

7. The Effect of Using Herringbone Technique (HT)

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The Effect of Using Herringbone Technique (HT) and Numbered Head Together Technique (NHTT) for Students' Reading Comprehensions Skill at SMA Negeri 1 Sumbul

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Abstrak

Penelitian ini menyajikan laporan penelitian tentang penggunaan penerapan Teknik *Herringbone* dan Teknik *Numbered Head Together* untuk keterampilan membaca siswa di SMA Negeri 1 Sumbul. Mereka diajarkan dengan menggunakan Teknik *Herringbone* dan Teknik *Numbered Head Together* dalam membaca teks *recount*, sedangkan kelompok ketiga (Kelompok Kontrol) diajarkan tanpa menggunakan Teknik *Herringbone* dan Teknik *Numbered Head Together*. Teknik analisis data adalah penelitian kuantitatif. Dalam menganalisis data rata-rata nilai *pre-test* siswa pada kelompok eksperimen satu (Teknik *Herringbone*) adalah 59,16 rata-rata nilai siswa untuk *post-test* pada kelompok eksperimen dua adalah 91,83. Rerata nilai *pre-test* siswa pada kelompok eksperimen dua (Teknik *Numbered Head Together*) adalah 45 rerata nilai siswa untuk *post-test* pada kelompok eksperimen dua adalah 69,16. Rerata *pre-test* pada kelompok kontrol adalah 46,66 dan rata-rata untuk *post-test* pada kelompok kontrol dua adalah 56,16. Kesimpulannya adalah bahwa penggunaan HT adalah yang paling efektif dalam mengajar teks *recount* daripada NHTT disarankan agar guru menerapkan teknik ini sebagai salah satu teknik untuk meningkatkan pemahaman siswa dalam membaca teks *recount*.

Kata Kunci: *Efek, HT, NHTT, Narasi, Pemahaman Bacaan*

Abstract

This research presents a research report on the using of applying Herringbone Technique and Numbered Head Together Technique for students reading skill at SMA Negeri 1 Sumbul. They were taught by using Herringbone Technique and Numbered Head Together Technique in reading recount text, while the third group (Control Group) was taught without using Herringbone Technique and Numbered Head Together Technique. The technique for data analysis is quantitative research. In analyzing the data the mean of the students score for pre-test in experimental group one (Herringbone Technique) is 59,16 the mean of the students score for post-test in experimental group two is 91,83. The mean of the students score for pre-test in experimental group two (Numbered Head Together Technique) is 45 the mean of the students score for post-test in experimental group two is 69,16. The mean for pre-test in control group is 46,66 and the mean for post-test in control group two is 56,16. The conclusion is that the using of HT is the most effective one teaching recount text than NHTT it is suggested than teachers should apply this technique as one of technique to improve students' comprehension in reading recount text.

Keywords: *Effect, HT, NHTT, Narrative, Reading Comprehension*

INTRODUCTION

Language is a mean of communication to convey and deliver thoughts, ideas, concepts, and feelings. Every country has its own language by which everyone communicates with all people in the world. They may face some difficulties; however, one of them is different language. To solve the problem, it is necessary to understand foreign language, especially English as an international language as an international language, it plays an important role in many aspects of life such as education, economic, technology and international relationship. Besides, English is also very important for transferring technology, researching, and career opportunities in the public places, that is why English should be learned by all people in the world as the key to face the globalization era (Manullang et. al., 2022).

The basic skills in English are divided into two types, they are: receptive skills and productive skill (Dhillon et. al., 2020). Listening and reading are receptive skills, writing and speaking are productive skills. These skills are usually considered as integrated system because they support each other in order to make the learning successful. From the explanation above, both skills are very important, but reading is very crucial one that must be learned by the students. In reading students can learn anything such as information about science, society, health, technology and so on. Ivantara et. al. (2020) defined that reading is a means of the language acquisition of communication and information sharing of ideas. Like all languages, it is a complex interaction between the text and the reader. Based on Lumbantobing et. al. (2020), reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. It can be said that reading is ways of learning for students to enrich their ability and knowledge because reading is a process interaction between the readers easy to get the writer's idea.

