

IMPROVING READING SKILL BY USING HERRINGBONE TECHNIQUE IN RECOUNT TEXT FOR SENIOR HIGH SCHOOL

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Abstract

Reading is an important language skill possessed by students who learn English class. Since reading is one of the language skills that have to be mastered by the students in senior high school. So, reading should be taught to the students in senior high school.

However, in understanding the reading text is not easy, because the students are not able to determine the main idea in each paragraph and eventually became lazy and frustrated students in reading. Students have difficulty in understanding the reading text because students are not able to connect the main idea of each paragraph and make inferences from the text they read, so they do not know the purpose of reading the text read. Herringbone strategy recommended helping students in determining the important details in the reading recount text. By using herringbone strategy the teacher can provide insight to construct a visual representation of the student in determining the details of which are used to draw conclusions and observations.

Key words: English Class, Reading Recount Text, Herringbone Technique

A. Introduction

Reading is one of the ultimate skills that should be mastered because of some crucial reasons. Harmer (2007) states that reading is useful to get information, knowledge and values. Through reading, the learners will get much information about things that happen surround them and also get involved in many aspects of life such as science, technology, business, politics, as well as in sociocultural and educational. Second, reading can support the learners to master the other language skills such as speaking, listening, and writing. In addition, reading skill can entertain the learners because it is not only

done for academic purpose, but it can help them to refresh their mind. In other words, reading is very essential for the learners.

Considering the importance of reading skill in language learning as discussed above, the Education Ministry of Indonesia include reading as the one of important skills in Curriculum 2013. Based on this curriculum, the basic competence of reading at senior high school is a skill to comprehend and understand the meaning of the text. At senior high school, there are twelve genres of texts that are learned by the students: procedure, descriptive, recount, narrative, report, news item,

analytical exposition, hortatory exposition, spoof, explanation, discussion and review.

In fact, all of the students have learned English since they were at junior high school, even there were some students who have started studying English since at elementary school. It is expected that they can understand English easily. However, there were still many senior high school students who got difficulties in understanding the text. Based on the writer's experience in teaching practice doing at SMAN 7 Padang.

The researcher found that one of the texts that difficult for the students to comprehend is recount text. From the writer's experience at SMA N 7 Padang, there are some factors that make students have difficulty to comprehend recount text. First, it is probably caused by lack of students' background knowledge about the topic of a text that is going to be studied.

The students do not have any background knowledge related to the text that would be read. They only have a few experiences about the topic given by the teacher even they do not know anything about the topic. As a result, when the reading process happened, it was hard for them to catch the main point from the text.

The students should have existing knowledge and activate it before reading activity done because it is an important

role. If they have existing knowledge, it will be easier for them to guess the topic being discussed.

The second one is the lack of interest in reading. Uninteresting topic can be one of the factors that made them not interested in reading a text. For example, the topic is too old or too far from their knowledge or environment. Thus, the students do not want to read the recount texts. When they are asked to read the text about the topic that is not a new one or unfamiliar with the students, it will be hard for them to comprehend the content of the passage.

Furthermore, the next factor may be caused by students' limited vocabulary related to the recount text that will be read. Lack of amount of vocabulary makes them difficult to get the real messages of the text. Actually, having many vocabularies is needed to comprehend a recount text. Knowing many vocabularies related to the topic of the text is really helpful for the students when they are reading a text. If they have enough vocabularies, they can find the meaning of the recount text easily. They also will be easy in predicting what the words mean because one word has more than one meaning.

Related to the problems above, various teaching technique in teaching reading are much needed to improve

students' reading ability especially in recount text. One of the techniques that can be used and appropriate in teaching recount text is herringbone technique.

It is a kind of technique that develops comprehension of the main idea by plotting who, what, when, where, how, and why questions on a visual diagram of a fish skeleton. Using the answers to the WH questions, the student writes the main idea across the backbone of the fish diagram.

As Tierney, *et. al.* (1980) suggested, herringbone technique is an effective technique used on reading comprehension. They said that herringbone technique is a structured outlining procedure to get the important information in a text by using six basic comprehension questions (who, what, when, where, how, and why). Moreover, this technique facilitates the students with an interesting pattern which looks like a fishbone where the students can put the information that have been got in which are suitable with the questions. The fishbone pattern guides the students to make a statement which represents a topic sentence of the text.

Based on the discussion above, the writer is interested in discussing the use of herringbone technique in teaching students to comprehend a recount text.

