

THE EFFECTIVENESS OF HERRINGBONE TECHNIQUE TO ENHANCE STUDENTS' ABILITY IN COMPREHENDING NARRATIVE TEXT OF THE EIGHTH GRADE STUDENTS AT MTSN TAKENGON II, ACEH TENGAH, ACEH

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Abstract: *This study was aimed at finding out differences between students who were taught with and without Herringbone technique and the effectiveness of applying the technique to enhance students' ability in comprehending narrative text Herringbone technique (Deegan, 2006) is a technique that helps students grow their comprehension of the main idea by scheming who, what, when, where, why, and how question on a visual diagram of a fish skeleton. The methodology used in this research was quantitative approach by experimental method. The subjects of this study were 26 students in experimental class and 26 students in control class of MTSN Takengon II, Aceh Tengah, Aceh. In collecting data, the researchers used tests and questionnaire. The data were analyzed by non-parametric statistic, Mc. Nemar test and Chi-square for two independent samples. Result of the data reveals result of Mc. Nemar test by which the Chi-Square observed in experimental class was higher than Chi Square table and Chi Square obtained in control class ($21,05 > 3,814 < 12$) and using Chi-square for two independent samples showed that the perceived score was higher than score of Chi-Square table ($4,857 > 3,814$). Moreover, based on the data from questionnaire, the students stated that Herringbone technique was fun to help them understand the materials and the time used was more useful. Hence, the result of Mc. Nemar revealed that there was significant differences between the students taught with and without Herringbone technique and Chi Square for two independent samples proved that Herringbone technique was effective to enhance students' ability in comprehending narrative test.*

Keywords: *Effectiveness, Herringbone Technique, Comprehension, Narrative Text.*

INTRODUCTION

Language is a means of communication to convey and deliver thoughts, ideas, concepts, and feelings. Every country has its own language by

which everyone communicate 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 a key to face the globalization era.

In Indonesia, English has been taught and learnt from junior high school until university. There are two kinds of skills which should be achieved in learning English, productive and receptive. The former skills are writing and speaking, and the late skills are reading and listening. From those skills, one that should be succeeded is reading. Reading is the way for someone to get information from the written forms of language. The information can help people increase their intelligence and knowledge.

A proverb says that reading is like a teacher. Meaning that, the

process of acquiring knowledge from the reading is comparable with learning process by a teacher. It helps a reader know a writer's feeling and messages.

Teaching reading for comprehension is not as easy as flipping hand, it needs efforts because during the reading activity the reader is not only finding the vocabulary meanings and grammatical features, but also the having a deep comprehension of a text. Hence, in teaching reading, the teacher has to concern about the materials that are used. The topic and type of reading texts are worth considering too. The topic and reading texts should depend on who students are. If the students are junior high school students, simple reading maybe a priority, one of them is narrative text.

To improve the reading comprehension, there are many methods and techniques which can be applied. One of the methods is cooperative learning and one of the techniques is Herringbone technique.

Cooperative learning is a method which makes the student got taken in small group activities to acquire information and knowledge. As Larsen

and Freeman (2000) state that cooperative learning essentially involves students learning from each other in group. Moreover, Richards and Rodgers (2001) mention cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small group of learners in the classroom.

The herringbone technique is a structured outlining procedure designed to help student organize important information in a text. According to Deegan (2006), Herringbone technique is a technique that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton in which the students write the main idea across the backbone of the fish diagram. Bouchard in Deegan (2006) says that this technique is particularly well suited for expository text but can also be used with narrative text. This technique is made to improve students' reading comprehension by organizing important information in a text.

Based on the background stated, the researchers conducted the research

aiming at finding out the significant difference between students who were taught with and without Herringbone technique, and the effectiveness of the technique to enhance students' ability in comprehending narrative text of the eighth grade students at MTsN II Takengon, Aceh Tengah, Aceh.

