

THE USE OF HERRINGBONE TECHNIQUE IN COMPREHENDING RECOUNT TEXT AT THE TENTH GRADE STUDENTS OF MADRASAH ALIYAH TERPADU DURI

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ABSTRACT

This study was conducted to find out whether there was a significant difference between reading comprehension recount text ability of students who were taught by using Herringbone Technique and those who were taught without using Herringbone Technique. The research method used was experimental research. The instrument for collecting data was test. It was given to subjects before and after the experiment. The test was used in order to find out the students comprehension ability on recount text. The subject chosen for this study were 62 students at the tenth grade of Madrasah Aliyah Swasta Terpadu Duri. They were divided into two groups: experimental and control group. Based on the finding, the results of t-test and interpretations, the following conclusions were drawn: (1) Herringbone Technique is applicable to improve students' ability in comprehending recount text, (2) there is a significant difference between reading comprehension ability of students who were taught before using Herringbone Technique and those who were taught after using Herringbone Technique. And (3) there is significant effect of using Herringbone Technique in comprehending recount text at the Tenth Grade Students of Madrasah Aliyah Swasta Terpadu Duri. It was proved by the calculation of t-test. The result of t-test was $(2,00 < 7,15 > 2,65)$. It could be concluded that Herringbone Technique improves students' ability in comprehending recount text.

Penelitian ini dilakukan untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan membaca pemahaman siswa yang diajarkan dengan menggunakan teknik Herringbone dan mereka yang diajarkan tanpa menggunakan teknik Herringbone. Jenis penelitian yang digunakan adalah penelitian eksperimen. Instrumen untuk mengumpulkan data adalah tes. Tes diberikan kepada subjek sebelum dan sesudah percobaan. Subjek yang dipilih dalam penelitian ini adalah 62 siswa kelas sepuluh Madrasah Aliyah Swasta Terpadu Duri. Mereka dibagi menjadi dua kelompok yaitu: kelompok eksperimen dan kelompok kontrol. Berdasarkan temuan, hasil uji t dan interpretasi,

kesimpulan berikut diambil: (1) Teknik Herringbone itu berlaku untuk meningkatkan kemampuan siswa dalam memahami teks recount, (2) ada perbedaan yang signifikan antara kemampuan membaca pemahaman dari siswa yang diajarkan dengan Teknik Herringbone dan mereka yang diajarkan tanpa menggunakan teknik Herringbone, dan (3) terdapat pengaruh yang signifikan dalam menggunakan Teknik Herringbone dalam memahami teks recount pada siswa kelas sepuluh Madrasah Aliyah Swasta Terpadu Duri. Hal itu dibuktikan dengan perhitungan t -test. Hasil t test menunjukkan ($2,00 < 7,15 > 2,65$). Dapat disimpulkan bahwa Herringbone Technique dapat meningkatkan kemampuan memahami teks recount.

Key words: Herringbone Technique, Recount Text

INTRODUCTION

In learning reading skill, students must realize that aim of learning skill is to enable them to comprehend reading texts in their effort to enrich their knowledge. It implies that reading is not simple as people think. Reading is one of the most important element and main goal of teaching reading. Reading as one of language skills, has a very important role. The students should comprehend the reading for certain purpose. However, it needs a practical and suitable method.

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

In KTSP curriculum for Senior High School, reading becomes one of the components to measure competence in English subject. There are four texts that are studied for the first year students of Senior High School. They are recount, narrative, procedure, and descriptive. However, recount text is the genre that the writer will focus on. Because recount texts have complicated generic structure, it consists of orientation, series of event, and re-orientation. There are five types of recount; they are personal recount, factual recount, imaginative recount, biographical recount and procedural recount.

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

Based on the researchers' observation, it found that the students' ability in comprehending reading text, especially in recount text is low. It can be seen from the result of the students' quiz in answering 10 questions multi choice test. They were about factual information, main idea, the meaning of vocabulary, reference, inference. The result of the observation showed that there was no student could reach good to excellent level. There were 4 students or 13% of the students could reach good level, 10 students or 33% of the students reached average level. There were 16 students or 54% of the students at the below average level. In addition, there was no student at the poor level. The average score of the examination was 50,87 (average level), Meanwhile, the minimum criteria (KKM) of achievement of this school are up to 65. In other words, the result of examination had not achieved the minimum criteria of achievement of English subject at Madrasah Aliyah Terpadu Duri.

Based on the preliminary research in Madrasah Aliyah Terpadu Duri, the researchers found some phenomena:

1. Some of the students still find difficulties and problem in comprehending the text.
2. Some of the students are low in reading comprehension.
3. Some of the students get bored with the reading teaching methods.
4. Some of the students do not understand structure of the text reading.
5. Some of the students do not master the language aspect in the reading text.
6. Some of the students cannot answer the question based on the text.
7. Some of the students are unable to find main idea from the reading text.

