Students' Response Towards the Improvement of Reading Comprehension Through Herringbone Technique

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Abstract

This research aimed to find out how students' response after they learned reading to improve their comprehension skill through herringbone technique. Descriptive quantitave method was used in this research. It aimed at finding out and describing students' response towards the improvement of reading comprehension through herringbone technique.The subject of the research was the fourth semester students in Academic year 2019/2020. The researchers applied purposive sampling technique and took class C from three classes. The total sample of this research was 38 students. In collecting the data, the researchers used a questionnaire to gain students' response. Total number of questionnaires were 10 numbers with positive statements. The result shows there were 35 students (92.11%) who responded strongly agree and 3 students (7.89%) who responded agree. It means that all students gave good response for this technique. Based on the result of this research, the researchers can conclude that herringbone technique is a good technique to be applied in comprehending a reading text because this method used 5W+1H questions as guidance for the reader to comprehend the content of a reading text.

Keywords: *students' perception, reading comprehension, herringbone technique*

Introduction

Tarigan (2008) states that reading is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader. Carroline (2006) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. Then, Caldwell (2008:4) who states that reading comprehension is the process of extracting and contructing meaning through interaction and involvement with written language. Meanwhile, Rasinski and Brassell (2008:17) categorize comprrhension into the three level, they are literal comprehension level, interpretative comprrhension level and critical comprrhension level.

Based on some defenitions above, the researchers define reading comprehension is as a process of comprehending starting from the lowest level until highest level such as identyfing, analyzing until interpreting the meaning from written symbols in the words, frases, clauses or sentences in which the students have to learn not only in the school but also in the university. Therefore, reading is very important for the students because it is one of the four skills that they should be learned and mastered. By reading from book, magazine, or newspaper people

can get the information. But, they cannot convey or express their ideas or the meaning from what they have red before comprehend the content or try to find out the main ideas of the text. That is why, starting from the primary school until university, if a subject relates to reading skill the teachers/lecturers always asked about what is the main idea in the each paragraph.

Eventhough the students have learned reading skill from the primary school until university, in reality some students still have problem in learning it. They face difficulties to catch the meaning of what they have red and sometimes they could not find out the main idea of that reading text. It can happen if students cannot comprehend the reading text well because in reading, someone cannot catch the point or conclude the main idea directly without comprehend the meaning of the text. Therefore, they become bored and lazy to study. To solve their problems, as good teachers/lecturers they must apply an appropriate method or find out the best technique in teaching reading comprehension. There are many good techniques that researchers have researched and implemented in their class, one of them is herringbone technique. According to Deegan (2006:102) Herringbone Technique is a technique that develop comprehension of the main idea by plotting who, what, when, where, why, and how question on a visual diagram of a fish skeleton. Using the answer to the WH question, the student write the main idea across the backbone of the fish diagram.
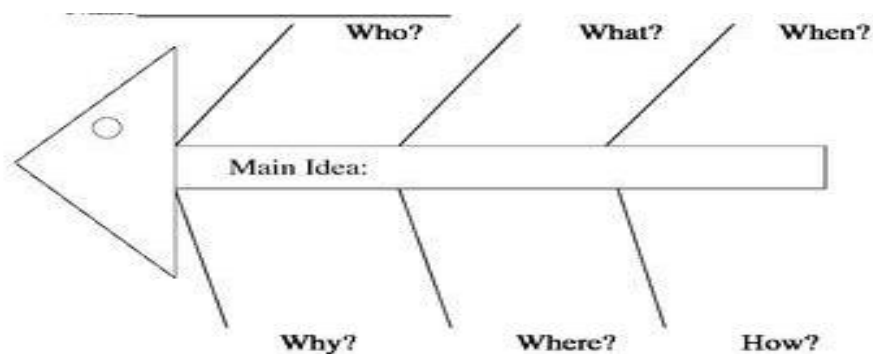

Figure 1. Herringbone Diagram

There are many researchers had applied this technique. Ningrum and Ika (2015), they found that the herringbone technique applied for the eighth grade of MTs al-Fatah Badas was qualified to be able to improve the students' achievement in reading narrative text. Then, Pambayuningsih (2018) found that herringbone technique is effective in teaching reading to improve student's reading skill. It can be assumed that herringbone technique can increase students' reading comprehension skill. And in this research, the researchers focused on the students' response towards the improvement of reading comprehension through herringbone technique. They wanted to find out how students' response after they learned reading to improve their comprehension skill through herringbone technique.