THEORETICAL FRAMEWORK

Reading and its Purposes

Reading is an activity in which a reader usually interacts with a text in a close situation. Reading is one of the important skills that should be taught and learnt from school up to university level. The term of reading is defined differently by the experts. According to Rubin in Barchers (1998), it is a complex, dynamic process that involves the bringing of meaning to, and the getting of meaning from, the printed page. Duffy and Roehler in Barchers (1998) state that it is a purposeful reconstruction of an author's printed message for recreational, aesthetic, or functional purposes.

Godman, as quoted by Carrel et al (1995), states that reading is receptive language process. It is a psycholinguistic process in that starts with a linguistic surface representation

encoded by a writer and ends with meaning that the reader constructs. In the other hands, there is an interaction between language and thought in reading. The writer puts thought as language in printed form and the reader analyzes language to thought. From the process, the reader receives the message that the writer conveys.

In addition, Harmer (2004) says that reading is incredibly active occupation to do is successfully we have to understand what the words means, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things and if we students do not do these things then we only just scratch the surface of the text and we quickly forget it.

In short reading is an interaction between the reader and the writer through the writer language in the process of exchanging information or idea from the writer to the reader.

Reading activity has some purposes, such as for pleasure, application, and comprehension. Reading for pleasure is an activity which the reader reads to get pleasure and entertainment in their reading.

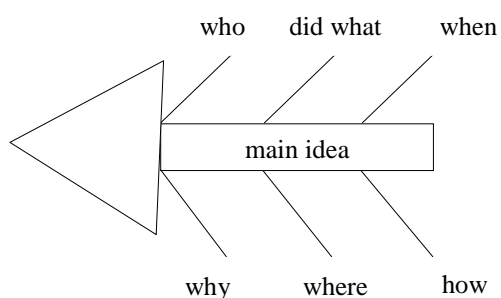
Reading for application is used to describe special task for example reading the ways of doing yoga. Reading for comprehension is an activity to comprehend the relation between information and knowledge of the subject. They also understand the relation of topics to sentences, paragraphs and the main idea. In line with this, Harmer (2005) states that skills which indicates readers' comprehensions; identifying the topic, predicting what is coming and guessing the content from their initial glance or half-hearing, reading for general understanding, reading for specific information, reading for detailed information, and interpreting text.

Herringbone Technique

Herringbone technique is a technique by which the students answer the WH questions; who, what, when, why, where, and how, on a graphical feature like a fish skeleton. Deegan (2006) states that Herringbone strategy is a strategy that develops comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton.

In addition, According to Thaler (2008), 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. The students answer the questions listed in the fishbone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement.

Choe (2004) adds that Herringbone technique is developed by it is named because resemble a fish skeleton that useful for analyzing a single idea. It contains six questions that help students to organize the details of the text.



Source: Deegan J, 2006.

Deegan (2006) mentions the procedure of the technique are The students work in pairs, the teacher selects narrative texts, the teacher constructs a visual diagram of the Herringbone, the teacher tells the

students to record the answers to the questions on the diagram. They will look for answers to: 1) who is the writer 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?, the students read the text to find the answers and record the answers on the diagram, the teacher shows the students how each answer fits into a slot in a main idea sentence, the students write a main idea, using the information from the Herringbone diagram.

Narrative Text

Narrative text is a fictional text that aims to entertain the readers such as legends, myths, fairy tales, science fictions, roman novels and historical fiction. Generally, Narrative text uses past tense to tell the story. In line with this, Andersons (2002) states that a narrative text is a text that tells a story and, in doing so, entertains the audience.

Andersons (1998) also mentions the constructions of narrative are orientation, complication, sequence of events, and resolution, and coda (an optional step). The writer conveys the actor, place, and time of the story in orientation. Complication sets off a

chain of events that influences what will happen in the story. The reaction of the characters to the complication is stated in sequence of events. Having reacted to the complication, the characters solved the problem created in the complication. The comments or moral based on what has been learned from the story is provided in coda.