There are several factors caused the students get difficulties in understanding the text, such as knowledge background, interest, attitude and the teaching strategy used by the teacher. It is already known that the suitable techniques and strategy can help both teacher and learners in teaching process. In this case, the writers try to use Herringbone Technique in classroom especially in teaching reading for comprehension. Herringbone Technique is one of the most popular and commonly used strategies for effective study and learning. It is a kind of technique that develops comprehension of the main idea by plotting who, what, when, why and how questions on a visual diagram of a fish skeleton. Using the answer to the WH questions, the students write the main idea across the backbone of the fish diagram.

Based on explanation above, the researchers want to find out how the effect of students ability in reading comprehending before using Herringbone Technique is, how the effect of students ability in reading comprehending by

using Herringbone Technique is and whether there any significant effect of using Herringbone Technique.

Reading Comprehension

According to Adams (2002), reading comprehension is one of the main aims of teaching. Without comprehending the written text, learners cannot achieve academically or progress from one learning stage to the next. Students need to learn how to interpret written texts as a way of making sense of their world. It is defined as the ability of readers to understand the surface and the hidden meanings of the text. It is the process of unlocking meaning from a written text, not only understanding its direct meaning, but also comprehending implied ideas.

Reading comprehension is the ability to read text, process it and understand its meaning (Wikipedia, 2016). An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies (Nelson, 2001).

Reading comprehension is an ability of reading that is being taught to senior high school level. Based on the recent curriculum of English subject, the learners' level should be able to comprehend the meaning of short functional text and simple essay. According to Silberman (1994), in the simple essays, the learners are expected to give respond on the meaning of the text. Besides, the students should be able to explore their thinking and to identify what the author means. In other words, the students in this level are supposed to read and to understand the text comprehensively. Unfortunately, comprehending the English text for the students is not easy since it is a foreign language. Students need to make English reading as habit, so that they can get accustomed to the English text.

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material (Adams, 2002).

Recount Text

Hartono (2005:6) defined recount text is a report or retell of event or activity in the past. It is to inform or to entertain the readers. The purposes of recount text are reconstructed an events, experiences, and achievements from the past in a

logical sequence. Some recount will be purely informative and some both to inform and to entertain.

a. Types of Recount Text

According to Nelson (2001), there are five types of Recount Text:

1. Personal Recount is telling an event that the writer personally involves in.
For example: Personal experience, Personal letter, Diary, Entries, Journal, Anecdotes, Post card. Personal recount are usually written in the first person (I and we)and often to entertain and inform.
2. Factual Recount text is concerned with the recalling events accurately. It can range from everyday tasks such as accidents, structured, science, news recording and police report
3. Imaginative or literature by recounts entertains the reader by recreating the events of an imaginary world as though they are real such as fiction.
4. A Procedural Recount records taken in completing a task or procedure.
5. A Biographical Recount tells the story of a person's life using a third person narrator (he, she, and they).

b. Structure of Recount Text

1. The Orientation provides all the necessary background information to make sense of text. To orientation is detailed and thorough, it uses 5W (who, what, where, and why). The authors need to give information about what happened, who or what was involved, when and where events occur and why.
2. Series of Events
Events should be selected carefully to add the reader's understanding of the topic. Students should be prepared to discard unimportant or uninteresting events and details. Events are usually chronological, but students should be encouraged to experiment with arranging events in order of importance. Unity between paragraphs is created through the use of time connectors (before, throughout, finally) so that the separate events form part of a coherent text.
3. Re-orientation
This final section concludes the recount summarizing result, evaluation of the topic, or offering personal comments. (Herber, 1978)

c. Language Feature of Recount Text

1. Using Simple Past Tense in most recounts. But Simple Present Tense may be used in diary or journal. Future Tense is sometimes used in

conclusion of an imaginative or biographic recount to predict what might happen in the future.

2. Specific descriptive words (adjectives) help the readers visualize or imagine events. For example: The butterfly spread out its limp and set wings to dry.
3. A range of conjunctions (because, although, while) is used to link clauses within sentence.
4. Time connectives (firstly, next, finally, after) are used to link separated events of paragraph into a coherent whole text.
5. Adverb and adverb phrase to indicate specific times and place. Example: yesterday, last, week, at home, and outside.
6. Specific participant (nouns and pronouns such as Mr. Jhon, William Wallace) to provide detail and credibility.
7. Use of action verbs to indicate an events or action students. (Nelson, 2001).

