

# THE USE OF HERRINGBONE TECHNIQUE FOR IMPROVING STUDENTS' READING COMPREHENSION SKILL AT THE ELEVENTH GRADE OF SOCIAL SCIENCE TWO IN SMAN 21 MAKASSAR

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## Abstrak

Karya ilmiah ini berfokus pada penggunaan Teknik Herringbone untuk meningkatkan keterampilan pemahaman membaca. Tujuan dari penelitian ini adalah untuk mengetahui signifikansi penggunaan Teknik Herringbone untuk Meningkatkan Pemahaman Membaca Siswa pada Kelas XI IPS 2 di SMAN 21 Makassar. Penelitian ini menggunakan metode kuantitatif dengan pendekatan penelitian pra-eksperimen. Teknik total sampling digunakan untuk mengumpulkan sampel. Populasi penelitian ini adalah seluruh siswa kelas XI IPS 2 SMAN 21 Makassar. Jumlah populasi adalah 35 siswa. Instrumen penelitian ini menggunakan tes dan angket. Dalam mengumpulkan data tes bertujuan untuk mengetahui signifikansi penggunaan Teknik Herringbone sedangkan angket bertujuan untuk mengetahui hambatan-hambatan siswa dalam menggunakan Teknik Herringbone. Dari data yang diperoleh dianalisis menggunakan SPSS. Hasil penelitian menunjukkan bahwa berdasarkan terdapat perbedaan nilai rata-rata antara pre-test dan post-test. Nilai rata-rata pada pre-test adalah 63,77% dan pada post-test adalah 87,77%. Hal ini menunjukkan bahwa rata-rata telah meningkat 24%. Terlihat bahwa peningkatan nilai rata-rata siswa pada post-test lebih tinggi daripada pre-test. Hasil angket menunjukkan bahwa tidak ada kendala yang dirasakan oleh siswa dengan menggunakan metode ini terlihat dari soal no. 7 "Saya merasa bosan membaca teks Bahasa Inggris menggunakan Teknik Herringbone" dan data menunjukkan 48,7% siswa memilih ragu-ragu, 45,71% siswa memilih tidak setuju, 2,86% siswa memilih sangat tidak setuju, dan 2,86% siswa memilih setuju. Dari angket yang dihasilkan beberapa siswa tidak cenderung bermasalah dengan menggunakan Teknik Herringbone untuk meningkatkan keterampilan pemahaman membaca.

**Kata Kunci:** Teknik Herringbone, Pemahaman Membaca, SMAN 21 Makassar

## Abstract

This paper focuses on the use of Herringbone Technique for Improving Reading Comprehension Skill. The purpose of this research was to find the significance of using Herringbone technique for Improving Students' Reading Comprehension Skill at the Eleventh Grade of Social Science Two in SMAN 21 Makassar. This research used a quantitative method with pre-experimental research approach. Sampling technique was used to collect data. The population of this research was all the eleventh grades of social science two in SMAN 21 Makassar. The total sample was 35 students. The instruments of this research were test and questionnaire. In collecting data, the test aims to find the significance using Herringbone Technique, while the questionnaire aims to find out the students' obstacles in using Herringbone Technique. The result showed that there was difference mean score between pre-test and post-test. The mean score in pre-test was 63,77% and in post-test 87,77%. It was indicated that the mean has increase 24%. It can be seen that the improvement of the students' mean score in the post-test was higher than pre-test. The result of questionnaire showed that there were no obstacles that students feel through this method. It can be seen from the question no. 7 "I feel bored reading English text using the Herringbone technique" and the data showed 48,7% of students choose uncertain, 45,71% of students choose disagree, 2,86% of students choose agree. From the questionnaire results, some students tend no problem using Herringbone technique for improving reading comprehension skill.

**Keywords:** *Herringbone Technique, Reading Comprehension, SMAN 21 Makassar*

## 1. INTRODUCTION

This paper focuses on Herringbone Technique. (Thaler, 2008) states that, herringbone technique consists of a short graphic organizer and it is a concrete way of helping English learners find the comprehensive idea in a paragraph or passage. Furthermore, the herringbone technique brings positive result on students' reading comprehension, specifically in their interest in giving ideas (Felly, 2019). According to (Balajhty, 2003), the advantage by using Herringbone technique is it can help easier for the students to formulate the important information of the text in concise note. This concise note can increase the student ability to answer the question that available. Moreover, in using this technique in teaching reading comprehension the students not only read the text, but also comprehend the content of the text easier and faster.