Reading is one of the four language skills that developed in learning English. Student need to read book for increasing their knowledge. By reading we know everything occur in the past time, at the present, and we know the up to date information. Reading is a fluent process of readers combining information from a and their own background language to build meaning. The goal of reading is comprehension (Nunan, 2003 in Silalahi et. al., 2022).

Reading is one of the ultimate skills that should be mastered because of some crucial reasons. Harmer (2007) states that reading is useful to get information, knowledge and values (Pardede and Herman, 2020). Through reading, the learners will get much information about things that happen surround them and also get involved in many aspects of life such as science, technology, business, politics, as well as in socialcultural and educational. In addition, reading skill can entertain the learners because it is not only done for academic purpose, but it can help them to refresh their mind. In other words, reading is very essential for the learners.

Considering the importance of reading skill in language learning as discussed above, the Education Ministry of Indonesia include reading as the one of important skills in Curriculum 2013. Based on this curriculum, the basic competence of reading at senior high school is a skill to comprehend and understand the meaning of text.

At senior high school, there are twelve genres of text that are learned by student: procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion and review.

When the writer was doing observation at XI grade 1 SMA Negeri 1 Sumbul and gave some tests about recount text, she found that 50% of students got score under 60. The students may have problems in understanding passages. It is the teacher's responsibility to minimize the students' failures by choosing the appropriate teaching technique in teaching and learning the process, the writer hopes it can help the students to improve the students' reading comprehension skill. Because of that problem, the writer wants to try techniques to improve the students' reading comprehension skill.

METHODOLOGY

The research will be conducted by using experimental quantitative research. Experimental quantitative research is an observation in order to know the effect of the Herringhone Technique and Numbered Head Together Technique for students' reading comprehension skill where the sample will be divided into three groups two for experimental groups and one control group. The experimental groups where group that receive treatment by using Herringhone Technique and Numbered Head Together Technique, while the control group that receives a different treatment or is treated as usual, without Herringhone Technique and Numbered Head Together Technique.

The research of this study consists of three variables. They are one dependent and two independent variables. The independent variables of this study were Herringhone Technique and Numbered Head Together Technique, while the dependent variable was reading. According to Ary (1979:225), the research design was figured as follows:

Table 1. The design of the research

	Group	Pre-Test	Independent Variable	Post-Test
(R)	Experimental Group	Y1	Herringhone Technique	Y2
(R)	Experimental Group	Y1	Numbered Head Together	Y2
(R)	Control Group	Y1	Conventional Technique	Y2

To gather data, the following procedures will be used:

Pre-Test

Pre-Test will be conducted to experimental and control group to find out the homogeneity of the sample and to know the mean of scores of both groups.

The Treatment

The experimental and control groups will be taught by using the same materials but different technique. In experimental group, the teacher taught reading text to the students by using Herringbone Technique and Numbered Head Together Technique while the control group, the teacher taught reading text to the students by using other technique such as conventional technique.

Table 2. Teaching Procedure Numbered Head Together Technique

Steps	Experimental Group	Control Group
1.	The students are divided into groups each groups consists of 1-4 students and to each member in a group is given the numbered from 1-4	The students listen to the teacher's explanation about recount text
2.	The students listen to the teacher's explanation about recount text	Teacher reads the text and asks the students to repeat after her. Then, teacher asks the students to find the difficult words from the text.
3.	Teacher reads the text and ask the students to repeat after her	Teacher and students discuss the text and difficult words.
4.	Students 'put their head together' to discuss the text and what the text tell about briefly	Every students answer the question base on the text
5.	Students discuss the questions related to the text	The students collect the text
6.	The teacher mentiins a certain number. The students who belongs to that number gavethe answer base on the result of his groups work	The students and teacher answer the question together

Table 3. Teaching Procedure Herringbone Technique

Steps	Experimental Group	Control Group
1.	Select a text from students to read	The students listen to the teacher's explanation about recount text
2.	Draw a diagram of herringbone on the board overhead (teacher can also use a copy of the activity sheet)	Teacher reads the text and asks the students to repeat after her. Then, teacher asks the students to find the difficult words from the text.
3.	Discuss how the smaller bones are attached to the backbone of the fish, which serves as the foundation. Then explain how they all work together to provide structure to whole body	Teacher and students discuss the text and difficult words
4.	Explain to students that they will be askes to look for information that answers the following questions: 1) Who is the text talking about? 2) What did they do? 3) When did they do it? 4) Where did they do it? 5) How did they do it? 6) Why did they do it?	Every students answer the question base on the text
5.	Allow time for students to read the text	The students collect the text
6.	Give them copies of the diagram and ask them to record the answers to the questions on it. This can be done as a	The students and teacher answer the question together