Herringbone Technique

The Herringbone Technique is a technique which develops comprehension of the main idea by plotting the who, what, where, how and why questions on a visual diagram of a fish skeleton. Using the answer to the W-H question, the students write the main idea across the backbone. The Herringbone Technique enables students to remember important information presented in a chapter through the use of the following six important questions: Who? What? When? Where? Why? And How? The teacher provides an outline on which the students can structure their note taking and record this information. The students can refer to their outlines for future study (Herber, 1978).

The Herringbone Pattern is used to help students to identify the main idea and the related supporting ideas of a lesson, text, or concept. It contains six questions that help students organize the details of the text. The visual pattern of the Herringbone creates a framework for students to take notes and sort information. When modeling, teachers should remind the student to look for and identify the answers to the six questions. After all six questions have been answered; the information can be used to create a main idea sentence. Stress that the main idea always includes specifically "Who ...did what." Some of the other information may be included, but it is not necessary to create the main idea. The Herringbone can also be used in reverse as a pre-writing strategy (Zygouris, 2004).

The Herringbone Technique purposes to provide students with a framework for making decisions about main ideas and important supporting details in material that they read. This graphic organizer supports comprehension and being able to answer and understand the question of the text by providing a

framework upon which the who, what, when, why, where and how questions can be visually organized in relation to the main idea (Bouchard, 2005).

The Advantage and the Disadvantage of Herringbone Technique

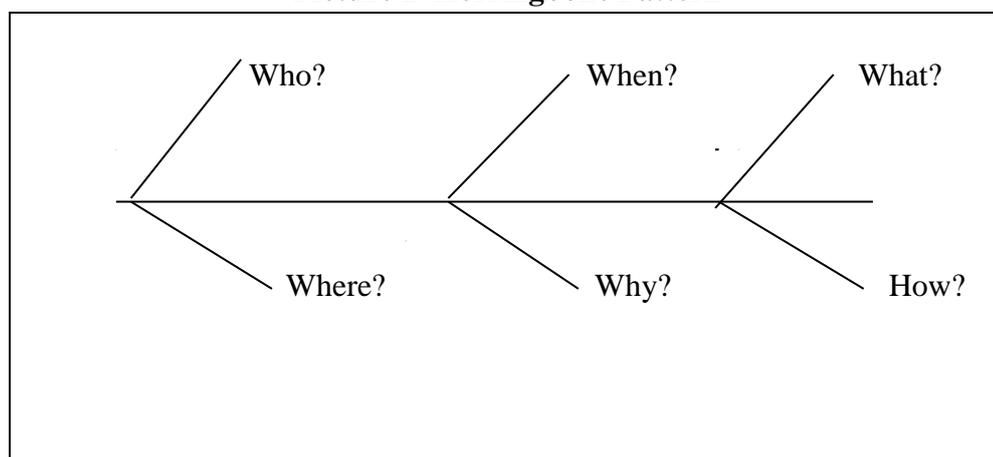
An advantage of the Herringbone Technique is to help the students for encoding the information in a manner that enhances their ability to answer essay questions. Herringbone Technique also helps the students spend a few times while they are reading the text. So, the students will not get bored when they read the text. While the disadvantage of Herringbone is when students learn material with the help of graphic representations, note-taking will be decreased. As a result, the lack of a comprehensive guide those students can refer to when revising material may affect their performance (Bouchard, 2005).

The Procedures of Teaching Reading by Using Herringbone Technique

Herringbone Technique recommended helping students in determining the important details in reading recount text. Herringbone Technique is a study strategy designed to help the students understand and remember the information of the text. Based on Bouchard (2005: 54 – 55) the procedure of Herringbone Tecnique can be done in ten ways. They are:

1. Select a text for students to read.
2. Draw a diagram of the Herringbone on the board or overhead.

Picture 1 Herringbone Pattern



(Source: Bouchard, 2005)

3. Discuss how the smaller bones (details) are attached to the backbone (main idea) of the fish, which serves as the fondation. Then explain how they all work together to provide structure (comprehension) to the whole they all work together to provide sructure (comprehension) to the whole body (text).

4. Explain to the students that they will be asked to look for that answer to the following questions: Who is the text talking about?, What did they do?, When did they do it?, Where did they do it?, How did they do it?, Why did they do it?
5. Allow time for students to read the text.
6. Give them copies of the diagram and ask them to record the answer to the question on it. This can be done as a whole-class discussion.
7. Show students how the information is organized around a main idea.
8. Using the information on the diagram, students formulated a main idea. This main idea is written on the diagram.
9. After the students learn the procedure, they can complete the diagram on their own. This can then be used as a basis for comparison and class discussion. It can also serve as a springboard to writing.
10. The strategy can be reserved and the students can first formulate the main idea and then identify the supporting details.