In addition, the grammatical features of the narrative text are the use of past tense, common nouns (students, teachers, people, etc), and adverb of time (once upon a time, long time ago, etc).

RESEARCH METHODOLOGY

In this research, the researchers used experimental method that belongs to quantitative approach.

Mahmud (2011) states that quantitative approach is a research that the analysis emphasizes on numerical data. Emzy (2010) mentions experimental method is one of research methods that can test truly hypothesis concrete casual relation. In addition, Creswell (2008) verbalize that the researcher uses the experimental research when they want to establish possible cause and effect between your independent and

dependent variables. The independent variable of the research was Herringbone technique, and the dependent variable was students' ability in comprehending narrative text.

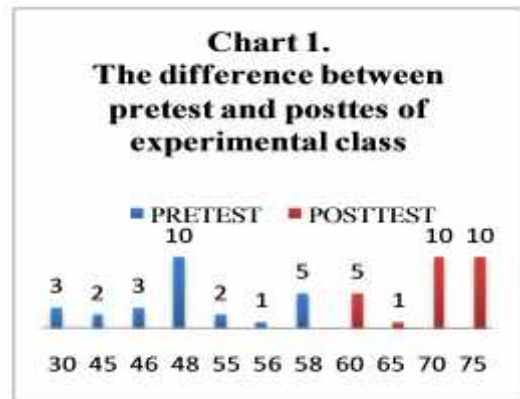
In this research, the researchers divided the classes in two classes, experimental and control class in which the sample of the study was the eighth grader students at MTsN Takengon II, Takengon, Aceh Tengah, Aceh consisted of 26 students in experimental class and 26 students in control class.

To collect the data, the researchers used test; pretest and posttest, and questionnaire. Pretest was given at the first meeting before the Herringbone technique was applied. It was to know the preliminary information of the students' capability in comprehending narrative text. Posttest was used after the application of the technique. It was to know whether there was any enhancement after the treatments. Questionnaire was given to know students response after the implementation of Herringbone technique.

The researchers analyzed the data by using Mc. Nemar test and Chi Square for two independent samples. Sugiyono (2010) states that Mc Nemar test is used to test the hypothesis of two samples are comparative correlated data which the data are nominal. The study design is usually a "before after". So the research hypothesis is the ratio between the value before and after. Moreover, Sugiyono (2012) says that Chi square for two independent samples is used to analyze the comparative hypothesis which the data is nominal and the sample is large. The use of Mc. Nemar and Chi Square for two independent samples was due to the abnormal data.

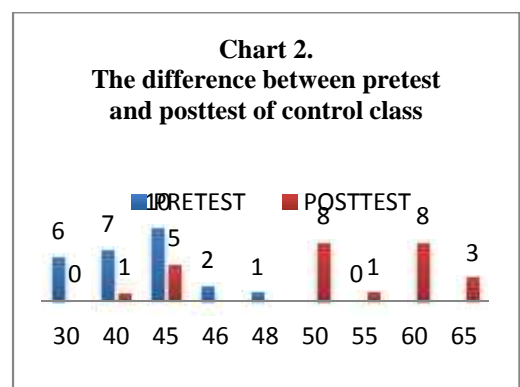
RESEARCH FINDINGS

After the researcher got the result of test from control group and experimental group, the researchers analyzed the data. To know the difference between the control group and experimental group, the writer used comparative analysis technique between the two of class. The following charts describe the difference between pretest and posttest of both classes:



Source: Research Finding, 2016.

