



### Improving Students' Reading Comprehension by Using Herringbone Technique

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**Abstract:** This research aimed to improve students' reading comprehension by using Herringbone Technique. The subject of this research was the 10<sup>th</sup> IPS 1 of SMA YP Unila Bandar Lampung. It consisted of 34 students. This research used Classroom Action Research (CAR) which was consisted of 2 cycles. In collecting the data, the writer used test and non-test. The tests used in this research were formative and summative test. Meanwhile in non-test, the writer used observation sheet and field note. In analyzing the data, the writer used quantitative and qualitative method. Refers to the result of the test, it showed that there were 23 students who got score  $\geq 70$  with the percentage 64.67% in the first cycle. Meanwhile, there were 28 students who got score  $\geq 70$  with the percentage 82.35% in the second cycle. In the other hand, the mean score of the students' learning activity in the first cycle was 6.84 and in the second cycle was 7.51. It showed that there was an increase in the students' learning activity. Based on the result of the research, the Herringbone Technique can improve students' reading comprehension in the tenth grade of SMA YP Unila.

**Keywords:** reading comprehension, herringbone technique

### INTRODUCTION

Reading is an important skill which is not easy to master. In this era, there are a lot of students have lack motivation in reading. Reading is the central to learning process, through reading activity; students may obtain important information that is not presented by teacher in the classroom. Reading is a way to get information that delivered verbally. The goal of reading is to get meaning from written language. It is supported by Duffy (2009: 27) that stated that, "Comprehension is the essence of reading because the goal of written language is communication of message.

If we do not understand the message, we are not reading.” To achieve the goal of reading, students need to practice their reading comprehension frequently in order to be able to obtain the meaning and information from a text. Reading can also be beneficial for the students because by reading, the students will find new words that can be mastered. It will help them to be easier in understanding the meaning of the text because they understand the meaning of each word in it. Beside that, reading is very important for education because it makes students easier to think critically.

In reality, the teachers will just ask the students to read a text and answer the questions based on the text they have read before. This method of teaching reading is less interesting and difficult to increase students' reading comprehension skill. It is supported by Denton et al. (2007: 20) said, “Why are students struggling with comprehension? They may lack one or more of the following: 1) Effective strategies to help them understand, organize, and remember information; 2) Adequate knowledge of word meaning; 3) The ability to read fluently enough to understand and remember what they are reading; 4) The ability to accurately decode the words; and 5) Interest or motivation to read.”

Based on the preliminary research at SMA YP Unila Bandar Lampung, the writer identified the main problem in this research, those are:

- 1) The students found difficulty in learning English, especially reading.
- 2) The students have difficulty in finding the main idea of the text.
- 3) The students found difficulty in understanding the meaning of the text.
- 4) The students need to improve their reading comprehension.

This research focus on improving students' reading comprehension by using Herringbone Technique. Herringbone Technique is known as one of the strategies in reading that is used to find the important information and the main idea of a text. There are two formulations of the problems in this research, first, *can Herringbone technique improve students' reading comprehension?* And second, *can Herringbone technique improve students' learning activity?*

Based on the formulation of the problem above, then there are two objectives of the research as follows:

- 1) To know and to describe whether Herringbone technique improve students' reading comprehension.
- 2) To know and to describe whether Herringbone technique improve students' learning activity.

## **THEORETICAL FRAMEWORK**

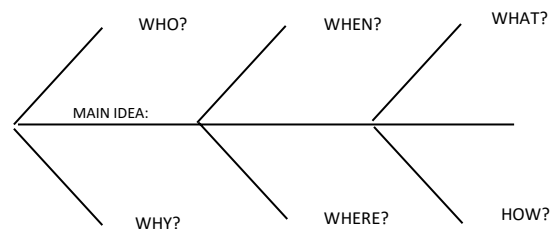
### **Reading Comprehension**

Reading has an important role in our life. When we read a text, we need to comprehend its content to get a meaning from it. Snow (2002: 11) stated that “the definition of reading comprehension is the process of simultaneously extracting and

constructing meaning through interaction and involvement with written language.” It means that, the process of comprehending a text is done concurrently by reading the text. By reading activity, we are able to get more knowledge and experience. In order to get more knowledge and experience from a text, we need to comprehend the text. It is supported by Duffy (2009: 27) that stated that, “Comprehension is the essence of reading because the goal of written language is communication of message. If we do not understand the message, we are not reading.” This makes comprehension is important in reading a text. Comprehension helps the students to understand the meaning delivered by the writer of the text.

