



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 2 Tahun 2023 Page 14005-14014

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## Improving Students' Reading Comprehension Of Spoof Text By Using Herringbone Technique

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### Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca teks spoof siswa dengan menggunakan teknik Herringbone di kelas VIII pada SMP Islam Terpadu AL Ishlah Konawe. Penelitian ini menerapkan penelitian tindakan kelas. Sampel penelitian yang diambil adalah 30 siswa. Penelitian ini dilakukan dalam dua siklus dan setiap siklus terdiri dari empat langkah yaitu Perencanaan, Tindakan, Observasi dan Refleksi (Evaluasi). Temuan dari penelitian ini adalah nilai rata-rata siswa pada pre-test adalah 53,73. Hasil tersebut tidak memenuhi target nilai kriteria tingkat penguasaan minimal yaitu 65. Pada siklus I (Post-test 1), hasil analisis data menunjukkan peningkatan skor rata-rata 67, namun mencapai target skor kriteria tingkat ketuntasan minimal dengan memperoleh persentase ketuntasan yaitu 50%. Pada siklus II (Post-test II), nilai rata-rata siswa meningkat menjadi 80,08 dan persentase ketuntasan yaitu 90%, yang berarti hasil tersebut mencapai target nilai kriteria tingkat ketuntasan minimal. Berdasarkan hasil penelitian ini, dapat disimpulkan bahwa pemahaman membaca teks spoof siswa dengan menggunakan teknik Herringbone berhasil ditingkatkan hanya dengan melalui dua siklus.

Kata Kunci: *Teknik Herringbone; Pemahaman membaca; Teks Spoof.*

## Abstract

This research aims to find out the improvement of students' reading comprehension of spoof text by using Herringbone technique on the eighth grade students at SMP Islam Terpadu AL Ishlah Konawe. This research applied classroom action research. The sample of research taken was 30 students. This research was conducted in two cycles and each cycle consisted of four steps: Planning, Action, Observation and Reflection (Evaluation). The findings of the research were the students' mean score in pre-test was 53.73. It did not fulfill the target score of the minimal mastery level criterion of 65 (*Kriteria Ketuntasan Minimal*). In cycle I (Post-test 1), the result of the data analysis showed the improvement of the mean score of 67, but it achieved the target score of the minimal mastery level criterion (*Kriteria Ketuntasan Minimal*) by obtaining the percentage of completeness of 50%. In cycle II (Post-test II), the students' mean score improved to 80.08 and the percentage of completeness was 90%, it means that it achieves the target score of the minimal mastery level criterion (*Kriteria Ketuntasan Minimal*). Based on the result of research, it can be inferred that the students' reading comprehension of spoof text by using Herringbone technique was successfully improved only in two cycles.

Keywords : *Herringbone technique; Reading comprehension; Spoof text.*

## INTRODUCTION

Reading is one of basic skills that must be developed for mastering English, it uses the cognitive ability to interpret and understand the content of text. Al Aziz & Susanti (2020) said that reading is an activity which aims to obtain the message contained in the text. A reader cannot answer the questions based the text and obtain the information from the text without understanding and interpret what she or he reads.

Reading is essential skill that must be developed by students to master English. The students may not only read, but also they understand the contents of text, called reading comprehension. Comprehending a reading text is important to do by students since it eases them to gain information from the text. In reality, many students have a low skill in reading comprehension, fail in grasping information from the text properly, and think that reading is a boring activity.

Moega (2023) stated that reading cannot be separated from comprehension hence a reader must have the reading comprehension ability to understand the text. By comprehending what is read, a reader can grasp the messages conveyed by the author. A reading process constructs meaning from the text for grasping the detailed information either written or implied, called reading comprehension. Budianto, Tridinanti, Dianti and Ridho (2022) defined that reading comprehension is an activity that develops understanding of the meaning of a text and can retell it by own language. Nurwanti, Asrifan, & Haedar (2019 : 31-32), comprehending a text in reading is essential for students

because they can understand information from the English materials if they have the skill of reading comprehension that is able to be developed by practicing reading more and more, and leading the questions to estimate what contains in that written text actually.

Reading comprehension is taught in senior high school to help students in developing their reading skills. In fact, students face difficulties to comprehend the text, identify the main idea, and answer the questions based on the text, they just read without understanding. In other words, reading comprehension ability of high school students is still categorized low, so teachers must look for the effective technique to overcome it.

Furthermore, it related to pre observation research conducted on the eighth grade students at SMP Islam Terpadu AL Ishlah Konawe, it is found that students get difficulties to comprehend the content of text, cannot answer correctly the question based on the text, are difficult to find out main idea and important information, are passive to join the reading class, and are unenthusiastic about attending the reading class. Also, most of them obtain the score are under the target score of the minimal mastery level criterion of 65 (*Kriteria Ketuntasan Minimal*) in English subject. To overcome the students' difficulties in reading comprehension, it is required the appropriate learning technique.

