

**CHAPTER II**  
**THE EFFECTIVENESS OF USING HERRINGBONE**  
**TECHNIQUE TO IMPROVE STUDENTS' READING AND**  
**WRITING SKILLS IN RECOUNT TEXT**

**A. Literature Review**

**1. Reading**

a. Definition of reading

Reading is one of basic skill which everyone should master it. There are so many sources which people can use to read, those are magazines, newspapers, novels, books. It is very important to master reading skill especially for students. Reading is one of the four skills that should be mastered by the students. As a matter of fact, it is not easy for students to read the teaching materials in a foreign language. They have to face new vocabularies and structures which they have not mastered yet.

According to Elizabeth, "Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound".<sup>1</sup> Caroline states that:

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order

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<sup>1</sup> M.E.S Elizabeth, *Methods of Teaching English* (India:Discovery Publishing House, 2012), p.278

to read, we must be able to decode (sound out) the printed words and also comprehend what we read.<sup>2</sup>

In Islam, writing and reading are skills which are taught by Gabriel to the prophet Muhammad SAW when he got the first revelation from Allah. Beside he is taught to read, he is also taught to write, Allah has stated in the holy Qur'an sura Al-'Alaq verse: 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَلَمْ يَكُنْ أَقْرَأَ ۝ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

1. Proclaim! (or read!) In the name of Thy Lord and Cherisher, who created-2. Created man, out of a (mere) clot of congealed Blood: 3. Proclaim! and Thy Lord is Most Bountiful,-4. He who taught (the use of) the pen,-5. Taught man that which He knew not.<sup>3</sup>

It means reading is one activity which is very much suggested by Islam so that its followers can seek knowledge wherever and whenever possible.

Reading is both process and product. The process of reading involves the interaction between the reader and the text. The product of reading is reading

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<sup>2</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw Hill, 2006), p. 69.

<sup>3</sup> Fakultas Tarbiyah, *Alqur'an Terjemah Indonesia-Inggris*, (Qomari, 2008) p.1304

comprehension, or internal construction of meaning; that is, there has been understanding of what has been read.<sup>4</sup> Students have to enrich their knowledge through reading, because it is very important, they can get new information from the passage.

b. Purposes of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. People may also read for enjoyment, or to enhance knowledge of the language being read. The purposes for reading guide the reader's selection of texts.<sup>5</sup>

According to Rivers and Temperley as quoted Nunan suggest that second language learners will want to read for the following purposes:

- 1) To obtain information for some purposes or because we are curious about some topic.
- 2) To obtain instruction on how to perform some task for our work or daily life (e.g. knowing how an appliance works).
- 3) To act in a play, play a game, do a puzzle.
- 4) To keep in touch with friends by correspondence or to understand business letter.
- 5) To know when or where something will take place or what is available.

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<sup>4</sup> Penny McKay, *Assessing Young Language Learners*, (United Kingdom: Cambridge University Press, 2006), p. 224.

<sup>5</sup> Keneath Beare, *Aim of Reading*, retrieved from <http://www.nclrc.org/essentials/reading/reindex.htm>, on August 20th 2014.

- 6) To know what is happening or has happened (as reported in newspapers, magazines, reports).
- 7) For enjoyment or excitement.<sup>6</sup>

It means the aim of reading is not only to enhance knowledge but also to seek pleasure. It depends on the text which people have read.

c. Kinds of Reading Skill

Reading is a boring activity for students when they just read. The students will finally give up continuing their reading when they face this difficulty every time they read. This situation will be different if the students are given interesting technique in teaching learning activities. By using interesting techniques, they will be curious to read the story and often enjoy the book, even though there are some difficult words which have to be looked up in the dictionary to get their meanings.

According to Mikulecky and Jeffries there are six kinds of reading skill. Those are follows:

- 1) Scanning and previewing<sup>7</sup>
  - a) Scanning

You scan when you are looking for a specific piece of information in a text. Scanning is

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<sup>6</sup> David Nunan, *Designing Tasks for the Communicative Classroom*, (United Kingdom: Cambridge University Press, 1989), p. 34.