METHOD

The type of this research is an experimental. An experiment is a scientific investigation in which the researchers manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). An experimenter deliberately and systematically introduces change and then observes the consequences of that change. Only research problems that permit writers to manipulate conditions are appropriate for experimental research. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. Because the experiment involves control and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another (Ary, Jacobs, Sorensen, & Razavieh, 2010).

In this research, the researchers used two variables. Herringbone Technique for students in reading comprehension on recount text as the independent variable, and the students score of reading comprehension on recount text achievement without using Herringbone Technique as the dependent variable.

The design for this research can be diagramed as follow:

Table 1. The Figure of the Research Design

Group	Pre-test	Treatment	Post-test
Experiment Group	Y1	X	Y2
Control group	Y1	-	Y2

Note:

X = Treatment of experimental group using Herringbone Technique

- = Teaching reading without using Herringbone Technique

The researchers conducted the research at the Tenth Grade students of Madrasah Aliyah Terpadu Duri. The time of this research started from March until June 2016. The subject of this research is the Tenth Grade students of Madrasah Aliyah Terpadu Duri and the object of this research is the use of Herringbone Technique in comprehending recount text.

The population is all subject research. The population in this research is all students at the Tenth Grade students of Madrasah Aliyah Swasta Terpadu Duri.

Table 2. The Population of The Research

No	Class	Number of students
1	X – 1	15
2	X – 2	16
3	X – 3	15
4	X – 4	16
	TOTAL	62

Based on the table above, it can be seen that the total of population is 62 students that consist of four classes. There are class X-1, X-2, X-3 and X-4. The population is 62 students. Because the population is less than 100, the writers took all of the total students to be a sample as Suharsimi Arikunto says that if the population less than 100, then the writer should take all of the population as sample (Arikunto, 2006).

Table 3. Sample of The Research

No	Class	Number of student
1	Experiment group (X-1 and X- 4)	31
2	Control group (X- 2 and X-3)	31

To obtain the sample for experimental group and the control group, the writers prepared cards. On two cards was written experimental group and on the other cards was control group.

In this research, the writers used written test to collect the data. Collecting data was divided into two phases. First, the procedure of collecting data for experimental group and the procedure of collecting data for the control group.

a. The Procedure of Collecting Data for Experimental Group

1. Pre Test

The pretest was carried out to determine the ability of the students of reading's comprehension before being taught by using Herringbone Technique. Pretest was taken before applying the treatment. The test was written test, the written test was multiple choice question. With the 20 questions and time was 45 minute.

2. Treatment

The treatment was conducted on the experimental group only. The treatment was being use Herringbone Technique in teaching Reading Comprehension about comprehending Recount text. The teaching and learning will follow this procedure.

1. Select a text for students to read.
2. Draw a diagram of the Herringbone on the board or overhead.
3. Discuss how the smaller bones (details) are attached to the backbone (main idea) of the fish, which serves as the foundation. Then explain how they all work together to provide structure (comprehension) to the whole they all work together to provide sructure (comprehension) to the whole body (text).
4. Explain to the students that they will be asked to look for that answer to the following questions:
Who is the text talking about?
What did they do?
When did they do it?
Where did they do it?
How did they do it?
Why did they do it?
5. Allow time for students to read the text.
6. Give them copies of the diagram and ask them to record the answer to the question on it. This can be done as a whole-class discussion.
7. Show students how information is organized around a main idea.

8. Using the information on the diagram, students formulate a main idea. This main idea is written on the diagram.
9. After the students learn the procedure, they can complete the diagram on their own. This can then be used as a basis for comparison and class discussion. It can also serve as a springboard to writing.

3. *Post Test*

The posttest was conducted to find out whether there was any difference achievement after the student are taught by using Herringbone Technique. Posttest was taken after applying the treatment. The students were given the same research instruments pretest and posttest. The test was written test, the written test was multiple choice question. With the 20 questions and time was 45 minutes. Parts of the test target were Orientation, Series of Event, Reorientation and Main Idea of the passage.

b. **Procedure of Collecting Data for Control Group**

1. *Pretest*

The pretest was carried out to determine the ability of the students of reading's comprehension before being taught by using Herringbone Technique. Pretest was taken before applying the treatment. The test was written test, the written test was multiple choice question. With the 20 questions and time was 45 minute.

2. *Post Test*

The post – test was be conducted to find out whether there was any difference achievement after the student are not taught by using Herringbone Technique. The students were given the same research instruments pretest and posttest. The test was written test, the written test was multiple choice question. With the 20 questions and time was 45 minutes.