### 1. Herringbone Technique

Herringbone Technique (hereafter, HT), which is one of the techniques recognized to help students in improving their reading ability, especially in finding the main idea and supporting details. Mcknight (2010: 50) states the definition of “HT is a graphic organizer that is used for establishing supporting details for a main idea.” That means, this technique can be used by the students when they want to find the main idea of a text. According to Deegan (2006) as cited in (Rohmah, 2018: 68) “Herringbone strategy is a strategy that develops comprehension of the main idea by plotting who, what, when, where, how, and why questions on a visual diagram of a fish skeleton.” This strategy helps students in obtaining the main idea of the text by writing the six-comprehension questions on a fish backbone in the diagram before concluding the main idea.



**Figure 1.**  
**Herringbone diagram from Bouchard (2005:56)**

1. “Who” question refers to the character involves in the text.
2. “What” question refers to what the character does in the text.
3. “When” question refers to the time of something happen in the text.
4. “Why” question refers to the reason behind something happen in the text.
5. “Where” question refers to the place of something happen in the text.
6. “How” question refers to the way something happens in the text.

These six comprehensions question (or WH questions) will be answered by students in order to establish the main idea of a text. The writer believes that the Herringbone technique is an effective technique that can help students in improving their reading comprehension. Besides, Herringbone technique would be able to

attract students' intention in learning reading by providing interesting visualization of a fish skeleton diagram in the process of identifying the main idea of a text.

## METHOD

In this research, the writer uses the Classroom Action Research (CAR) in improving students' reading comprehension by using Herringbone Technique. Classroom Action Research conducted by a teacher itself through self-reflection, with the purpose of improving students' performance as a teacher so that students learning outcomes increase. Classroom Action Research usually consists of at least two cycles divided into four phase such as planning, acting, observing and reflecting. According to Kemmis and Taggart (in Putri, 2020: 35), the procedure of classroom action research can be explained as follows:

1. Identifying problem and planning.
2. Implementing the action.
3. Observing.
4. Reflecting.

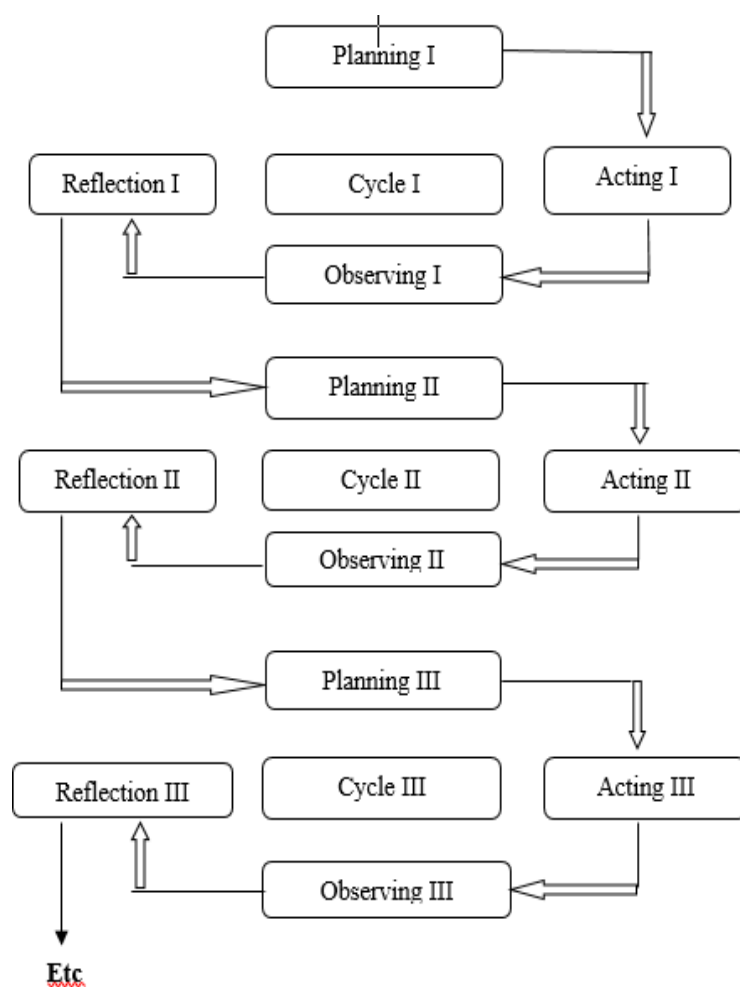


Figure 2.

Adapted from Kemmis and McTaggartin Hutagalung (2019: 26)

## 1. Subject of the Research

The subjects of this research were the students of the second semester at tenth grade of SMA YP Unila Bandar Lampung in academic year 2021/2022. The total number of students in the tenth grade are 369 students which are divided into 11 classes. The subjects of this research are 34 students, consisted of 14 male students and 20 female students, of X IPS 1 class.

## 2. Instrument of the Research

The following instruments used by the writer as follows:

### a. *Formative Test*

Formative test is achievement test to determine the success of learning process performed by the teacher, in order to obtain feedback from the teaching efforts undertaken by teachers. This test will be given at the end of the class in each meeting. The test consisted of 5 multiple choice questions. The topic was different in each meeting, it will be based on the material discussed in the class.

### b. *Summative Test*

Summative test would be used to assess students' reading comprehension. This test was conducted at the end of each cycle. The form of the test was multiple choice consists of 40 questions with five options (a, b, c, d, and e).

### c. *Observation Sheet*

The observation sheet was used to observe the students' activity during learning process in each cycle. This was focused with the students as the subject in implementing the strategy.

### d. *Field Note*

The field note was used not only to note the support data in the research but also used to record the teaching learning process related to the weakness and obstacles that was found in addition, the researcher and the teacher was able to see and took a note on students' reading comprehension progress in the classroom.

## 3. Quantitative Data Analysis

### a. *Individual Completeness*

To count the score of students' learning completeness, the writer used the formula:

$$SS = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100$$

in which:

SS: Students' score

**b. Classical Completeness**

To count the score of classical learning completeness, the writer used the formula:

$$CC = \frac{\text{number of passed students}}{\text{total of students}} \times 100$$

in which:

CC : Classical Completeness

**4. Qualitative Data Analysis**

The method used to analyze qualitative data is Descriptive Qualitative method. Qualitative data analysis is used to analyse students' learning activities during the learning process. The data was obtained through direct observation towards students' learning activities. It was noted by the teacher by using observation sheet of students' learning activities. The data in observation sheet will be analysed by finding the total score and the mean score. The formula that used to analyse the data is:

$$\bar{x} = \frac{\sum x}{n} \quad (\text{Sudjana, 2005: 67})$$

in which:

$\bar{x}$  = Mean Score of students' learning activity

$\sum x$  = Sum of the mean score of all students

$n$  = Total Number of students

The data in the observation sheet will be analyzed to find the total score and the average score of each student, and the total score of each aspect of the learning activity and the mean score of the whole students. Then, it will be categorized based on the table below:

**Table 1. Criteria Result of Students' Learning Activity**

No.	Range of Score (%)	Category
1.	>8.00	Very active
2.	7.50 – 7.99	Active
3.	7.00 – 7.49	Quite active
4.	6.00 – 6.99	Less active

Adapted from Aqib, et al. (2011: 269)

## RESULT AND DISCUSSION

Based on the result of the research, there were some problems found during the learning activity in the first cycle. The students seemed to be confused and less interested in participating in the lesson as they do not understand how to identify the main idea of the text using Herringbone Technique. Most of the students also barely gave any response to the writer's questions. The students had lack confidence in doing the test because they were afraid to make mistake and it made them did not do the test by themselves.