<sup>7</sup> Linda Jeffries and Beatrice S. Mikulecky, *More Reading Power*, (New York: Pearson Education, 2011), p.107

a very useful skill that you use often in daily life. For example, you might scan a course listing, a website homepage, or the index of a book.

Practice in scanning will also help your reading. You will learn to recognize words faster and develop more flexibility in the way you move your eyes when you read.

In this kind of reading, your eyes need to move quickly. They also need to move up and move down and around the page not just from left to right along the lines of print. It is not actually necessary to read many words when you scan. You should read just for enough of the text to find what you are looking for. How much you read will depend on the text you are scanning and the information you are looking for.

## 2) Previewing<sup>8</sup>

Previewing is what you should do before you read. When you preview, you take a very quick look at a passage so you can get a sense of what it is about and how to read it. This will help you read it more effectively.

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<sup>8</sup> Linda Jeffries and Beatrice S. Mikulecky, *More Reading Power*, (New York: Pearson Education, 2011), p.117

Previewing can help you with all of your reading. It is particularly helpful for course assignment and for reading comprehension test or exams. Though it takes a little time to preview, just a few seconds of previewing can make a difference in your reading later.

### 3) Making inference<sup>9</sup>

An inference is a kind of guess. To infer, you use what you are already know about something to try to guess more about it. In everyday life, you often make inferences.

Good readers often make inferences while they are reading. They also make inferences about the content of what they are reading:

- a) In fiction, they notice clues (pieces of information) in the descriptions or the dialogues. They use these clues to make inferences about the people, the situations, or the plot.
- b) In nonfiction, they make inferences from information in the text to fill in gaps in their knowledge about the topic or in their understanding of the ideas.

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<sup>9</sup> Linda Jeffries and Beatrice S. Mikulecky, *More Reading Power*, (New York: Pearson Education, 2011), p.131

#### 4) Understanding Paragraphs<sup>10</sup>

A topic is a word or phrase that tells what something is about. English is a topic-centered language. Most nonfiction writing focuses on topics. All the ideas and sentences are related to that topic.

The topic of a paragraph tells what the paragraph is about. In a well-written paragraph all the sentences are about the topic (directly or indirectly). It is very important to figure out the topic quickly. It is the key to understanding the paragraph.

Good readers always look for the topic when they start reading. Writers usually try to help readers figure out the topic by stating it near the beginning and repeating it a number of times. In a paragraph, you will also find specific facts and ideas that describe or explain the topic. These are the supporting facts and ideas. They may be parts, details, or example of the topic (as with the topics of lists).

#### 5) Identifying the pattern<sup>11</sup>

A pattern is a regular way that something is organized or done. In fact, the human brain prefers patterns. When it receives new information, it tries to

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<sup>10</sup> Linda Jeffries and Beatrice S. Mikulecky, *More Reading Power*, (New York: Pearson Education, 2011), p.147-151

<sup>11</sup> Linda Jeffries and Beatrice S. Mikulecky, *More Reading Power*, (New York: Pearson Education, 2011), p.172

fit the information into some kind of pattern. This is why people tend to find or make patterns all around them. Life is easier with patterns. Writers also use patterns to organize and present their ideas. If you recognize these patterns when you are reading, you will understand the ideas better.

6) Reading longer passages.<sup>12</sup>

A longer nonfiction passage in English is like a paragraph in many ways:

- a) It is all about one thing, person, or idea the topic
- b) It concludes the writer's idea about that topic, the overall idea of the passage
- c) It contains other ideas that explain or develop the overall idea
- d) It is structured in a way that helps the reader follow the writers' thinking.
- e) Most nonfiction passages (except for informal writing such as blogs or email) are structured in a similar way, with three parts:

(1) Introduction

The first paragraph (s) presents the overall idea of the passage. Readers in English

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<sup>12</sup> Linda Jeffries and Beatrice S. Mikulecky, *More Reading Power*, (New York: Pearson Education, 2011), p.194



usually look here to find out what the passage is about.

