

Effect of Herringbone Technique on the Students' Achievement in Reading Narrative Text at SMA Swasta Budisatrya in Academic Years of 2021/2022

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ABSTRACT

The objective of this research is finding out whether or not there is significant The Effect of Using Herringbone Technique on Students' Achievemenet in Reading Narrative Text at the second semester of the grade of SMAS Budisatrya Medan in academic year 2021/2022. Reading comprehension is the ability to get comprehension, including to recognize the unfamiliar words or sentence in the text. Comic series is one of media that uses some comics related to the story given. These comics has function to describe the story. It is an appropriate media to be taught in Senior High School level to open up their mind widely by reading passage. There were two variables in this research. The independent variable is the word herringbone technique (X) and dependent variable is the students' reading comprehension (Y). The research methodology in this research is Quasi experimental design with experimental and control class. The population of this research is the eight grade of SMAS Budisatrya Medan. In determining the sampling technique. The samples of research were 2 classes VIII A consisted of 15 students while in VIII B consisted 15 students. In collecting the data, there were pre-test and post-test and instrument. After giving the post-test, the researcher analyzed the data of research. From the result, it was obtained that t-count is higher than t-critical ($46 > 39,33$). Therefore, there is significant influence of using series pictures towards students' reading comprehension in narrative text at the second semester of the eleven grade of SMAS Budisatrya Medan in academic year 2021/2-2022.

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PENDAHULUAN

English an international language is used by many people in the world and in many areas of life. It is learned by most of people in the world. In Indonesia, English is as the foreign language that is not used every day. Indonesians only learn English from the school or course. Moreover, English is a compulsory subject which should be mastered by students of senior high school. There are four skills in English they are listening, speaking, reading and writing. These skills are closely related one to another. In this research, the researcher will focus on reading.

As an international language, English is very important and has many inter relationship with various aspects of life owned by human being. In Indonesia, teaching English as a foreign language is obligatory subject in many levels of school from elementary school until University. The objective of teaching English for junior high school is to make the students to be able to use the language for communication. Based on Institutional-Based Curriculum, the general purpose of English learning is to develop the four skills namely listening, speaking reading and writing, and the language components; grammar, pronunciation, and vocabulary (KTSP, 2006 as cited Arifin). Among the four skills, reading is one of the skills that plays an important role in learning English. It is a basic skill in learning English because every teaching learning activity in an English class involves reading.

Reading is one of the activities to get the information from the text. It is defined as an activity between the readers and the text. When readers look at the text and able to interpret the meaning of that written symbol, therefore it is a true reading activity. In other words, it is an activity that does not only pick up the words from the text but requires the reader to interpret what happen in the text.

Reading comprehension is necessary in languages, for people to be able to make sense of what they are reading. Reading comprehension is a serious skill. That is needed for attainment in school and beyond, yet many students are reading below grade level well as between students in the context of changing attitudes, because it is good conceptual an operational communication concepts will always be attached.

Reading is one of those skills that are considered as the most important activity to get knowledge and information of human life, especially for the student in learning English. In Schools reading is one of the basic competences that included in English subject that should be studied by the students. Through reading, people can improve their own knowledge which ensures the continuing personal growths and adapts the change in the world. Harmer argues that many of students want to be able to read the text in English either for their careers, for study purposes or simply for pleasure.

Reading is one of the four skills in English that must be mastered by every student. Reading is the ability of an individual recognizes a visual form to associate the form with the sound or meaning acquired in the past, and the past experience, understand and interpret its meaning. It means that reading is individual ability in understanding and finding the message written by the author. Reading may help students to develop their language skills necessary for success, but it is not easy to implement an effective reading, especially in countries where English language is treated as foreign language, it means the success of implementing reading will depend on the students' interest. By reading students can get some information to increase their knowledge. Reading is very important in education world because it provides access to get the information, knowledge, facilitates life-long learning, and open doors to opportunity. Reading is also very important for English student because reading can enlarge their knowledge, vocabulary. From reading, students can extract a lot of information and knowledge from many text books, references and related library reading they read.

Reading is a complex process which involves instruction between the reader and language and ideas of the text. It means that reading is the good way to catch all of direction between the reader and writer. Every text of course has the ideas so get the idea in the text is a way to know what the text means.

In teaching and learning reading there are many techniques; one of the techniques is herringbone. Use of Herringbone Techniques aimed at preventing the occurrence of saturation in students in learning English, but must be in accordance with the goals and needs of students application. Appropriate herringbone techniques support the creation of a conducive learning atmosphere conducive, so that the subject matter can be accepted by students well. But in reality, the technique of delivering material is still using conventional techniques and is considered less suitable student needs and the dynamics of the development of science and technology Conventional techniques used in language learning.