Regarding the objective of the research above, this research also is hoped can give some additional information about herringbone technique for the people and the students' response as the result of this research can make the readers know that this technique good or not to be applied in improving reading comprehension. Then, it is also expected can give benefit and contribution in developing teachers' or lecturers' strategy in teaching reading comprehension for their students. Beside that, it is also expected to motivate the students in studying reading skill particularly to improve their reading comprehension. Last but not least, this research also can give benefit and good contribution for them as a candidate of primary teacher relates to

the teachers' strategy or technique in teaching reading skill to improve their students' reading comprehension in the future after experienced and did this technique first.

Method

Descriptive quantitave method was used in this research. It aimed at finding out and describing students' response towards reading comprehension through herringbone technique.The subject of the research was the fourth semester students of Cokroaminoto Palopo University in Academic year 2019/2020. The researchers applied purposive sampling technique and took class C from three classes as the sample because that class was more active than others. The total sample of this research was 38 students. In collecting the data, the researchers used a questionnaire to gain students' perception towards herringbone technique. Total number of questionnaires was 10 numbers with positive statement. Here are some steps to analyze the data:

In analyzing the students' answer of questionnaire used Likert Scale below:

Table 1. The Score of Scale Categories

Category	Positive Statement Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

(Sugiyono, 2008:135)

In calculating the students' point based on the list of category above, the researchers used the formula below:

$$score = \frac{total\ score\ of\ the\ student}{maximum\ score}\ X\ 100$$

In classifying students' answer of questionnaire, the researchers used category below:

Table 2. The Students' Score Categories

No	Category	Score
1.	Strongly Agree	81 – 100
2.	Agree	61 – 80
3.	Undecided	41 – 60
4.	Disagree	21 – 40
5.	Strongly Disagree	0 – 20

Looking for the percentage of the students' classification, the researchers used formula below:

$$P = \frac{Fq}{N}\ x\ 100$$

Note: P = Rate Percentage
Fq = Number of Frequency
N = Total Sample

Results

Questionnaire

In the questionnaire, there were 10 positive statements. The results as follow:

Table 3
Item 1: Herringbone Technique is more benefit/effective in increasing reading comprehension.

No	Classification	Frequency	Percentage (%)
1	Strongly Agree	21	55.26%
2	Agree	17	44.74%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-
	Total	**38**	**100%**

The table above shows that most of the students thought that herringbone technique is more benefit for them in increasing their reading comprehension. It was supported by the data where 21 students (55.26%) chose strongly agree, 17 students (44.74%) chose agree to that statement and none of them chose undecided, disagree or strongly disagree.

Table 4
Item 2: In my opinion, learning to comprehend the contents of reading text using herringbone technique is not boring as usual.

No	Classification	Frequency	Percentage (%)
1	Strongly Agree	16	42.11%
2	Agree	22	57.89%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-
	Total	**38**	**100%**

The table above shows that there were 16 students (42.11%) stated strongly agree, 22 students (57.89%) stated agree and none of them stated undecided, disagree or strongly disagree to that statement. It means that most of the students stated agree that herringbone technique was not boring when they learnt to understand the contents of reading.

Table 5
Item 3: Learning to comprehend the contents of reading using Herringbone technique makes me more skilled.

No	Classification	Frequency	Percentage (%)
1	Strongly Agree	10	26.32%
2	Agree	27	71.05%
3	Undecided	1	2.63%
4	Disagree	-	-
5	Strongly Disagree	-	-
	Total	**38**	**100%**

The table 5 shows that only 1 student (2.63%) chose undecided to the statement "learning to comprehend the contents of reading text using the Herringbone technique makes me more skilled". While 10 students (26.32%) chose strongly agree and 27 students (71.05%) chose agree to that statement. It can be assumed that most of the students thought that understanding the contents of reading text using Herringbone technique can make them be more skilled.

Table 6

Item 4: Herringbone technique trains me to be able to determine the main idea of a reading.

No	Classification	Frequency	Percentage (%)
1	Strongly Agree	21	55.26%
2	Agree	15	39.47%
3	Undecided	2	5.26%
4	Disagree	-	-
5	Strongly Disagree	-	-
	Total	**38**	**100%**

The data above shows that 21 students (55.26%) responded strongly agree and 15 students (39.47%) responded agree. Furthermore, only 2 students (5.26%) responded undecided about herringbone technique can train them in determining the main idea of a reading.

Table 7

Item 5: Herringbone technique encourages me to more understand the content of reading text.