Herringbone is one of the effective learning techniques which can be used to overcome students' problems of reading comprehension. According to Rohmah (2018), the herringbone technique is a technique used by students to obtain information and main ideas in a text by answering six questions in a diagram. Herringbone technique is a reading technique used to get information, main ideas, and supporting ideas by using six questions (Who, What, Where, When, Why, and how) on fishbone diagram, it eases students to read meaningfully and to grasp essential information and main idea accurately. Losi (2020) states that herringbone technique is one of essential alternative for the success of reading comprehension for students. Tierny, et.al introduced the Herringbone technique in 1980. According to Maulina (2022:2), Herringbone technique develops student's comprehension by plotting questions 5W + 1 H (What, Where, Why, Who, When, and How). Rafi'i (2017) said that herringbone technique develops students' comprehension of main idea by using the visual diagram of a fish skeleton, which consists of questions who, what, when, where, why and how. Therefore, A Herringbone technique is a technique uses 5W + 1H questions on a fishbone diagram to gain important information and main idea in the text.

Herringbone technique is chosen to solve students' difficulties in reading comprehension, it uses 5W + 1H questions (What, Where, When, Why, Who, and How) on fishbone diagram to identify main idea and get detailed information from the text.

Students are instructed to note and sort information, answer the questions in the fishbone diagram, and summarize the information gained. The text used is spoof text, it is a factual text which takes place in the past with an unexpected amusing ending. It is expected students can understand the content of text easily, find out main idea and detailed information correctly from the text, and join the reading class enthusiastically.

In Herringbone technique, the students divided into the some groups to answer the six basic comprehension questions. After reading a text, students answer and put the questions having obtained which are suitable on the fishbone diagram in their each group. The answers as information which put on the diagram are used to determine the main idea of text and deliver it by own language.

According to Margareta, Ikhsanudin, and Husin (2015), the advantages of Herringbone technique are helping the students encode the information well, have ability to answer the questions of text correctly, enjoy learning reading, and have high order thinking skill. In other words, students are improved in learning reading by using Herringbone technique, hence, it is the appropriate technique to solve students' reading comprehension difficulties.

A text will be used to improve students' reading comprehension by using herringbone technique is spoof text. Yuliani (2019) said that a spoof text has funny parts at the end of the story with contain unpredictable events. So, it can be inferred that a spoof text contains a funny factual story whose ending makes the reader laughing. It is being an interesting text to learn by students.

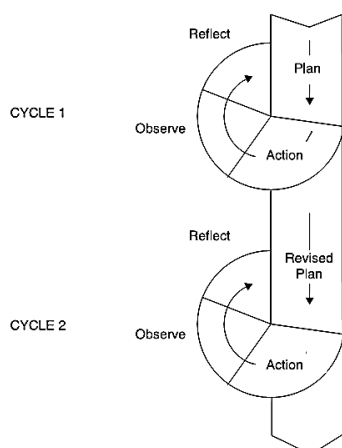
The use of Herringbone technique in learning reading of spoof text can make students become more active, organize and encode information well, have the ability to answer questions, and remember details, so they are easy will to obtain detailed information, gain main idea, and also be more enthusiastic in learning reading comprehension. Therefore, the researchers are interested to investigate the use of Herringbone technique to improve students' reading comprehension in spoof text, and to know that whether the use of Herringbone technique improves the students' reading comprehension of spoof text or not on the eighth grade at SMP Islam Terpadu AL Ishlah Konawe.

Based on those explanations above, the research problem can be formulated as follows: "Does the use of Herringbone technique improve students' reading comprehension of spoof text on the eighth grade at SMP Islam Terpadu Al Ishlah Konawe?"

## RESEARCH METHOD

### Research Design

This research used classroom action research to improve students reading comprehension of spoof text on the eighth grade at SMP Islam Terpadu Al Ishlah Konawe by using Herringbone technique. It took two cycles, and each cycle consisted of three meetings. It consists of four steps: Planning, Action, Observation and Reflection, as proposed by Kemmis and McTaggart in Burns (2010:7-9), "action research has four major steps. There are planning, action, observation and reflection". The design of this research can be seen in figure below:



### Subject of the Research

The subject of research was the eighth grade students of SMP Islam Terpadu AL Ishlah Konawe, the sample taken was 30 students.

## RESULT AND DISCUSSION

### Result

In this step, some activities were conducted to find the field problems. The first was observing the English teaching and learning process on the eighth grade at SMP Islam Terpadu Al Ishlah Konawe. Secondly, the English teacher and students were interviewed to get data about the weaknesses and suggestions related to English learning and teaching process.

#### 1. Classroom Observation

The researcher conducted observation to identify the existing problems. There was classroom observation which conducted to collect any valuable information during the English teaching and learning process in the classroom. There are some

problems that the researcher found in the classroom:

- a. The classroom situation. The English teacher did not manage the class well to create a good atmosphere. Many of students are playing in the class.
- b. The teaching method. The conventional method was usually used by looking for difficult words and found the meaning in the dictionary to translate the reading text given and students were supposed to answer the reading questions individually.
- c. The students. They had difficulty to understand the word and contain of the reading text given.

