem faced by the students is vocabulary. According to McCarten (2007:21), vocabulary is largely about remembering. Based on the teacher, it was known that the student was difficult to memorize the English vocabulary. Moreover, the second problem in the first cycle is the explanation was unclear. Some students still confused and didn’t understand about the task given. They were confused when the teacher asked them to find the answers of 5W+1H questions and record on the diagram.

Cycle two was conducted as revision of cycle one. There were some revision, those are:
1. Using the interesting story of narrative text.
2. Giving the instruction more comprehensively by giving clear example and clear explanation to the students.

Based on the result of cycle 2, it showed the improvement of the students. It was found that there were 22 out of 28 students (78.5%) who got score ≥ 70. According to Herber (1978), the objective of Herringbone Technique is to provide
a structured outline to help students attend to significant information in a text selection (e.g., chapter) and to assist them in organizing a written response using this information.

According to McKnight (2010:50), the Herringbone graphic organizer is used for establishing supporting details for a main idea. It can be used to organize information for all content areas. Herringbone Technique will help the students comprehending the text by the use of diagram. After doing the revision in cycle 2, it showed that the students had assisted by using Herringbone diagram. They were easy in concluding the main idea.

**CONCLUSION AND SUGGESTION**

**Conclusion**

Based on the result of reading comprehension test, it can be concluded that the use of Herringbone technique can improve the X B students’ reading comprehension at SMA Unggulan BPPT Darus Sholah Jember in the 2013 / 2014 academic year by giving narrative text, and then visualizing the Herringbone diagram, asking the students to record the answer of 5W+1H questions on the diagram in pair, and the last is writing the main idea.

**Suggestion**

By considering the result that the use of Herringbone Technique in teaching reading can improve the tenth grade students’ reading comprehension, some suggestions are proposed to the following people:

1. The English Teacher

   The English teachers are suggested to enrich the students’ learning experiences especially in reading skill. One alternative here is using Herringbone Technique. The teacher can modify the class activities, the material and the media as required for the optimum teaching and learning process and result.

2. The Students

   The students are suggested to accustom themselves to use Herringbone technique in their reading since by using this technique can improve their reading
comprehension. The students also should encourage themselves to gain as much benefit as they can get from the use of Herringbone technique in their reading.

3. The Other Researchers

The other researchers are suggested to conduct further research by using Herringbone Technique to solve the problem in class related to the students’ problem in learning English especially by designing a more meaningful and interactive activity in class.

REFERENCES


