THE EFFECTIVENESS OF USING HERRINGBONE TECHNIQUE TO IMPROVE STUDENTS' READING AND WRITING SKILLS IN RECOUNT TEXT
(An Experimental Research with the Eighth Grade Students of SMP Hasanuddin 6 Semarang in the Academic Year of 2014/2015)

A FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement
For Degree of Bachelor of Education
In English Education

By:
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2014

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ABSTRACT

Title : **THE EFFECTIVENESS OF USING HERRINGBONE TECHNIQUE TO IMPROVE STUDENTS' READING AND WRITING SKILLS IN RECOUNT TEXT (An Experimental Research with the Eighth Grade Students of SMP Hasanuddin 6 Semarang in the Academic Year of 2014/2015)**

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This final project discusses The Effectiveness of Using Herringbone Technique to Improve Students' Reading and Writing Skills in Recount Text (an Experimental Research with the Eighth Grade Students of SMP Hasanuddin 6 Semarang in the Academic Year of 2014/2015). The statement of problems in this study is How is the Effectiveness of Using Herringbone Technique to Improve Students' Reading and Writing Skills in Recount Text?. The background of the study is the students of eight grades SMP Hasanuddin 6 Semarang have the problem to understand their English learning especially in reading and writing. They still lack of vocabulary. Their comprehension can be recognized through their way of reading and writing.

The population of the research was the eight grade students of SMP Hasanuddin 6 Semarang. The research method was an experimental research, which conducted in two classes; the experimental group (VIII C) and control group (VIII B) as sample. The VIII C was taught by using Herringbone Technique, while the VIII B was taught with conventional method. The researcher gave try-out test to try-out class (VIII A). The test had been tried out to find out the validity, reliability, difficulty level, and discriminating power before it was used to gather the data. The formula that was used to analyze the data was t-test. It was used to determine whether there was significant difference between students' score in experimental and control class or not.

After collecting the data, it was found that the pre-test average score of reading skill in experimental class was 63.91 and control class was 59.34. Meanwhile, the post-test average score of reading skill in experimental class was 75.00 and control class was 63.69. It was obtained that t-test was 3.059 and the t-table was 2.02 for alpha (α) 5%. The t-test was higher than t-table (3.059>2.02).. The pretest average score of writing skill in experimental class was 54.56 and control class 46.52. meanwhile the post-test average score of writing skill in experimental class was 62.43 and control class was 51.26. it was obtained that t-test 4.365 and the t-table 2.02 for alpha (α) 5%. The t-test was higher than t-table (4.365>2.02). It means that Ha was accepted and Ho was rejected.

Based on the result, the researcher concludes that Herringbone Technique as teaching technique was effective in teaching Recount text at SMP Hasanuddin 6 Semarang in the Academic Year of 2014/2015.

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Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial to everyone especially in developing English Teaching and Learning process. Amen.

Semarang, 3 Desember 2014
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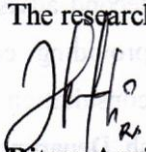

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