(2) Development

The middle paragraphs explain and develop the overall idea. Each of these paragraphs has a main idea and supporting facts and ideas.

(3) Conclusion

The last paragraph refers to the overall idea and may add an opinion or comment.

When you read longer passages for study or research, you can understand and remember better if you actively work with the text.

7) Skimming<sup>13</sup>

When you skim, you read something very quickly to get the general idea. As with scanning, you need to move your eyes quickly over the text. You also usually have a question in mind, though not about specific information as in scanning. Instead, in skimming you usually skim to get the gist the general idea. Skimming is useful:

- a) to preview a text
- b) to find out quickly what a reviewer thinks about a book, movie, product, etc.

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<sup>13</sup> Linda Jeffries and Beatrice S. Mikulecky, *More Reading Power*, (New York: Pearson Education, 2011), p.211

- c) to get the main idea from an article in newspaper or online.
- d) To decide if a text will be useful for a research assignment.

From the last explanation above, we know that reading is one way to learn a new language and it is improved through practice. There are many kinds of reading that we can learn to get a spesific information about the passage. In fact, in many classrooms in Indonesia, reading lesson is used as an opportunity on practicing fluency, expressive speaking, and so on.

## 2. Writing

Writing is one of language skills; it is both physical and cognitive activity in which the writer is required to produce a number of variables that consist of word, spelling, sentence structure, punctuation, etc. in order to make possible transmission of messages. According to Ken Hyland “Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her ownviews on a topic”.<sup>14</sup>

Allah states in the glorious Al-Qur’an surah Al-Qalam:

بِالنَّوْمِ وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

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<sup>14</sup> Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.9

“Nun, by the pen and by the (record) which (men) write”<sup>15</sup>

Writing is a process to produce language. We can take more time to think and choose words in order to express our ideas thoughts and feelings, we still can make a revision if it is not so clear to express what we intend to write. Writing was a skill that was the exclusive domain of scribes and scholars in educational or religious institutions. Today, the ability to write has become an indispensable skill in our global literate community.<sup>16</sup>

Mastering writing detail is important, but the main purpose of writing is to communicate a message with a specific purpose to an audience. Most writing does of of three things; inform, explain, or present an argument. Writing effectively involves discovering what you want to say, organizing and presenting them in the most logical, effective way. This lesson discusses all of this issues.<sup>17</sup>

Through writing, we can explore our ability and ideas and we can share it through diary, blog, article, etc.

According to David Morley, “ writing is an extreme act of attention and memory, it pleads with your brain cells to

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<sup>15</sup> Fakultas Tarbiyah, *Alqur'an Terjemah Indonesia-Inggris*, (Qomari, 2008),p.1200

<sup>16</sup> Douglas Brown, *Language Assessment Principles and Classroom Management*, (USA:Longman, 2004),p.218

<sup>17</sup> Judith F. Olson, *Writing Skills Success in 20 Minutes a Day*, (USA: Learning Express, 2009) 4<sup>th</sup> Ed, p.157

make new connection.”<sup>18</sup> It means that brain interacts with itself; hearing words, seeing words, speaking words and generating verbs.

The students may develop their creativity in expressing feeling, they can express and write it in diary or other media in daily life.

a. The process of writing<sup>19</sup>

1) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say.

2) Drafting

We can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't.

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<sup>18</sup> David Morley, *The Cambridge Introduction to Creative Writing* (New York: Cambridge University Press, 2007), p.8

<sup>19</sup> Jeremy Harmer, *How To Teach Writing* (England: Pearson Education Limited, 2004). P.4-5

#### 4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce the final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now already to send the written text to its intended audience.

We have to know the step of writing before we start to write, each step has the different purpose. The researcher concludes that writing is an activity of developing ideas and feelings to produce an arrangement sentence.