Nonetheless, the students showed improvement in the second cycle after they understood how to use Herringbone Technique. The students began to be more confident and doing the discussion about the topic using Herringbone technique enthusiastically. The students started to give response to the writer's questions. Besides the weaknesses in the first cycle, there were some strengths found in this research. Despite the lack of response and understanding, the students still joined the class patiently. Some of them also still participated in the class well. The writer also tried to get students' attention by getting closer to the students. This made them be more enjoyed to participate in the teaching and learning process in the second cycle. It supported most of the students to pay attention to the materials. At the end, the students got better progression from the first cycle to the second cycle. They be more active and enthusiastic in the teaching and learning activity.

### 1. The Result of the Data in Cycle 1

The writer used Herringbone Technique in this research. The technique was expected to help the students to improve their reading comprehension. Based on the result of the research, it can be seen that there was an increase in the teaching and learning process. The data of the first cycle can be seen on the table below:

**Table 2. The Result of Cycle 1**

No	KKM	Cycle 1		Information
		The number of students	%Completeness	
1	$\geq 70$	23	67.64%	Complete
2	$\leq 70$	11	32.35%	Incomplete

Based on the tables above, it can be seen that some students still got score which was lower than the minimum completeness criteria ( $\leq 70$ ) and did not complete the minimum completeness criteria of the class since the students who got score higher or equal to 70 was not reach 70% of the students in the class. The students who got the score  $\leq 70$  was about 11 students with percentage 32.34%. While the students who got the score  $\geq 70$  was about 23 students with the percentage 67.64%. After doing a reading test in cycle 1, there were some students who had not reached the minimum completeness criteria (KKM) of the class.

## 2. The Result of the Data in Cycle 2

The result of the data in cycle 2 can be seen on the tables below:

**Table 3. The Result of Cycle 2**

KKM	Cycle 2		Information
	The number of students	%Completeness	
$\geq 70$	28	82.35%	Complete
$\leq 70$	6	17.64%	Incomplete

Based on the tables of the result above, there was an improvement in the second cycle. It can be seen from the increases of students' score. The students who got  $\geq 70$  was 28 students with percentage 82.35%. While the students who got  $\leq 70$  was 6 students with percentage 17.64%. It meant that the students score complete the minimum completeness criteria (KKM).

From the result of the reading test in the first cycle and the second cycle, it can be seen that there were 23 students who passed the minimum completeness criteria with the score  $\geq 70$  and the percentage 67.64% in the first cycle. Meanwhile in the second cycle, there were 28 students who passed the minimum completeness criteria with the score  $\geq 70$  and the percentage 82.35%. Therefore, the second cycle was better than the first cycle. As a result, the Herringbone Technique could improve students' reading comprehension and their learning activity.

## 3. The Result of the Observation Sheet

Based on the students' score from reading test and the result of the observation sheet, it can be seen that there was an increase of the mean score of the students' learning activity from the first cycle to the second cycle. In the first cycle, the mean score of the students' learning activity was 6.84. While in the second cycle, the mean score was 7.51. It can be concluded that the Herringbone Technique can improve students' learning activity in English subject of X IPS 1 SMA YP Unila Bandar Lampung in academic year 2021/2022. Herringbone Technique had been used in the teaching and learning English. This technique can give positive change to the teaching and learning activity. However, there are some things that must be fixed such a creating the atmosphere of the class to be more interesting to gain students' intention in following the lesson. Besides, using any media on teaching and learning activity can help the students to be more active in the class.

## CONCLUSION

Based on the result of the research, it can be concluded that the students' reading comprehension in the Tenth Grade of SMA YP Unila Bandar Lampung improves after being taught using Herringbone Technique. It can be seen from the students' score in reading test. The result of the score in the first cycle showed that there were 67.64% of the students who passed the minimum completeness criteria



of the English subject. Meanwhile, the result of the score in the second cycle showed that there were 82.35% of the students who passed the minimum completeness criteria of the English subject. It showed that there was a significant improvement of the students' score after using Herringbone Technique in teaching and learning activity. Moreover, the students' learning activity was shown to be increased. The students be more active and enjoyed in following the lesson. It meant that there were some positive progressions that supported the students to master the lesson.

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