Reading is an important skill for everyone learning English as a foreign language. (Patel, 2008) states that, reading is the most useful and important skill, which is important than speaking and writing. It is crucial for high school students to be able to read in English for a variety of reasons. (Grabe, 2009) state that reading is the process of obtaining meaning from the written text. It is predicted that by developing reading ability, students will be able to comprehend information published in English, increase their knowledge of science, technology, the arts, and other cultures, and develop good relationships with people from different countries. In addition, Smith (2004) states that reading as seen as a creative and constructive activity having four distinctive and fundamental characteristics (Purposeful, selective, anticipatory, and based on comprehension), all matters where the reader must clearly exercise control. In addition, Yunus and Halijah (2021) state that to understand what we read, we need the ability to comprehend, such as the ability to analyse the elements of the passage. Because understanding is the core of reading, the two main concepts of reading and comprehension cannot be separated. Reading comprehension is essential to reading skills. Understanding the text's content when reading is important to prevent misunderstandings. According to (Snow, 2002), reading comprehension is a complex activity that involves interaction between the reader and the text. It means the reading comprehension process is whether a reader has understood a book they have read. Furthermore, (Caldwell, 2008), comprehension is the ability to understand completely and be familiar with a situation and fact.

. According to (Snow, 2002), reading comprehension is a complex activity that involves interaction between the reader and the text. It means the reading comprehension process is whether a reader has understood a book they have read. It was supported by (Zahro, 2016) proved that using Herringbone technique can be better improving students' reading comprehension it same with (Rizqoh, 2022) found that using Herringbone technique there is a significant effect on students' reading comprehension of narrative text between taught without and by using Herringbone technique at the tenth grade students of Senior High School 1 Kampar Utara.

In Indonesia, some students have difficulties reading in English since they are unfamiliar with the vocabulary. The students had problem understanding what each reading was about, what the main ideas were, and what was discussed. As a result, when their teacher asked them a question about the material, they could not respond because their teacher still needed to translate it. The students needed help understanding what each reading was about, the main ideas, and what was discussed in each reading. There are some advantages if the teacher uses Herringbone technique in teaching and learning process, especially in teaching reading comprehension. According to (Balajhty, 2003), the advantage by using Herringbone technique is it can help easier for the students to formulate the important information of the text in concise note. This concise note can increase the student ability to answer the question that available. Moreover, in using this technique in teaching reading comprehension the students not only stay and read the text. Therefore, the students are not bored to read and can comprehend the content of the text easier and faster. Herringbone Technique also has some disadvantage if this technique used in teaching and learning process. It supported by Balajhty (2003) states that the disadvantage in using Herringbone technique is when students learn material with the help of graphic representation, note-taking will be decreased. The students only use keyword. As a result, the students lack can develop their ability when they arrange the sentence completely with the various vocabularies and appropriate grammatical structure.

## **2. METODE**

This research uses a quantitative method approach with pre-experimental research. Data collection is done by giving tests, treatment, and questionnaire. This research was conducted at SMAN 21 Makassar. The population of this study were the eleventh grade of social science two in SMAN 21 Makassar, which involved 35

students who were required as respondents to this research. The instruments of this research were:

a. Test

The test applied for pre-test and post-test. The researcher gave pre-test to measure student's prior of reading comprehension. After giving treatment, the researcher gave a post-test will intend to know the students' reading comprehension skill after giving the treatment.

b. Questionnaire

The students who participated were asked to answer 9 different statements on the questionnaire to know their obstacles after the given treatment. There are responses for these questionnaires are Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), Strongly Disagree (SD). And the questionnaire consists of 9 items as follow:

1. Learning by using English text can be interesting
2. Learning by using Herringbone Technique can be interesting in the reading
3. Learning by using Herringbone Technique makes my time more efficient in reading
4. Herringbone Technique can help me organize information when reading English text
5. Learning by using Herringbone Technique can help me to find the main idea in reading English text
6. Herringbone Technique could help me to remember specific information
7. I feel bored reading English text using the Herringbone Technique
8. Herringbone Technique motivates me to more actively read English text
9. I agree to apply the Herringbone Technique in learning to read English text in school

### **3. FINDING AND DISCUSSION**

#### **3.1 Finding**

3.1.1 The Significant is the Herringbone Technique in students' reading comprehension

a) The Result of Students' Score

**Table 4.3 Paired Samples Statistics**

|        |          | Mean  | N  | Std. Deviation | Std. Error Mean |
|--------|----------|-------|----|----------------|-----------------|
| Pair 1 | Pretest  | 63.77 | 35 | 13.229         | 2.236           |
|        | Posttest | 87.77 | 35 | 7.125          | 1.204           |

The table above showed that the mean score of pre-test was 63.77, meanwhile, standard deviation for the pre-test was (13.29). Mean standard error for the pre-test was (2.23). Thus, the mean score of the post-test was 87.77. Meanwhile, standard deviation for the pre-test was (7.12). Mean standard error for the post-test was (1.20)

**Table 4.4 Paired Samples Correlations**

|        |                    | N  | Correlation | Sig. |
|--------|--------------------|----|-------------|------|
| Pair 1 | Pretest & Posttest | 35 | .484        | .003 |

The table of paired sample correlation above showed slight correlation between samples, the numeral of both correlations was (0.484) and numeral significance was (0.0003).