## 2. Interview

After conducting the observation, the researcher then interviewed some students. This interview aimed to collect information about the students' and teacher's perspective of teaching and learning process. The following interview transcript showed the problem that the researcher found.

R	:	Apa pendapat anda tentang Reading bahasa inggris? Apakah susah atau gampang? ( <i>What do you think about English? Is it easy or difficult?</i> )
S	:	Susah, Ibu. ( <i>It is difficult, mam</i> )
R	:	Mengapa anda mengatakan itu sulit? ( <i>Why did you say that it is difficult?</i> )
S	:	Saya mengalami kesulitan di dalam memahami arti setiap kata di dalam teks dan saya juga mengalami kesulitan dalam memahami isi bacaan secara keseluruhan. ( <i>I have difficulty to understand the meaning of each word in the text and I also have a trouble in comprehending the reading text as a whole</i> )
R	:	Bagaimana dengan metode pengajaran dalam pembelajaran Reading, Apakah menarik atau tidak? ( <i>How about the teaching method of learning Reading, is it interesting or not?</i> )
S	:	Monoton. ( <i>It is monotonous</i> )

## 3. Pre-Test

After the researcher conducted interview, the researcher then conducted pre-test to figure out the students' prior knowledge about the material that would be taught.

Table 1. Students' reading comprehension of spoof text in Pre-test

STUDENT	SCORE
Student 1	33
Student 2	33
Student 3	33
Student 4	33
Student 5	67
Student 6	67
Student 7	43
Student 8	60
Student 9	53
Student 10	43
Student 11	60
Student 12	60
Student 13	53
Student 14	37
Student 15	70
Student 16	43
Student 17	67
Student 18	40
Student 19	70
Student 20	67
Student 21	67
Student 22	47
Student 23	50
Student 24	47
Student 25	53
Student 26	60
Student 27	60
Student 28	63
Student 29	70
Student 30	63

Total	1612
Mean Score	53.73
Percentage of Completeness (%)	26.67

Based on the table above, it can be seen that the students' mean score of the result of preliminary test was 53.73 or in another word, it was under the target score of the minimal mastery level criterion of 65 (*Kriteria Ketuntasan Minimal*). It clearly describes that there were only 8 students who passed the target score of the minimal mastery level criterion or got score above 75 and the percentage of completeness is 26.67%.

## Discussion

Based on the data analysis, the students' reading comprehension skill on spoof text was successfully improved only in two cycles. Before conducting the action by using Herringbone technique, the researcher was previously conducted pre-observation test to figure out the students' prior knowledge about the material that would be learned and the students' problem. After conducting the pre-observation test, the researcher then analyzed the students' mean score to find out whether the target score of the minimal mastery level criterion of 65 (*Kriteria Ketuntasan Minimal*) has already achieved or not. The result of analysis showed that the students' mean score in pre-test was 53.73. It means that, the students' reading comprehension of spoof text was under the target score of the minimal mastery level criterion (*Kriteria Ketuntasan Minimal*).

Based on the result of evaluation test in cycle I (Post-test I), the students' mean score has reached the KKM, it is 67. However, it shows that the completion of the target score of the minimal mastery level criterion (*Kriteria Ketuntasan Minimal*) has not been achieved. It can be seen that only 50 % of students who passed the target score of the minimal mastery level criterion (*Kriteria Ketuntasan Minimal*). Therefore, the researcher continued to conduct the Cycle II. Based on the result of data analysis in cycle II (Post-test II), the researcher found that the students' mean score has reached the KKM. In this case the students' mean score was 80.08. Furthermore, the students' completion was 90%. It indicates that most students have passed the KKM, in other words, there were 27 of 30 students who are improved. Because of this, it can be stated that the Herringbone technique can improve students' skill of reading comprehension of spoof text on the eighth grade at SMP Al Ishlah Konawe, it is in line with the results of Mumpuni's research (2021), she inferred that the Herringbone technique in teaching reading gives a significant

impact on reading skills. The learners can improve their reading skill by using the Herringbone technique.

## CONCLUSION

Based on the result of the students' evaluation, the students' mean score in pre-test was 53.73. It was under the target score of the minimal mastery level criterion of 65 (*Kriteria Ketuntasan Minimal*). In cycle I (Post-test I), the result of the data analysis showed the improvement of the mean figure. After conducting action, then the researcher evaluated the students. The result of evaluation showed that the students' mean score was 67. The target score of the minimal mastery level criterion (*Kriteria Ketuntasan Minimal*) was achieved but the percentage of completeness was only 50% in cycle I (Post-test I). The students' mean of cycle II (Post-test II) score improved to 80.08 and the percentage of completeness was 90%. Based on the data analysis, it can be concluded that the students' reading comprehension of spoof text by using Herringbone technique was successfully improved only in two cycles. Therefore, it is able to be inferred that the use of Herringbone technique is qualified in improving students' reading comprehension of spoof text on the eighth grade at SMP Islam Terpadu AL Ishlah Konawe.

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