English has not been able to achieve reading competence. According to curriculum KTSP in reading competence, students must be able to obtain specific or detailed information from simple written discourse. Looking at this problem, it is hoped that researcher can find a technique help students in reading activities. One of them with make changes to teaching techniques that are still lacking achievement of learning objectives.

One of the techniques that can be used in the development of reading ability is the Herringbone technique. Herringbone Technique is techniques that can help students find and remember material and information received in reading activities. technique use Herringbone in the teaching and learning process is expected not to be boring for students so that students are happier, more enthusiastic, and more improve students' ability in language reading activities.

Based on statement reasons that have been described above, here the research is interested in conducting research entitled "The Effect of Using Herringbone Technique on The Student's Achievement in Reading Narrative Text".

METODE

This research is used quantitative, the design of the research conducted by used experimental research. There are two groups of students namely experimental group and control group. The experimental group that treated by used Herringbone Technique in reading narrative text.

Population of the Research

The population of the research in the whole of the eight grade students of SMAS Budisatrya Medan there are 30 students that consist of 2 classes.

Sample of the Research

The sample of this research are 20 students of class VIIIA, 20 Students of class VIIIB. The control group is class VIIIA and experimental group is VIIIB.

Instrument Collecting Data

For this case the researcher uses test . The form of the test is multiple choice. The use to get the students scores both of scores of students in reading narrative text.

Technique of Collecting Data

In collecting data, researcher use several techniques, namely: pre-test, treatment, and post-test.

1. Pre-Test

Before giving the treatment, the researcher distributes the speaking test to know prior knowledge of the students' ability. In the pre-test, the researcher will give a test about Narrative Text.

2. Treatment

After giving a pre-test, the researcher gives treatment in the classroom. Steps are taken in the treatment. The following steps are as follows:

- a. Researcher explaine to the student what is reading and the importance of learning reading.
- b. The researcher mention what reading will be presented.
- c. Researcher prepare narrative text.
- d. Researcher and students listen to the movie to be presented.
- e. Asking the students what contained in the reading narrative text and asking what is not understood.
- f. The researcher then gives the assignment to students about the material that has been studied.
- g. After finishing the task, students and teachers correct together the task.
- h. The researcher gives appreciation to students.
- i. Read the recording to conclude what you already have.

3. Post-Test

After giving a treatment, the researcher gives post-test to know the students' reading after the students are given a treatment. The form of post-test is the same as pre-test.

Technique of Analyzing Data

After collecting the data from experimental and control groups, the result of the test. This research uses quantitative experimental way. The following test is used to determine whether the data fulfill the criteria of the quality of variance.

$$t = \frac{|Mx - My|}{\sqrt{\left\{ \left(\frac{\sum X^2 + \sum y^2}{Nx + Ny - 2} \right) \left(\frac{1}{Nx} + \frac{1}{Ny} \right) \right\}}}$$

Where:

- Mx = The mean of experimental group
- My = The mean of control group
- $\sum X^2$ = The total number of reability
- $\sum Y^2$ = The total number of realibility
- Nx = The total number of sample in experimental group
- Ny = The total number of sample in control group

PEMBAHASAN

TABLE 4.3
THE DIFFERENCE OF SCORE PRE-TEST AND POST-TEST OF THE EXPERIMENTAL GROUPS

No	Students Names	Pre-test	Post-test	T2-T1
1	AH	70	80	10
2	IF	35	55	20
3	DIS	40	50	10
4	AM	50	60	10
5	DSN	35	45	10
6	SHL	30	65	35
7	AHN	25	45	20
8	WR	25	35	10
9	FN	45	55	10
10	AS	30	65	35
11	RAB	35	50	15
12	LHN	40	60	20
13	JP	30	55	25
14	RF	25	55	30
15	JM	30	45	15
		$\sum X$		140

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{275}{145}$$

$$\bar{X} = 18,33$$

T₁ = The score of pre-test

T₂ = The scores of post-test

Based on the analysis above, it could be seen that the students score in post-test was higher than the students scores in pre-test, it mean that there were improvement the students ability in make procedure text with picture as media. Therefore, the mean of difference scores between pre-test and post-test of experimental group was 18,33.

Then, the table below had shown the difference score of pre-test and post-test of control group.

TABLE 4.4
THE DIFFERENCE OF SCORES BETWEEN PRE-TEST AND POST-TEST OF THE CONTROL GROUP

No	Students Names	Pre-test	Post-test	T ₂ -T ₁
1	RS	50	60	10
2	YNL	25	35	10
3	RZ	25	35	5
4	RHH	55	60	5
5	DP	50	60	10
6	BS	50	50	10
7	YAP	25	30	5
8	RPAG	30	35	5
9	EMN	25	45	20
10	AR	30	40	10
11	GGA	50	60	10
12	DM	35	40	5
13	HMS	50	55	5
14	IG	40	55	15
15	AS	50	60	10
		ΣX		140

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{140}{15}$$

$$\bar{X} = 9,33$$

T₁ = The score of pre-test

T₂ = The scores of post-test

Based on the analysis above, it could be seen that the students score in post-test was higher than the students scores in pre-test, it mean that there were improvement the students ability in make procedure text with picture as media.