B. Discussion

Concept of Reading Recount text

Based on its types, Derewianka (1995) classifies it into three types. The first is personal recount retelling activities that the writer has faced personally. The second is factual recount which records the particular of action. The third is imaginative recount that needs imaginary role and gives details of events. However,

Rajan, *et. al* (2002) divide recount text into two kinds, namely personal and factual recount. Personal recount is a text where the writer wants to tell what happened. While, factual recount is a text that tells about someone's experience focusing on action.

Teaching Reading Strategy

According to Cramer (2004), there are many reading comprehension strategies that the teacher can use, for example:

1. KWL (Know-Want to know-Learned).
2. Reading aloud.
3. Anticipation guide.
4. Story mapping.
5. Concept web.
6. Herringbone technique.

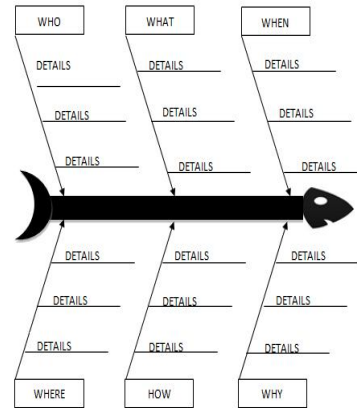
Concept of Herringbone technique

The herringbone technique was introduced first by Tierney, *et. al* in 1980. They say herringbone technique is a

structured outlining procedure to obtain important information from a text which is read by using six basic comprehension questions (who, what, when, where, why and how). All answers are put on a provide fishbone pattern. After getting information of the text through answering those questions, the students create a topic sentence of the text. During doing the task, they work in pair in sharing their ideas. It will make the students easier to do the reading comprehension task. They add that the herringbone technique is intended to use with students in the fourth through twelve grade levels.

Aguilera and Jefferson (2004) say herringbone technique is one graphic organizer strategy used in reading comprehension. They state that this technique is designed like a fishbone where the main idea is put in central of herringbone pattern and information that support the main idea by telling what, who, where, when, why and how.

The herringbone pattern seems like a fishbone pattern. There are six reading comprehension questions in that bone (who, what, when, why, how and where). The explanation about the pattern will be discussed as follow:



2.1 Steps of Herringbone Strategy

The visual pattern of fishbone pattern will creates a framework for students to sort the information. First, the students fill in all the lines of the pattern with six questions as shown on the sample above. Then, they will search and identify the answers of six questions while they are reading the text or listening to the explanation. When modelling, the teacher have to remind students that the questions “who?” will not always be answered with a person’s name, or proper noun, then they will discuss topics that may be consideres a character or subject of the text.

After reading, the students should fill in the answers to the six questions, such as: Who is the author talking about?, Where did they do it?, What did they do?, When did they do it?, How did they do it?, and Why did they do it?. After all six questions have been answered, the students should create a main idea from the information the have organized. It can be

written across the diagram or as a sentence at the bottom of the page for easier readability. Then, the teacher duplicates sheets with the diagram and students complete diagram on their own.

The diagram becomes a tool for story discussion and during the discussion the teacher and students compare their answers and their rationales. Beside, the implementation of the herringbone technique can be changed from finding the facts first to the main idea and then looking for the facts that support this main idea.

Advantages of herringbone Strategy

Herringbone technique facilitates the students a fishbone pattern that makes students active in learning process (Tierney *et. al*, 1980). By using this learning tool, students are required to find the important information while reading a text. The herringbone technique allows them to take a note and sort information on their paper using herringbone format.

Walker (2005) states that herringbone technique are used to help the students in organizing information of the text. As one of graphic organizer reading strategies, herringbone technique provides the students with a framework for making them easier to arrange their thoughts either in the form of supporting information or

main idea of the reading material that they are reading.

Implementation of Pyramid Diagram Strategy in Teaching Reading

Teaching Preparation

The first thing that the teacher should do is preparing the material that will be taught in the class. Preparing the material will help the teacher to do the teaching process well. Without preparing the material the teacher does not know what they are going to teach. Beside the texts that are available in the textbooks that students use at school, the teacher can also search the additional teaching material from the internet in order to add the students' knowledge about the texts. In addition, the teacher can also create their own teaching material.

The important thing is that the teaching material should be interesting and the topic should be closed to the students' daily life.

3.1.2 Media and Equipments

The second thing that should be done by the teacher is preparing the teaching media. There are 2 types of the teaching media: non electronic and electronic. Some of non electronic teaching media are photo, picture etc. meanwhile, the electronic ones are laptop, TV, projector, tape and others. In using this strategy, the

teacher uses the non electronic media; photo, picture and herringbone form.