After teaching reading by using Herringbone Technique, the researchers used statistical analysis to analyze data. In order to know the result is statically significant, it is analyzed by using t-test. T-test is a procedure that tests the difference between two groups for normally distributed interval data. To interpret the result of the student worksheet, the writers used statistical procedures as follows:

a. Mean (X)

$$X = \frac{\sum X}{N}$$

Where : X = Mean

$\sum X$ = Sum of any test score

N = Sample

(Sudijono, 2012 : 81)

Table 4. The Table of Achievement

Criteria of mastery	Categorization
91-100	EXCELLENT
81-90	VERY GOOD
71-80	GOOD
61-70	FAIR
51-60	POOR
Less than 50	VERY POOR

(Source : Sugiono. 2010)

b. Mean deviation of experimental class

$$M_x = \frac{\sum x}{N}$$

Where:

M_x : mean of experimental class

$\sum X$: total of deviation of experimental class

N : number students of experimental class

(Sudijono, 2012 : 317)

c. Mean deviation of control class

$$M_y = \frac{\sum Y}{N}$$

Where:

M_y : mean of control class

$\sum y$: total of deviation of control class

N : number students of control class

(Sudijono, 2012:317)

- d. To find out the deviation of each posttest score from the pretest score of experimental class. The formula is as follow:**

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$$

Where:

$(\sum x^2)$: Deviation Standart of each posttest score from pretest of experimental class

N : Number students of control class

(Arikunto, 2006:355)

- e. To find out the deviation of each posttest score from the pretest score of control class. The formula is as follow:**

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

$(\sum y^2)$: Deviation Standart of each posttest score from prtest of control class

N : Number students of experimental class

(Arikunto, 2006:355)

- f. In hypothesis testing the writer uses T-test formula. The T-test which is used in this research is as follows:**

$$T - \text{test} = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_1 + N_2 - 2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Where:

M_1 = Mean deviation of Experimental class

M_2 = Mean deviation of Control class

$\sum x^2$ = Deviation of each post-test score from pre-test of experimental class

$\sum y^2$ = Deviation of each post-test score from pre-test of control class

(Arikunto, 2006 : 354)

After get t- test (t_o) we find the degree of freedom (df or db) with the formula:

$$\text{Df or db} = (N_1 + N_2) - 2$$

(Sudijono, 2012:316)

Based on the value of Degree of Freedom, we can find the value of t – table, with the significance 5% and 1%. Then the writers looked for the degree (df) and the level of significance to consult the result to the T-test. If the t- obtained value higher t-table ($t\text{-obtained} < t\text{-table}$) H_o is accepted. And if t-obtained value is lower t-table ($t\text{-obtained} > t\text{-table}$) h_o is rejected.

FINDING AND DISCUSSION

The research result and the data analysis are discussed particularly from pretest and posttest in the two classes. The primary class was taught by using Herringbone Technique as the treatment, and the second class was taught without using Herringbone Technique or there was no treatment in the class (traditional reading classroom).

1. Students Ability in Comprehending Recount Text Without Using Herringbone Technique.

Teaching recount text without using Herringbone Technique has a different procedure in this class because the teacher used a traditional teaching. Although

the teacher has explained this material carefully and clearly, they were still confused and got wrong perception of the meaning that they heard. They often asked to the teacher, but some of them tried to look for the meaning in the dictionary.

The condition that they got in class influenced their score of personal test. It can be seen in Table 5 below:

Table 5 The Students` Score of Control Group

Name	Score of Pretest	Score of Posttest
Student 1	60	65
Student 2	55	55
Student 3	60	65
Student 4	55	60
Student 5	65	80
Student 6	65	70
Student 7	60	65
Student 8	50	55
Student 9	60	65
Student 10	60	60
Student 11	65	85
Student 12	50	60
Student 13	65	70
Student 14	60	65
Student 15	65	70
Student 16	55	60
Student 17	60	60
Student 18	60	65
Student 19	55	60
Student 20	60	65

Student 21	65	75
Student 22	60	60
Student 23	65	70
Student 24	60	60
Student 25	60	60
Student 26	60	60
Student 27	60	65
Student 28	60	60
Student 29	60	60
Student 30	60	65
Student 31	65	70
TOTAL	1860	2005
MEAN	60	64.67

Based on the result of the pretest and posttest that the students did, it can be concluded that the average score of pretest was 60. The highest score was 65 and the lowest score was 50. After giving the treatment, which was not using Herringbone Technique, the result of the posttest was different from the pretest. The mean score of posttest was 64,67, the highest score was 85 and the lowest score was 55. The students` total score of reading comprehension recount text test increased 145 points or 7.79% from 1860 to 2005 after application traditional technique. The students` competence of pretest before they were given treatment was poor, but after they were given treatment was fair. It means that the use of Herringbone Technique in comprehending recount text in control class was not successful.

After the researchers got the result of the students score, then the writers calculated their percentage in improving personal reading comprehending recount text ability. It was used to know how many students got percentage excellent, very good, fair, poor, and very poor.