### 3. Recount text

#### a. Definition of Recount text

According to Anderson, “recount is a piece of texts that retells past events, usually in the order in which they happened.” The purpose of a recount is to give the audience a description of what occurred and when it occurred.<sup>20</sup> Recounts tell what happened. the purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of

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<sup>20</sup> Anderson, *Text types in English 1&2*, (South yurra: McMillan Education, 1997), p.48

the literacy or story recount is to tell a sequence of events so that it entertains.<sup>21</sup>

Al Quran has so many stories related to the past events, for example the stories of prophet, apostles, etc. It shows that recount text had explained in Al Quran.

Allah states in the glorious AL Quran surah Al-Mu'min: 78:

وَلَقَدْ أَرْسَلْنَا رُسُلًا مِّن قَبْلِكَ مِنْهُمْ مَّن قَصَصْنَا عَلَيْكَ وَمِنْهُمْ مَّن لَّمْ نَقْضُصْ عَلَيْكَ ۗ

“We have sent forth other apostles before you; of some, we have already told you the story, of others We have told you nothing”<sup>22</sup>

The researcher concludes that recount text retells us past experience which happened in daily life.

#### b. Generic Structure of Recount Text

There are three generic structure of recount. They are:<sup>23</sup>

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<sup>21</sup> Ken Hyland, *Teaching and Researching Writing*, (United Kingdom: Pearson Education Limited, 2009) 2nd Ed, p.87

<sup>22</sup> Fakultas Tarbiyah, *Alqur'an Terjemah Indonesia- Inggris*, (Qomari, 2008), p.987

<sup>23</sup> Ken Hyland, *Teaching and Researching Writing*, (United Kingdom: Pearson Education Limited, 2009) 2nd Ed, p.87

- 1) Orientation: providing information about ‘ who’, ‘where’, and ‘when’.
  - 2) Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.
  - 3) Re-orientation: optional-closure of events. It is ‘rounds off’ the sequence of events.
- c. Language features of Recount text

The language features usually found in recount text are:<sup>24</sup>

- 1) Proper nouns to identify those involved in the text
- 2) Descriptive words to give details about who, what, when, where, and how
- 3) The use of past tense to retell the events
- 4) Words that show the order of events (for example, first, next, then).

The students have to know the generic structure and language feature of recount text in order they can compose a good writing in recount text. We can make a sequence of events first and then compose it to become recount text. So that it can be a good writing.

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<sup>24</sup> Anderson, *Text Types In English 1&2*, (South yurra: McMillan Education, 2003), p.50

#### 4. Teaching Recount Text through Herringbone Technique

##### a. Definition of Herringbone Technique

According to Anthony as quoted by Jack and Theodore states that:

Technique is implementational that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.<sup>25</sup>

There are some technique and media which can be used in teaching recount text, they are: personal letter, concept map, diary writing, suggestopedia method, chain pictures, herringbone technique, etc.

Here the researcher used herringbone technique to improve students reading and writing skill in recount text, because it consists of a short graphic organizer and it is a concrete way of helping English learners to find the comprehensive idea in a paragraph or passage. The students answer the questions listed in the fishbone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement.

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<sup>25</sup> Jack C Richards and Theodore S. Rodgers, *Approaches and methods in Language Teaching 2nd ed* (USA: Cambridge university press, 2001) p.19



According to Thaler, “a useful technique for analyzing a single idea or text is the Herringbone technique, so-named because it resembles a fish skeleton”. Herringbone Technique consists of a short graphic organizer and it is a concrete way of helping English learners to find the comprehensive idea in a paragraph or passage. The students answer the questions listed in the fishbone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement.<sup>26</sup>

Katherine McKnight 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.” Students will benefit from your modeling the use of this graphic organizer on an overhead projector or chart paper. Learning how to organize and classify information is an important skill for all students. Students are asked to organize and classify information every day. When students read, they should be encouraged to read and classify information. Students can use this graphic organizer when taking notes for