Steps	Experimental Group	Control Group
	whole class discussion activity	
7.	Shows students how the information is organized around a main idea	
8.	Using the information on the diagram, students formulate a main ide. The main idea is written on the diagram	
9.	After the students learn the procedure, they can complete the diagram on their own. This can them be used as a basis for comparison and class discussion. It can also serve as a spring board to writing	

Post-Test

The Post-Test are given to each group after treatment has completed. This post-test is exactly the same as pre-test either in terms of the contents. This is applied to determine the improvement of treatment in the experimental class.

RESULTS AND DISCUSSION

Based on the calculation, the result of the research shows that the mean score of the experimental group (Herringbone Technique) 33 is higher than control group 9.16. The differences was test formula by using t-test formula. The result of t-test calculation shows that the t_{observe} value (8,26) higher than t_{table} value (1.67155). The mean score of experimental group (Numbered Head Together Technique) 24.16 is higher than control group 9.16 that t_{table} value (4.08) higher than t_{table} value (1.671). the difference was tested by using t-test formula. The result of t-test calculation shows that the t_{observe} value (4.08) higher than t_{table} value (1.67155). the mean score of experimental group (Herringbone Technique) 33 is higher than the experimental group (Numbered Head Together Technique) 24.16.

It can be concluded that there is a significant effect of applying Herringbone Technique and Numbered Head Together Technique on students' reading comprehension skill. While there is no significant improvement for control group that taught without Herringbone Technique and Numbered Head Together Technique. And also score of students who taught by Herringbone Technique is hogher than students taught by using Numbered Head Together Technique.

The result from teaching reading comprehension by using Herringbone Technique shows that students could understand the text. They feel enjoy and more active. It could be seein in the treatment process, the students are more interested when the researcher applies this technique. They feel enthusiastic and independent to find the main idea by answering WH question into the Herringbone diagram. Whereas in teaching reading comprehension by using Numbered Head Together Technique the students were active too but some of students who have low in English, they were more depend to their friend who is smart in group. It caused some of them couldn't really comprehend the text well. Then the researcher must work harder than to manage the class it caused many was wasted.

The last group is the students which taught by Conventional Technique. In this class the students only learn by hearing he teacher explain what the recount text is found some difficult words and answered the question. The researcher found that the students felt bored with this technique and it was monotonous.

In fact, Herringbone Technique can improve students' reading comprehension skill. When the teacher gave the text to the students and asked them to read the text, they were able to understand the content of the text and the main idea. The technique is also useful for study group, focusing good by proposing questions. It is line with the theory by Thaler (2008:88), a useful technique for analyzing a single idea or text is the Herringbone Technique, so named because it resembles a fish skeleton. The students answer the questions listed in fishbone graphic organizer. This leads to the synthesis all the information in one newly created sentence, which becomes the main idea statement. Herringbone Technique helps the students spend a few times while they are reading the text.

Based on the explanation above the Herringbone Technique is most effective one for the students on reading recount text comprehension Numbered Head Together Technique than Numbered Head Together Technique and Conventional Technique

CONCLUSION

Having analyzed the data, it was found that The Herringbone Technique and Numbered Head Together Technique significantly affects on students' comprehension in reading recount text. In the following are the description of conclusion can be drawn as follows:

1. Herringbone Technique significantly is affecting the students' reading comprehension skill in reading recount text. Since the $t_{obs} > t_{table}$ ($\alpha = 0,05$) df (58), or $8,26 > 1.67155$ ($\alpha = 0,05$)
2. Numbered Head Together Technique significantly is affecting the students' reading comprehension skill in reading recount text. $t_{obs} > t_{table}$ ($\alpha = 0,05$) df (58), or $4,08 > 1.67155$ ($\alpha = 0,05$)
3. It is indicated that H_a is accepted and H_o is rejected
4. On an average the students are taught by using Herringbone Technique and Numbered Head Together Technique have higher score than in control group

The students who are taught by Herringbone Technique have score higher than Numbered Head Together Technique

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