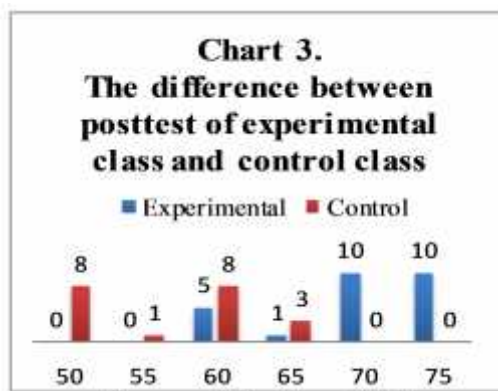
The chart shows that there was a difference between pretest and posttest in the experimental class. On pretest, the lowest score was 30 and the highest was 58, while 60 was the lowest and 75 was the highest on posttest. Meaning, there were no students who achieved the same pretest score on posttest. From the 26 students, five students got 60, one student received 65, ten people got a score of 70 and the rest got 75.



Source: Research Finding, 2016.

Based on chart shows, there was a difference between pretest and posttest in control class. The lowest

and the highest score of pretest in control class were 30 and 48, while the lowest and highest of posttest were 50 and 65. No students received 30, 46, and 48 on posttest, but there was one student who earned 40 and 55. Five got 45, eight students were 50 and 60, one remains scored 65.



Source: Research Finding, 2016.

The chart above tells that the difference between the students who were taught with and without Herringbone technique were much not the same. There were some students of experimental class got the same score as posttest of control class. Only six five students of experimental class got 60, while eight students of control class obtained 60. One student of the treated class achieved 65, while 3 students of control class reached 65. The rest of experimental students attained 70 and 75. Hence, it can be concluded that seemingly Herringbone

technique affected the students' ability in comprehending narrative text.

By Mc. Nemar, the researchers found that the chi square observed in experimental class is higher than chi square table ($21.5 > 3.814$) in the level of significance 5%. In control class, it is found that chi square observed was higher than chi square table ($12 > 3.814$) in the 5% lever of significance and 1 degree of freedom.

By comparing the chi square observed in experimental and control class to chi square table, the chi square observed in experimental was higher than chi square observed in control class ($21,05 < 3.814 < 12$). It means that there was significant difference between the students who were taught Herringbone technique without taught with Herringbone technique.

Based on the calculation of Chi Square for two independent samples where the value of Chi Square table is 3.841 with the 5% level of significant and 1 degree of freedom (df), the researchers found that the chi square observed was higher than Chi Square table ($4,857 > 3,814$). Therefore, it can be concluded that Herringbone Technique was effective to enhance students' ability in comprehending

narrative text to the eight grader students of MTsN Takengon II, Aceh Tengah, Aceh.

Form the data analysis of questionnaire found the students confirmed towards Herringbone technique. As many 89,3% of the students believed that Herringbone technique helped them to comprehend the narrative text, the time used was more effective, and it was fun.

DISCUSSION

Having implemented Herringbone Technique in teaching reading comprehension especially narrative text, the researchers got the data showing the significant difference between the students who were taught with and without Herringbone technique and proved that the improvements happened to student's understanding on narrative text. Students were being enthusiastic in teaching and learning process by using herringbone Technique. Most of students were active in responding to students' or teacher's questions.

Every method, strategy or learning model has the advantage in the learning process, as well as the herringbone technique. After implementing the research, there were

some advantages of using herringbone technique in the teaching reading comprehension especially narrative text; 1) Herringbone technique helps the students to think quickly, accurately, and creatively, 2) Herringbone technique is fun to be applied in teaching reading comprehension, 3) Students are motivated to learn and do the task by using Herringbone Technique because of the competition therein, thus fostering the spirit to be the best, and 4) the time used is more useful.

CONCLUSION

After analyzing the data, the researchers concluded that there was significant difference between the students who were treated with and without herringbone technique. It was shown by Mc. Nemar test which Chi Square observed in experimental class was higher than Chi Square table and Chi-square obtained in control class ($21,05 > 3,814 < 12$). In addition, Herringbone Technique was effective to enhance students' ability in comprehending narrative text of the eight grade students at MTsN Takengon II, Aceh Tengah, Aceh. It was because Chi Square observed score was higher than Chi Square table

score (4,857>3,814). Moreover, 89.3% of the students responded that the technique helped them to understand the text and was fun, and the time used more useful.

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