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<sup>26</sup> Engelbert Thaler. *Teaching English Literature*. (Paderborn: Verlag Ferdinand Schöningh GmbH & Co. KG, 2008) p.88

assigned reading as a way to organize and classify new information.<sup>27</sup>

In this research, Herringbone technique helps the students understand the connection between supporting details to identify a main idea. The heringbone technique is a useful graphic organizer for students to organize information.

b. Reasons for Choosing Herringbone Technique in Teaching Recount Text

When reading or writing a story, students must be able to identify and organize important story elements and observe relationships between them. The Herringbone Technique graphic organizer is used for establishing supporting details for a main idea. It can be used to organize information for all content areas.

The students will get benefit from modeling the use of this graphic organizer on an overhead projector or chart paper. Learning how to organize and classify information is an important skill for all students. The students are asked by the teacher to organize and classify information every day. When the students read, they should be encouraged to read and classify information.

The students can use this graphic organizer when taking

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<sup>27</sup> Katherine S McKnight , *The Teacher's Big Book of Graphic Organizers: 100 Reproducible Organizers that Help Kids with Reading, Writing, and the Content Areas.* (San Francisco: Jossey-Bass, 2010), p.50

notes for assigned reading as a way to organize and classify new information.

When the groups have completed their tasks, the teacher assembles the entire class so that the groups can share their decisions and the reasons for them, with each other. Based on researcher observation, the reading text is too difficult for student or the level of word is high level. Because when the teacher choose a reading text in a handbook in teaching reading process, the teacher gave the text that did not appropriate with students' ability. Then, the other problem is lack of reading technique. When the teacher taught in the class, the applying of the technique procedure did not approach in teaching learning process.

In this paper, Herringbone Technique is a technique in which the students work in pairs or triads. The teacher poses a recount text and the students read it. After reading, the groups complete the Herringbone diagram by discussing the text, considering possible answers to the questions on the Herringbone, and deciding cooperatively upon the answer that seems best to them.

The teacher should apply appropriate technique to make students getting a good achievement and interesting in teaching reading comprehension. Here the researcher

try to use herringbone technique to improve students' reading and writing skills in recount text.

c. The Procedures of Herringbone Technique in Teaching Recount Text

Based on Deegan, the Herringbone Technique develops comprehension of the main idea by plotting the 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.<sup>28</sup>

Procedures of Herringbone technique:

- 1) The students are work in pair.
- 2) The teacher selects a recount text the appropriate reading level.

The teacher select one of recount text which is appropriate with the reading level with the eighth grade.

- 3) The teacher constructs a visual diagram of the herringbone.

The teacher shows the visual diagram of Herringbone technique and explains the steps of using it to students.

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<sup>28</sup> Deegan, J. *Herringbone technique*. Online at <http://www.teacherweb.com/PA/NazarethAreaMiddleschool/TheSpecialist-Team/HerringboneTechnique.doc>, retrieved from internet on August 19th 2014

4) The teacher tells the student to record the answers to the questions on the diagram. He will look for answers to:

- a) Who is the author talking about?
- b) What did they do?
- c) When did they do it?
- d) Where did they do it?
- e) How did they do it?
- f) Why did they do it?

5) The student reads to find the answers and records the answers on the diagram.

The students are recording the answer of the Herringbone diagram's question while they are reading the text.

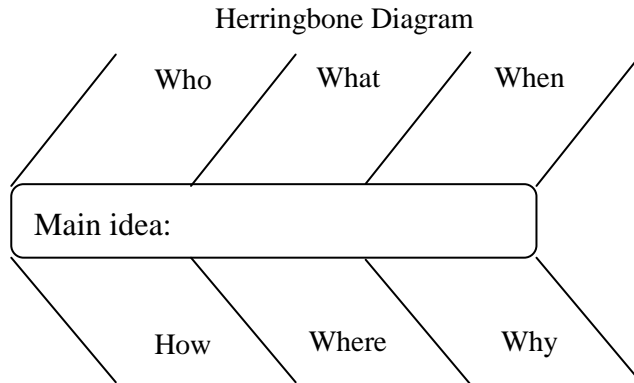
6) After the information is recorded, the teacher shows the student how each answer fits into a slot in a main idea sentence.