Therefore, the mean of difference scores between pre-test and post-test of experimental group was 9,3.

TABLE 4.5 THE DEVIATION FROM EXPERIMENTAL GROUP

No	X	X ₁ (X-8,3)	X ₁
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1	10	10	68,9
2	15	-3,3	10,89
3	10	-8,3	68,89
4	10	-8,3	68,89
5	10	-8,3	68,89
6	35	16,7	278,89
7	20	1,7	2,89
8	10	-8,3	68,89
9	10	-8,3	68,89
10	10	16,7	278,89
11	35	-3,3	10,98
12	20	1,7	2,89
13	25	6,7	44,89
14	30	11,7	136,89
15	15	-3,3	10,89
Total			1.1191,35

Where:

X_1 = Deviation score of the experimental group

X_2 = The square of the deviation score of the experimental group

x_2^2 = The square of the deviation score of the control group.

Based on the data analysis above it, it could be seen that the standard deviation of the students' score of experimental group in the total was 1.1191,35.

TABLE 4.6 THE DEVIATION FROM CONTROL GROUP

No	X	X2 (X-9,33)	X2
1	10	0,67	0,448
2	10	0,67	0,448
3	10	0,67	0,448
4	5	-4,33	18,74
5	10	0,67	0,448
6	10	-0,67	0,448
7	5	-4,3	18,49
8	5	-4,3	18,49
9	20	10,6	112,36
10	30	20,6	418,18
11	50	40,6	1.648,36
12	35	25,6	655,36
13	50	40,6	1.648,36
14	40	30,6	936,36
15	50	40,6	1.643,36
Total			7.125,3

Where :

Based on the analysis above, it could be seen that the standard deviation of the students score of control group in the the total was 7.125,3.

Based on the data above,the calculation was obtained as follows:

$$\begin{aligned}
 X_1 & : 270 \\
 X_2 & : 340 \\
 x_1^2 & : 1.1191,35 \\
 X_2^2 & : 7.125,3 \\
 N_1 & : 15 \\
 N_2 & = : 15
 \end{aligned}$$

The data above then was calculated by applying t-test formula as follows:

$$\begin{aligned}
 t &= \frac{|Mx - My|}{\sqrt{\left\{ \left(\frac{\sum X^2 + \sum y^2}{Nx + Ny - 2} \right) \left(\frac{1}{Nx} + \frac{1}{Ny} \right) \right\}}} \\
 t &= \frac{|18,33 - 9,33|}{\sqrt{\left\{ \left(\frac{1.1191,35 + 7.125,3}{15 + 15 - 2} \right) \left(\frac{1}{15} + \frac{1}{15} \right) \right\}}} \\
 t &= \frac{9}{\sqrt{\left\{ \left(\frac{8.316,65}{28} \right) \left(\frac{2}{30} \right) \right\}}} \\
 t &= \frac{9}{\sqrt{\{(297,023) (0,067)\}}} \\
 t &= \frac{9}{\sqrt{19.900}} \\
 t &= \frac{9}{140} \\
 t &= 0,0642
 \end{aligned}$$

In this research, the total numbers of the students who belong to the control group is 15. In the Pre-test the highest score in control group was 55 and the lowest score was 25. The mean score for control group was 39,33 and the standard deviation was 7.125,3. While in Post-test the highest score for control group was 60 and the lowest score was 35. The mean score for control group was 46 and the standard deviation was 7.125,3.

The total numbers of the students who belong to the experimental group is 15. The highest score for experimental group was 70 and the lowest score was 25. The mean score for experimental group was 36,33 and the standard deviation was 1.1191,35 and in the Post-test the highest score for experimental group was 80 and the lowest score was 35. The mean score for experimental group was 53,66 and the standard deviation was 1.1191,35.

SIMPULAN

Based on the result of the analysis, the researcher got the concluded that breading comprehension by using Herringbone Technique. The conclusion is the students' reading comprehension in the control group, the mean score of pre-test was 39,33 and in the experimental group the mean score of pre-test was 36,33. Then, in control group the highest score of post-test was 80 and the lowest score was 60. The mean score for control group was 53,66 with the standard deviation was 7.125,3. And in the experimental group the highest score of post-test was 80 and the lowest score was 35. The mean score of post-test in experimental group was 53,66 with standard deviation was 1.1191,35.

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