To obtain the percentage of the students the writer applied them into the following formula:

$$\text{Percentage} = \frac{F}{N} \times 100\%$$

Where: F = the frequency of students score

N = number of all students

The percentage of letter grade before they were given treatment:

- a. Percentage of letter grade very poor

$$P = \frac{3}{31} \times 100\% = 10\%$$

- b. Percentage of letter grade poor

$$P = \frac{20}{31} \times 100\% = 64\%$$

- c. Percentage of letter grade fair

$$P = \frac{8}{31} \times 100\% = 26\%$$

The percentage of letter grade after they were given treatment

- a. The percentage of letter grade poor

$$P = \frac{14}{31} \times 100\% = 45\%$$

- b. The percentage of letter grade fair

$$P = \frac{14}{31} \times 100\% = 45\%$$

- c. The percentage of letter grade good

$$P = \frac{2}{31} \times 100\% = 7\%$$

- d. The percentage of letter very good

$$P = \frac{1}{31} \times 100\% = 3\%$$

Based on the calculation above, it can be known the result of the students' percentage before they were given treatment and after they were given treatment. The result showed the difference between the pretest and posttest. It can be seen in detail in Table 6 as follows:

Table 6. Percentage Score of Control Class

Categorization	Pre-test	Percentage	Post-test	Percentage
Excellent				
Very good			1 students	3%
Good			2 students	7%
Fair	8 students	26%	14 students	45%
Poor	20 students	64%	14 students	45%
Very poor	3 students	10%		
Total	31 students	100%	31 students	100%

Based on the result above, it can be known that there was 10% of students mastered reading recount text without Herringbone Technique. It can be known from the result of percentage after given treatment in control class was not success.

2. The Students ability in comprehending recount text by using Herringbone Technique.

The student ability taught by using Herringbone Technique is very good. It can be seen from the score of pretest and posttest as follows:

Table 7. The Students` Score of Experimental Class

Name	Score Of Pre- Test	Score Of Post- Test
Student 1	60	80
Student 2	60	70
Student 3	50	75
Student 4	40	85
Student 5	60	85
Student 6	55	85
Student 7	60	85
Student 8	45	85
Student 9	60	75
Student 10	65	80
Student 11	70	95
Student 12	70	80
Student 13	65	85
Student 14	60	85
Student 15	65	85
Student 16	70	95
Student 17	75	80
Student 18	80	90
Student 19	65	75

Student 20	75	80
Student 21	80	80
Student 22	65	85
Student 23	65	80
Student 24	70	85
Student 25	70	75
Student 26	75	95
Student 27	75	85
Student 28	55	75
Student 29	55	90
Student 30	60	90
Student 31	65	85
TOTAL	1985	2580
MEAN	64.03	83.22

Based on the result of the pretest and posttest that the students carried out, it can be concluded that the average score of pretest was 64.03. The highest score was 80 and the lowest score was 40. After the treatment given, which was using Herringbone Technique, the result of the posttest was different from the pretest. The mean score of posttest was 83.22, the highest score was 95 and the lowest score was 70. The students' total score of Reading comprehension test increased 595 points or 29.97% from 1985 to 2580 after application of Herringbone Technique. The student competence of pretest before they were given treatment was fair, but after they were given treatment was good. It means the use of Herringbone Technique in comprehending recount text in experimental class was successful.

After the researchers got the result of the students score, then they calculated their percentage in improving personal reading recount text ability. It was used to know how many students who got percentage excellent, very good, fair, poor, and very poor.

To obtain the percentage of the students the writers applied them into the following formula:

$$\text{Percentage} = \frac{F}{N} \times 100\%$$

Where: F = the frequency of students score

N = number of all students

The percentage of letter grade before they were given treatment:

a. Percentage of letter grade very poor

$$P = \frac{3}{31} \times 100\% = 10\%$$

b. Percentage of letter grade poor

$$P = \frac{14}{31} \times 100\% = 45\%$$

c. Percentage of letter grade fair

$$P = \frac{10}{31} \times 100\% = 32\%$$

d. Percentage of letter grade good

$$P = \frac{4}{31} \times 100\% = 13\%$$

The percentage of letter grade after they were given treatment

a. The percentage of letter grade fair

$$P = \frac{1}{31} \times 100\% = 3\%$$

b. The percentage of letter grade good

$$P = \frac{13}{31} \times 100\% = 39\%$$

c. The percentage of letter grade very good

$$P = \frac{15}{31} \times 100\% = 48\%$$

d. The percentage of letter grade excellent

$$P = \frac{3}{31} \times 100\% = 10\%$$

From the calculation above, the result of the students' percentage before they were given treatment and after they were given treatment can be known. The result showed the difference between the pretest and posttest. It can be seen detail in Table 8 as follows:

Table 8 Percentage Score of Experiment Class

Categorization	Pretest	Percentage	Posttest	Percentage
Excellent			3 students	10%
Very good			15 students	48%
Good	4 students	13%	12 students	39%
Fair	10 students	32%	1 student	3%
Poor	14 students	45%		
Very poor	3 students	10%		
Total	31 students	100%	31 students	100%

Based on the result above, it can be known that there were 97% students mastered reading recount text by Using Herringbone Technique, and there were 3% students failed. It can be concluded that the use of Herringbone Technique in experimental class was success. After showing the data of the experimental and control class at pretest and posttest, the writers analyzed the data of both in experimental and control group. It was done to get the answer of the formulation of the research that there was a significant effect of using Herringbone Technique in comprehending text reading recount text of the tenth grade students at MA Terpadu Duri.

Table 9 The Table of Achievement

Criteria of mastery	Categorization
91-100	EXCELLENT
81-90	VERY GOOD
71-80	GOOD
61-70	FAIR
51-60	POOR
Less than 50	VERY POOR

(Source : Sugiono, 2010)

The mean score of post-test of control class:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2005}{31}$$

$$X = 64, 67$$

The mean scores of the students' achievement who were not using Herringbone Technique is 64.67. The figure is then consulted to the table above. Based on the table, it can be seen 64. 67 without Herringbone Technique are on the range 61--70 in categorized fair. The students' achievement was not taught by using Herringbone Technique is not good.

The mean score of post-test of experimental class after they were given treatment:

$$X = \frac{\sum \square}{\square}$$

$$X = \frac{2580}{31}$$

$$X = 83, 22$$

The mean scores of the students' achievement who were taught by using Herringbone Technique is 83.22. The figure is then consulted to the Table IV. 5. It can be seen that score 83. 22 by using Herringbone Technique are on the range 81--90 in categorized is very good. The students' achievement that was taught by using Herringbone Technique is good.

To find out the differences between the students ability by using Herringbone Technique and without using Herringbone Technique the writers use T-test. Before computing the T-test, the writers did some steps as follows:

Finding out the mean of deviation of experimental class (M_X)

The steps as follow:

1. The posttest score of each students decreased by the pretest.
2. Then, the writers counted the total of deviation.
3. The total of deviation of students in experimental class is divided by the number of students in that class

$$M_X = \frac{\sum \square}{\square}$$

$$M_X = \frac{595}{31}$$

$$M_X = 19, 19$$

Finding out the mean of deviation of control class (M_Y)

The steps as follow:

1. The posttest score of each students is decreased by the pretest.
2. Then, the writers counted the total of deviation.
3. The total of deviation of students in control class is divided by the number of students in that class.

$$M_Y = \frac{\sum \square}{\square}$$

$$M_Y = \frac{145}{31}$$

$$M_Y = 4,67$$

To find out the deviation of each post test score from the pretest score of experimental class.

To find out $\sum x^2$ the writer squared the deviation of posttest from pretest source of each students of experimental class.

$$\begin{aligned} \sum X^2 &= \sum X^2 - \frac{(\sum X)^2}{N} \\ \sum X^2 &= 14675 - \frac{(595)^2}{31} \\ \sum X^2 &= 14675 - 11420,16 \\ \sum X^2 &= 3254,84 \end{aligned}$$

To find out the deviation of each post test score from the pretest score of control class.

To find out $\sum Y^2$ the writer squared the deviation of posttest from pretest source of each students of control class.

$$\begin{aligned} \sum Y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{Y} \\ \sum Y^2 &= 1275 - \frac{(145)^2}{31} \\ \sum Y^2 &= 1275 - 678,22 \end{aligned}$$

$$\sum Y^2 = 596,78$$

The last steps of the Hypothesis Testing is T-Test

$$\begin{aligned} T - \text{test} &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_1 + N_2 - 2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}} \\ &= \frac{19,19 - 4,67}{\sqrt{\left(\frac{3254,84 + 596,78}{31 + 31 - 2}\right) \left(\frac{1}{31} + \frac{1}{31}\right)}} \\ &= \frac{14,52}{\sqrt{\left(\frac{3851,62}{60}\right) \left(\frac{2}{31}\right)}} \\ &= \frac{14,52}{\sqrt{\left(\frac{7703,24}{1860}\right)}} \\ &= \frac{14,52}{\sqrt{4,14}} \\ &= \frac{14,52}{2,03} \\ &= 7,15 \end{aligned}$$