No	Classification	Frequency	Percentage (%)
1	Strongly Agree	16	42.11%
2	Agree	22	57.89%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-
	Total	**38**	**100%**

The table 5 shows that all of students responded strongly agree and agree toward that statement. It can be proven by 16 students (42.11%) answered strongly agree, 22 students (57.89%) answered agree and none of them answered undecided, disagree or strongly disagree to that statement. It means that herringbone technique had encouraged them to be more understanding the content of reading text.

Table 8

Item 6: Herringbone technique makes me easier to understand the contents of reading.

No	Classification	Frequency	Percentage (%)
1	Strongly Agree	12	31.58%
2	Agree	24	63.16%
3	Undecided	2	5.26%
4	Disagree	-	-
5	Strongly Disagree	-	-
	Total	**38**	**100%**

The table 6 above shows that most of the students gave good response. It was proven by 12 students (31.58%) responded strongly agree to the statement "herringbone technique makes me easier to understand the contents of reading". In another side, 24 students (63.16%) responded agree and only 2 students (5.26%) responded undecided to that statement. It means that using herringbone technique can make them be easier to understand the contents of reading.

Table 9

Item 7: Learning to determine the main idea of a reading using herringbone technique is more interesting to be learnt.

No	Classification	Frequency	Percentage (%)
1	Strongly Agree	18	47.37%
2	Agree	18	47.37%
3	Undecided	2	5.26%
4	Disagree	-	-
5	Strongly Disagree	-	-
	Total	**38**	**100%**

The table 7 shows that 18 students (47.37%) responded strongly agree and also 18 students (47.37%) responded agree. While, only 2 students (5.26%) responded undecided to that statement. So, 36 students (94.74%) thought that using herringbone technique is more interesting to be learnt when they learnt to determine the main idea of a reading.

Table 10

Item 8: I can use herringbone technique when teaching reading for the students of primary school.

No	Classification	Frequency	Percentage (%)
1	Strongly Agree	14	36.84%
2	Agree	22	57.89%
3	Undecided	2	5.26%
4	Disagree	-	-
5	Strongly Disagree	-	-
	Total	**38**	**100%**

The table shows that 14 students (36.84%) stated strongly agree and 22 students (57.89%) stated agree. But, 2 students (5.26%) stated undecided about that statement. Based on that data, it can be assumed that most of the students gave good response and stated that they can use herringbone technique when teaching reading for the students of primary school.

Table 11

Item 9: According to me, herringbone technique can be also improve students' reading comprehension at primary school.

No	Classification	Frequency	Percentage (%)
1	Strongly Agree	14	36.84%
2	Agree	20	52.63%
3	Undecided	4	10.53%
4	Disagree	-	-
5	Strongly Disagree	-	-

Total		**38**	**100%**

The table 11 shows 14 students (36.84%) were strongly agree and 20 students (52.63%) were agree to that statement. Meanwhile, 4 students (5.26%) were undecided about that statement. It means that most of them thought that herringbone technique can be also improve students' reading comprehension at primary school.

Table 12

Item 10: Herringbone technique can give positive impact on students because it can foster their reading interest.

No	Classification	Frequency	Percentage (%)
1	Strongly Agree	17	44.74%
2	Agree	20	52.63%
3	Undecided	1	10.53%
4	Disagree	-	-
5	Strongly Disagree	-	-
	Total	**38**	**100%**

The table 12 above shows that only 1 student (2.63%) responded undecided to the statement "herringbone technique can give positive impact on students because it can foster their reading interest". Meanwhile, 17 students (44.74%) responded strongly agree and 20 students (52.63%) responded agree to that statement. It can be assumed that most of the students thought that herringbone technique can give positive impact on students because it can foster their reading interest.

Table 13. The Result of Students' Answer

No	Students	Total Score	Score	Category
1	Student 1	42	84	Strogly Agree
2	Student 2	47	94	Strogly Agree
3	Student 3	41	82	Strogly Agree
4	Student 4	50	100	Strogly Agree
5	Student 5	49	98	Strogly Agree
6	Student 6	37	74	Agree
7	Student 7	42	84	Strogly Agree
8	Student 8	45	90	Strogly Agree
9	Student 9	44	88	Strogly Agree
10	Student 10	48	96	Strogly Agree
11	Student 11	42	84	Strogly Agree
12	Student 12	40	80	Agree
13	Student 13	44	88	Strogly Agree
14	Student 14	46	92	Strogly Agree
15	Student 15	47	94	Strogly Agree
16	Student 16	44	88	Strogly Agree
17	Student 17	45	90	Strogly Agree
18	Student 18	42	84	Strogly Agree
19	Student 19	42	84	Strogly Agree
20	Student 20	50	100	Strogly Agree