**Table 4.5 Paired Sample Test**

|        |                       | Paired Differences |                   |                       |                                                 |         | t       | df | Sig.<br>(2-tailed) |
|--------|-----------------------|--------------------|-------------------|-----------------------|-------------------------------------------------|---------|---------|----|--------------------|
|        |                       |                    | Std.<br>Deviation | Std.<br>Error<br>Mean | 95% Confidence<br>Interval of the<br>Difference |         |         |    |                    |
|        |                       |                    |                   |                       | Mean                                            | Lower   |         |    |                    |
| Pair 1 | Pretest -<br>Posttest | -24.000            | 11.601            | 1.961                 | -27.985                                         | -20.015 | -12.239 | 34 | .000               |

e Table 4.5 above showed the result of analysis using T-test. The mean of pre-test and post-test was (-24.000), standard deviation was (11.601), mean standard error was (1.961). The lower different was (-27.985), while the upper different was (-20.015). The result test  $t = (-12.239)$  with df 34 and significance 0.000.

### 3.1.2 Students' obstacles in using the Herringbone Technique in improving students' reading comprehension

**Tabel 4.6 The Result of Question No. 1****Students' interesting in learning by using English text**

| No.       | CATEGORY          | FREQUENCY | PERCENTAGE |
|-----------|-------------------|-----------|------------|
| 1         | Strongly Agree    | 5         | 14,29%     |
| 2         | Agree             | 12        | 34,29%     |
| 3         | Uncertain         | 17        | 48,57%     |
| 4         | Disagree          | 0         | 0,00%      |
| 5         | Strongly Disagree | 1         | 2,86%      |
| FREQUENCY |                   | 35        | 100%       |

**Tabel 4.7 The Result of Question No. 2****Students' interesting in learning reading by using Herringbone Technique**

| No.       | CATEGORY          | FREQUENCY | PERCENTAGE |
|-----------|-------------------|-----------|------------|
| 1         | Strongly Agree    | 6         | 17,14%     |
| 2         | Agree             | 23        | 65,71%     |
| 3         | Uncertain         | 3         | 8,57%      |
| 4         | Disagree          | 3         | 8,57%      |
| 5         | Strongly Disagree | 0         | 0,00%      |
| FREQUENCY |                   | 35        | 100%       |

**Tabel 4.8 The Result of Question No. 3****Herringbone Technique makes students' time more efficient in reading**

| No.       | CATEGORY          | FREQUENCY | PERCENTAGE |
|-----------|-------------------|-----------|------------|
| 1         | Strongly Agree    | 9         | 25,71%     |
| 2         | Agree             | 21        | 60,00%     |
| 3         | Uncertain         | 4         | 11,43%     |
| 4         | Disagree          | 1         | 2,86%      |
| 5         | Strongly Disagree | 0         | 0,00%      |
| FREQUENCY |                   | 35        | 100%       |

**Tabel 4.9 The Result of Question No. 4****Herringbone Technique help students organize information when reading English text**

| No.       | CATEGORY          | FREQUENCY | PERCENTAGE |
|-----------|-------------------|-----------|------------|
| 1         | Strongly Agree    | 12        | 34,29%     |
| 2         | Agree             | 21        | 60,00%     |
| 3         | Uncertain         | 2         | 5,71%      |
| 4         | Disagree          | 0         | 0,00%      |
| 5         | Strongly Disagree | 0         | 0,00%      |
| FREQUENCY |                   | 35        | 100%       |

**Tabel 4.10 The Result of Question No. 5**

**Herringbone Technique can help students find main idea in reading English text**

| No.       | CATEGORY          | FREQUENCY | PERCENTAGE |
|-----------|-------------------|-----------|------------|
| 1         | Strongly Agree    | 12        | 34,29%     |
| 2         | Agree             | 19        | 54,29%     |
| 3         | Uncertain         | 3         | 8,57%      |
| 4         | Disagree          | 1         | 2,86%      |
| 5         | Strongly Disagree | 0         | 0,00%      |
| FREQUENCY |                   | 35        | 100%       |