After get t- test (t_0) we find the degree of freedom (df or db) with the formula:

$$\mathbf{Df \text{ or } Db = (N_1 + N_2) - 2}$$

$$\text{Df or Db} = (31 + 31) - 2$$

$$= 60$$

From the result of calculation of the analysis, it was found that t_t (2,00) on the level of significant 5% and t_t (2.65) on the level of significant 1% is lower than t_0 value of the research is (7,15). It shows that t-obtained value is higher than t-table ($2.00 < 7.15 > 2.65$). It means H_a is accepted. The criteria of t-test is used to refuse H_0 . If the t-obtained is higher or same t-table (t-obtained < t-table), it means H_a is accepted and t- obtained value is lower or same t-table (t-obtained < t-table) H_0 is rejected. The calculation shows that obtained value higher than t-table. It means that the students' achievement in comprehending recount text that were taught by using Herringbone Technique was better than the students achievement who were taught without using Herringbone Technique, so H_a is accepted. It can be concluded as follow:

1. The effect of students ability in comprehending recount text before taught by using Herringbone Technique at the Tenth grade of Madrasah Aliyah Terpadu Duri got mean score is 64,67 it can be categorized as the fair level.
2. The effect of students' ability in reading comprehending recount text taught by using Herringbone Technique at the tenth grade students of Madrasah Aliyah Terpadu Duri got mean score is 83,22 it can be categorized the very good level.
3. There is significant effect of the application Herringbone Technique on student ability in comprehending recount text. It is found between pre-test and post-test. And the level category is not same.
4. The finding of the present study showed that the alternative hypothesis (Ha) for this study was accepted because the students' scores of reading comprehension recount text post test were significantly higher than the pretest. This supported hypothesis that the application of Herringbone Technique improve students' ability in reading comprehension recount text. This happened probably because the students in both sampled classroom have good proficiency.
5. The writer interpreted that Herringbone Technique was successful in Madrasah Aliyah Terpadu Duri, in terms of improving students' reading ability if it was applied appropriately. It was shown by the percentage enhancement of students' mean scores after applying the Herringbone Technique. The experimental group students' mean score of reading comprehending recount text test increased 29.97%. It was higher than the control group students' mean score that increased 7.79%.

CONCLUSION

1. The Tenth Grade Students of Madrasah Aliyah Terpadu Duri were interested in learning reading recount text by using Herringbone Technique. Because this Technique made the students easier to understand the recount text.
2. The mean score of students who were taught by using Herringbone Technique is 83. 22 in the table of achievement it is on the range of 81--90 which is categorized as very good. Therefore, the students' achievement who were taught by using Herringbone Technique is very good.
3. The mean score of students who were taught without using Herringbone Technique is 64.67, in the table of achievement, it is on the range of 61--

70 which is categorized as fair. Therefore the students' achievement who were taught without using Herringbone Technique is fair.

4. Herringbone Technique is a good alternative for students in understanding recount text.
5. The writer interpreted that Herringbone technique was better than traditional technique in terms of improving students' reading ability if it was applied appropriately. It was shown by the percentage enhancement of students' mean scores after applying two approaches. The experimental group students' mean score of reading comprehending recount text test increased 29,97%. It was higher than the control group, students' mean score that increased 7.79%.
6. Herringbone Technique could be used for students in independent reading, pair, and also work in group.
7. There is a positive or the significant effect of using Herringbone Technique in understanding the recount text at the Tenth Grade students Madrasah Aliyah Terpadu Duri.

SUGGESTION

The researchers suggest teacher to use Herringbone Technique in reading comprehending recount text. If the teacher wants to use this strategy, the first, the teacher has to provide one simple recount text as an example. The important point is a good guiding at the first time when the teacher wants to use Herringbone Technique.

Then, the researchers also gives the suggestion to the teacher who wants to use this Technique. The teacher has to master this strategy first, how to guide the students with this technique and also able to manage the class during the activity. The teacher also has to prepare the evaluation for students. This technique can be used independently or individually, pair and group. If the teacher wants to use this technique in pair or group, make sure that the she/he can control and manage the classroom well. If the teacher can do that, this technique will be more effective than individually work. The situation in classroom is also more fun, relax and effective, but the students can still be active. The important point is the students can understand about what they have read. The teacher must be more creative in teaching and learning process to prevent students get bored with the metode used by the teacher. The matched method used by teacher with the learning material in the classroom is very important to have a successful teaching and learning process. The teacher could use this Herringbone Technique sometimes because it is a simple technique with some advantages for both students and also teacher.

For the students, they should be able to concentrate and take part during the teaching and learning process. The students also should study seriously dealing with reading text which has many unknown word. Students should discuss or ask question to the teacher or their friends directly if they have some problems in understanding main idea and element of recount text or the other problem when they are reading the recount text.

For the readers or other writers, the writers suggest that by reading this research, they are expected to be able to conduct or analyze research related to any problem in comprehending recount text. The readers or other writers may also conduct this Herringbone Technique in other skills, such as writing, and also speaking performance or any others which related to implement this technique.

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