21	Student 21	43	86	Strogly Agree
22	Student 22	43	86	Strogly Agree
23	Student 23	41	82	Strogly Agree
24	Student 24	41	82	Strogly Agree
25	Student 25	48	96	Strogly Agree
26	Student 26	41	82	Strogly Agree
27	Student 27	44	88	Strogly Agree
28	Student 28	41	82	Strogly Agree
29	Student 29	45	90	Strogly Agree
30	Student 30	47	94	Strogly Agree
31	Student 31	42	84	Strogly Agree
32	Student 32	39	78	Agree
33	Student 33	43	86	Strogly Agree
34	Student 34	44	88	Strogly Agree
35	Student 35	43	86	Strogly Agree
36	Student 36	46	92	Strogly Agree
37	Student 37	45	90	Strogly Agree
38	Student 38	42	84	Strogly Agree

After analyzing and calculating students' answer, the researchers found that none of them responded undecided, disagree and strongly disagree. But, all the results of students' answer are categorized into strongly agree and also agree.

Table 14. Percentage of Students' Answer

No	Classification	Frequency	Percentage (%)
1	Strongly Agree	35	92.11%
2	Agree	3	7.89%
3	Undecided	-	-
4	Disagree	-	-
5	Strongly Disagree	-	-
	Total	**38**	**100%**

Based on table 14 above, the researchers found that there were 35 students (92.11%) responded strongly agree and only 3 students responded agree. It indicates that all of the students (100%) gave good response toward the use of herringbone technique in teaching reading comprehension.

Discussion

In this research, the researchers found the result of questionnaire based on students' answer, they found that from 38 students there were 35 students (92.11%) who responded strongly agree and 3 students (7.89%) who responded agree. It can be proven by their answers of number 1 until 10. Almost all of them responded strongly angree and agree to all statements, only 1, or 2 students responded undecided (it can be seen the statement number 3, 4, 6, 7, 8 and 10). For number 9,, there were 4 students who responded undecided. But, there were 3 numbers which no students answered undecided (number 1, 2 and 5). Based on that percentage (see table 14), it indicates that all of the students (100%) gave good response toward the use of herringbone technique in teaching reading comprehension because they responded strongly agree and agree.

McKnight (2010) states that the herringbone graphic organizer is used for establishing supporting details for main idea. It can be used to organize information for all content areas. This statement relates to the questionnaires in this research to find out their response towards the use of this technique. Most of them said that herringbone technique is a good and appropriate technique to teach reading comprehension because it gave benefit/effective for them in increasing their reading comprehension (question number 1). Moreover, they can comprehend the contents of reading text using herringbone technique is not boring as usual (question number 2). So, they assumed that it can encourage them to more understand the content of reading text (question number 5).

Based on table 13, there were 2 students (students number 4 and 20) who got score 100 because they responded all statements with strongly agree. To get the reason why they answered all the statements by giving 5 score (the point for strongly agree category) the researchers asked them to write the advantages oh this technique based on their experiences after applied it when they studied reading comprehension. The student number 4 said that herringbone technique was a good technique to determine the main idea from a reading text, so the students could comprehend the content easily. Then, she also said that it can increase students' reading interest at primary school. Meanwhile, the student number 20 said that students could retell the content of a story/reading text easily by this technique. She also said that the arrangement of main idea in the fishbone was interesting and easy to be understood, so the students could catch the main idea from reading text. Moreover she argued that to find out the main idea was not boring and then she could determine the main idea faster because of this technique.

Those reasons above are related to expert experts namely: Zygouris and Glass (2004). They state that herringbone technique is using 5W+1H questions as guiding to help reader to find detailed information of the text then decide and identify the main idea. Based on the students' response above with that statement, it can be concluded that herringbone technique is a good technique to be applied in studying reading comprehension. Therefore, all students give good response towards this technique in learning reading comprehension.

Conclusion

Based on the result of this research, the researchers can concluded that herringbone technique is a good teachnique to be applied in comprehending a reading text because this method used 5W+1H questions as guidance for the reader to comprehend the content of a reading text. Therefore, all students gave good response for this technique by responded strongly agree (92.11%) and also agree (7.89%).

The researchers suggest to the teachers particularly in the primary school that they also can use this technique as an alternative way to improve students' reading comprehension such as narrative text. For the next researchers who will do the same research, they are suggested to research deeply about this technique, in order they can make more improvement to get better result in the future.

Acknowledgment

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