**Tabel 4.11 The Result of Question No. 6**

**Herringbone Technique could help students remember specific information**

| No.       | CATEGORY          | FREQUENCY | PERCENTAGE |
|-----------|-------------------|-----------|------------|
| 1         | Strongly Agree    | 9         | 25,71%     |
| 2         | Agree             | 22        | 62,86%     |
| 3         | Uncertain         | 4         | 11,43%     |
| 4         | Disagree          | 0         | 0,00%      |
| 5         | Strongly Disagree | 0         | 0,00%      |
| FREQUENCY |                   | 35        | 100%       |

**Tabel 4.12 The Result of Question No. 7**

**Students' feel bored reading English text using the Herringbone Technique**

| No.       | CATEGORY          | FREQUENCY | PERCENTAGE |
|-----------|-------------------|-----------|------------|
| 1         | Strongly Agree    | 0         | 0,00%      |
| 2         | Agree             | 1         | 2,86%      |
| 3         | Uncertain         | 17        | 48,57%     |
| 4         | Disagree          | 16        | 45,71%     |
| 5         | Strongly Disagree | 1         | 2,86%      |
| FREQUENCY |                   | 35        | 100%       |

**Tabel 4.13 The Result of Question No. 8**

**Students motivate to more actively in reading English text**

| No.       | CATEGORY          | FREQUENCY | PERCENTAGE |
|-----------|-------------------|-----------|------------|
| 1         | Strongly Agree    | 4         | 11,43%     |
| 2         | Agree             | 5         | 14,29%     |
| 3         | Uncertain         | 20        | 57,14%     |
| 4         | Disagree          | 5         | 14,29%     |
| 5         | Strongly Disagree | 1         | 2,86%      |
| FREQUENCY |                   | 35        | 100%       |

**Tabel 4.14 The Result of Question No. 9**

**Students agree to apply Herringbone Technique in learning to read English text in school**

| No.       | CATEGORY          | FREQUENCY | PERCENTAGE |
|-----------|-------------------|-----------|------------|
| 1         | Strongly Agree    | 13        | 37,14%     |
| 2         | Agree             | 16        | 45,71%     |
| 3         | Uncertain         | 5         | 14,29%     |
| 4         | Disagree          | 1         | 2,86%      |
| 5         | Strongly Disagree | 0         | 0,00%      |
| FREQUENCY |                   | 35        | 100%       |

### 3.2 Discussion

3.2.1 The Herringbone Technique were able to improve the students' reading comprehension at the eleventh grade of social science two in SMAN 21 Makassar

The researcher found significant differences between students who were taught using the Herringbone technique and those who were not. Based on the result of the pre-test, the mean score of the eleventh grade social science two students was 63.77%. After that, the mean score of the post-test was 87.77%. That instance, the post-test findings reveal that the eleventh grade of social science two students experienced a higher increase (63.77% to 88.77%). After the implementation of Herringbone technique, it can be seen that significant for improving students' reading comprehension has created better classroom the test

3.2.2 The students' obstacles in studying reading comprehension using Herringbone Technique at the eleventh grade of social science two in SMAN 21 Makassar

The researcher distributed questionnaire to class taught using the Herringbone technique to find out specifically their obstacle, whether students felt bored when reading English text using the Herringbone technique the answer were uncertain, because from the questionnaire the researcher distributed there was 17 students (48.57%) who chooses is uncertain, which means that the treatment carried out is classified as an obstacle or not. However, 16 students (45.71%) chose disagree on question that showed boredom was not an obstacle.

From the explanation of the students' answer above, it was found that the percentage of question no. 7 chosen by 17 students (48,57%) means that

the treatment conducted is either understood as obstacle or not. However, 16 students chose disagree on the question that indicated boredom is not an obstacle. The researcher found that the most of the students were interested and motivated to learn to read with using the Herringbone technique. The data showed that students agree that the Herringbone technique could help in students understanding of the text. This technique increased the students' enthusiasm since it made them more interested to continue reading the text. It demonstrates that most students responded positively to the Herringbone technique for improving reading comprehension during the learning process.

#### 4. CONCLUSION

Based on the result and the discussion of the findings previously, the researcher concluded that the use of Herringbone Technique for improving students' reading comprehension skill was demonstrated by improving their mean pre-test to post-test score (63.77% to 87.77%). It can be concluded that use of Herringbone technique to the eleventh grade of social science two in SMAN 21 Makassar can improve their ability in reading comprehension. Moreover, it is also proven by the result of data analysis the t-test value. It means, there is a significant difference in students' reading comprehension after they are taught by using the Herringbone technique.

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