The students can find the main idea of the text by using the answers of WH-questions.

7) The student writes a main idea, using the information from the herringbone diagram.

After getting main idea by using information from the herringbone diagram, the students write the main idea on the herringbone diagram

- 8) The teacher duplicates sheets with the diagram, and students complete diagram on their own.
- 9) The diagram becomes a tool for story discussion. During the discussion, the teacher and students confirm their answers and their rationales.



The herringbone technique is appropriate for students who need a visual structure to draw relationships between the facts in a text and the main idea. For these students, the technique records the information so that it can be organized into a whole.

d. The Advantages and the Disadvantages of Herringbone Technique

The advantages of the Herringbone Technique are:

- 1) The herringbone technique helps develop comprehension skills as well as informational organization, contrast and comparison skill as well as the ability to remember details.<sup>29</sup>
- 2) To help students to understand the relationship between various pieces of information that they may have otherwise failed to identify.
- 3) Representing information in pattern and graphic form, which can enhance learning by stimulating a students' interest and retaining his attention.

The disadvantage of Herringbone Technique are

- 1) 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.
- 2) Impact on Feedback, Some instructors find creating an answer key for a graphic organizer to be time-consuming. They use organizers to encourage discussion but do not correct each student's organizer upon completion; as a

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<sup>29</sup> Kaye Wagner, *How to Apply Herringbone Technique*, Online at [http://www.ehow.com/how\\_8722542\\_apply-herringbone-technique.html](http://www.ehow.com/how_8722542_apply-herringbone-technique.html) retrieved from internet on August 20<sup>th</sup> 2014

result, students may miss out on receiving valuable feedback.<sup>30</sup>

## **B. Previous Research**

There are three previous researchs related to this study:

The first research with the title “Using Concept Map To Improve Students' Writing Ability in Teaching Recount Texts” (an Experimental Research at Baiturrahman at the Eighth Grade of SMP H. Isriati Semarang in the Academic Year of 2011/2012). This research was conducted by Muhyidin (073411090) from English Language Education Walisongo State Institute for Islamic Studies. The population of the research was the eight grade students of SMP H Isriati Baiturrahman Semarang. The research method was an experimental Research, which conducted in two classes; the experimental group (VIII A) and control group (VIII C) as sample. The VIII A was taught by using concept map, While the VIII C was taught without concept map (conventional method).

In the result of post test of experimental class was 75.58 which where higher than the control class 70.73. It means that writing a recount text by concept map was better than the writing recount text without concept map. The result of the calculation

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<sup>30</sup> Aksana Nikolai, *Advantages and disadvantages of Graphic Organizers*, Online at [http://www.ehow.com/facts\\_5522538\\_advantages-disadvantages-graphic-organizer.htm](http://www.ehow.com/facts_5522538_advantages-disadvantages-graphic-organizer.htm) retrieved from internet on August 20<sup>th</sup> 2014



using the t-test showed that t value : 3. 446 and t table for  $\alpha$ : 5% was 1.68. It means that t value was higher than t table {3.446> 1.68}. It can be concluded that there is a significant difference in the student writing score of the eighth year students of SMP H. Isriati in academic year of 2011/2012 between students who have been taught writing a recount text by using concept map and those who have been taught by using a conventional learning or lecturing.

The result of this research, it shows that the students feel relaxed and enjoyed in writing by using concept map. They were very enthusiastic to follow the teacher's instruction in teaching learning process.