3.1.3 Classroom Setting

Setting the classroom before starting the teaching and learning process is another preparation for the teacher. The first thing that has to be set by the teacher is the seating arrangement.

3.1.4 Lesson Plan

Making a lesson plan is really important thing for the teacher to do. It helps the teacher to know what steps or procedures that he/she will take in the classroom. In short, the teacher should prepare and plan well what he/ she is going to do before coming to the class

3.1 Procedures

1. Pre-Teaching Activity

In this stage, there are some activities that have to be done by the teacher. He/she begins the lesson by greeting the students. Then, he/she prepares the students to follow the lesson both physically and psychologically. The teacher asks the students to pray together at the classroom. The next activity is motivating the students to study. It is one of the important activities that the teacher should apply in learning process.

The next routine activity is checking students' attendance by calling their name from attendance list. After that, teacher

reviews the previous lesson to remind the students of the last lesson by asking questions. Explaining the purpose of the lesson for the day is the next activity in learning process and it can guide the teacher and students to achieve the goal of the learning.

2. Whilst Teaching

a. Observing

In this stage, the teacher shows a picture that is related to the topic of the text that will be learned by the students. In this process, the students' job is to observe the picture. Whereas, the teacher will guides what should be observed by the students. The teacher may ask the students what picture is and then responds the answer about the picture. It is expected that the students will be able to follow the guidance of their teacher so that they can find out the material that will be learned in that day. The example of the picture can be seen as follow:



b. Questioning

The teacher gives chance to the students to ask questions about the picture that they have already observed. It has function to develop students' critical thinking. Through guidance of the teacher, the students may start asking yes or no questions. Then, they may ask their knowledge about the other tourism objects.

c. Associating

In this stage, the teacher gives or distributes an example of recount text entitle "My Holiday in Bali" to the students.

My Holiday in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jet sky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Then, the teacher asks the students to read the text above. After that, they have to find the difficult words in the text and discuss them with their friends. Then, the teacher gives some questions to check their understanding toward the text.

d. Experimenting

When the students have already understood the lesson, the herringbone technique can be implemented in this phase. There are some steps in applying herringbone technique, they are:

- 1) The teacher gives the students an introduction about herringbone technique. The teacher draws a herringbone pattern on the board and explains the use of the pattern. The horizontal lines are used to put important information from text read by the students based on the answers of the six basic reading comprehension questions. They put a topic sentence of the text on the mid-line of the pattern. If the students find some unknown words, they may write them in the left or right side of the pattern.
- 2) After the students understand the use of pattern, they are asked to copy the herringbone pattern on a piece of paper.
- 3) Teacher asks the students to read a text and identify important ideas by answering the six comprehension questions (who, what, when, where, why, and how) while

reading. Those answers are written on the herringbone pattern available.

4) After the questions have been answered, the students make a topic sentence of the text across the fishbone pattern.

e. Communicating

The last procedure of using herringbone technique is that the students are asked to make it in pairs. Then, the students will share and present their task with their friends.

3) Post Teaching Activity

In this stage, the teacher asks the students' difficulties in comprehending the text. Then, the teacher together with the students concludes the lesson that has been learned. The teacher also gives homework to the students. After that, the teacher tells the students the topic of the study that will be discussed next week.

C. Conclusion and Suggestion

Conclusions

Based on the previous discussion, it can be inferred that one of the strategies that can be applied by the teacher in teaching reading comprehension to senior high school students is herringbone technique. This is an effective strategy because it can solve the students' and the teachers' problems in reading a text.

In implementing this strategy, the first step that has to be done by the teacher is showing the picture of the topic and gives some oral questions based on the picture.

Then, the teacher draws a herringbone pattern on the board and explains the use of the pattern. The horizontal lines are used to put important information of the text being read by using the answers of the six basic reading comprehension questions (who, what, where, when, why and how). They put a topic sentence of the text on the mid-line of the pattern. If the students find some unknown words, they may write them in the left or right side of the pattern.

This strategy gives many advantages to the students like activating the prior knowledge, helping students to make personal connection, promoting reflection about key content concepts, encouraging critical thinking and organizing ideas for better comprehension. Meanwhile, for the teacher, this strategy can be used to assess the students' knowledge on the topic prior to reading.

4.2 Suggestions

Based on the conclusions that have been explained before, the writer would like to draw some suggestions. First, in order to increase students' skill in comprehending a text, it is advisable for senior high school teacher to use

herringbone technique in teaching reading and the other skills of English. Second, for the school committee, it is suggested to provide facilities that are necessary for implementing herringbone technique.

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