The differences between this research and my research are this research was conducted with Eighth Grade of SMP H. Isriati Semarang in the Academic Year of 2011/2012 and I will do my research with eighth grade students of SMP Hasanuddin 6 Semarang and my research used herringbone as a technique while her research used concept map. The similarity between this research and my research are research design and data collection.<sup>31</sup>

The second research with the title "The Effectiveness of Herringbone Technique in Teaching Reading Narrative Text" (an experimental Research at the Eighth Grade Students at SMP

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<sup>31</sup> Muhyidin , *"Using Concept Map To Improve Students' Writing Ability in Teaching Recount Texts"* (An Experimental Research At Baiturrahman At The Eighth Grade Of SMP H. Isriati Semarang In The Academic Year Of 2011/2012), (Skripsi Semarang: IAIN Walisongo, 2012)

Negeri 1 Grobogan in the Academic Year of 2012/2013). This research was conducted by Vania Devi Anggraeni (09420082) from English Education Department Faculty of Languages and Arts Education IKIP PGRI Semarang 2013). She used experimental research with quantitative research measurement to find the mean. The experimental group and the control group have no pre-test. But, the two groups are given the different treatments. The experimental group is given a treatment by using Herringbone Technique, and the control group is given a treatment by using Direct Instruction. After giving treatments, the two groups are given post-test.

The mean score of the experimental group (76,97) is higher than the mean score of the control group (62,70). The t-test application to the scores of the two groups shows that the tvalue (6,746) is higher than ttable (1,667). It can be seen that there is significant difference in the achievement of students between those who are taught by using Herringbone Technique (experimental group) and by using Direct Instruction (control group) in reading narrative text.<sup>32</sup>

The differences between her research and my research are this research was conducted with Eighth Grade Students at SMP Negeri 1 Grobogan in the Academic Year of 2012/2013 and I will

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<sup>32</sup> Vania Devi Anggraeni *“The Effectiveness of Herringbone Technique in Teaching Reading Narrative Text” (An Experimental Research at the Eighth Grade Students at Smp Negeri 1 Grobogan in the Academic Year of 2012/2013)*, (Skripsi Semarang: IKIP PGRI Semarang, 2013)

do my research with eighth grade students of SMP Hasanuddin 6 Semarang, and my research used non probability sampling while her research used cluster sampling. In addition to that, I will collect the data through test, and documentation, while her research collected the data through test, questionnaire, interview, and observation. The similarities between her research and my research are the technique that used to teach recount text, and research design.

The third research with the title “Improving Students’ Skill in Writing Recount Text by Using A Personal Letter (a Classroom Action Research with the Tenth Graders of MASS Proto Pekalongan in The Academic Year of 2011/ 2012). This research was conducted by Farid Helmi (063411058) from English Language Education Walisongo State Institute for Islamic Studies. He conducted a classroom action research as the methodology of this research. There were three meetings during the research, they were pre-cycle test, cycle test I and cycle test II. He used written test and observation in collecting the data. The result of the test showed that the students’ score in the pre-cycle test was 55.5, the students’ score in the cycle I test was 65.7 and the students’ score in the cycle II test was 72.2. The achievement of the test showed that the treatment was successful because the result of the cycle II test was higher than the cycle I test. In line with this result, he concluded that the research improved students’ skill in writing recount text.

The differences between his research and my research are research design, my research used experimental while his research used classroom action research, and the setting of research and the data collection. The similarity between his research and my research is that the research focus in teaching recount text.<sup>33</sup>

### C. Hypothesis

It refers to the basis belief of researcher which enables him or her to carry out the research. It is provisional truth determined by researcher that should be tested and proved.<sup>34</sup>

In this research, the hypothesis may be stated as follow: Herringbone technique is effective to teach recount text in reading and writing skills with the eight grade students of SMP Hasanuddin 6 Semarang in the academic year of 2014/2015. The score of students who were taught by using herringbone technique are higher than students who were taught by using non-herringbone technique.

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<sup>33</sup> Farid Helmi, *“Improving Students’ Skill in Writing Recount Text by Using A Personal Letter” (a Classroom Action Research with the Tenth Graders of MASS Proto Pekalongan in The Academic Year of 2011/ 2012)*. (Skripsi Semarang: IAIN Walisongo, 2012)

<sup>34</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010), 14th ed, p.116