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154 The Effectiveness of Herringbone strategy to descriptive texts at **Seventh Grade Students of** SMAN 4 Bangkalan Moh. Arief Wahyudi arwah74@stkipgri-bkl.ac.id STKIP PGRI Bangkalan Abstract: Reading **is one of the** skills taught in school or university. Because reading, students will get some information; enrich the knowledge so that it can develop their idea.

The aspect of comprehending texts, students do not only understand the meaning, vocabulary and grammar but also shall be more than. The researchers held the previous of observations at Seventh Grades of SMAN 4 Bangkalan. They have had problems to comprehend a text in getting information, content **of the text and** develop ideas.

Because they do not **comprehend the meaning of** every word in English sentence so they feel boring. The Herringbone strategy is a solution because it is a step in making a designed the drafted of wreath frame to help classify information from text. This **strategy can be applied** a descriptive text.

Whatever using the Herringbone strategy can be effectively to improve on the reading comprehension in descriptive texts. The used method is the quantitative, the test instrument by using Quasi at pre-and post- test and **the total number of the** population of 80 students in two classes, the samples taken of 40 students because it is a homogenous class. The treatment was done twice times.

After the post-test is carried out on the experimental class then retrieved the value of the average (Mean) = 26.77; Median = 26; Mode = 25; and Standard Deviation = 1.746. Based on the calculation value obtained results of 0.5 are included in adequate medium, then it can be inferred that the technique is effective in comprehending Herringbone

strategy in descriptive texts.

So Ha had stated that the using Herringbone strategy in comprehending a text was effective than without the using of the Herringbone strategy was rejected in Ho. Key words : Comprehending, Effectiveness, Herringbone Strategy In English language lessons, reading is one of the skills taught in school or college and reading is an activity that can be done anytime, but need some activities. Because by SELL Journal, 2018 VOL. 3 NO.

2, 154-160 e-ISSN 2580-8400, p-ISSN 2528-6595 155 reading students will understand the information globally and can enrich their knowledge so it can develop the idea/opinion. In their activity, students should comprehend and find information in the text. In the aspect of comprehending a text students not only understand the meaning, vocabulary and grammar but it should be more, like what is written by the author itself. According to Anders (2002:112) said that reading comprehension is very complex in learning, comprehending, remembering, respond, make conclusions.

Emerald V Dechant (in Zuchdi: 2008:21) suggests that reading is the pr Frank Smith (in Zuchdi: 2008:21), defines reading as the process of communication in ned as a response to a sense that is expressed in the author's words, sentences, paragraphs or longer forms (Russel, in Zuchdi: 2008:21). In the explanation above, researchers held a previous observation at the Seventh grades of SMAN 4 Bangkalan.

They have had problems to comprehend a reading text in getting information, the content and develop an idea. They do not understand the meaning every word in a sentence especially English language so it make them feel bored. In this problem above, researchers try to help find a solution by introducing Strategy Herringbone.

Herringbone is steps to make a wreath frame like drafted and help classify information from reading texts. This strategy can be applied on all texts, but the researchers apply to the descriptive text because this material is taught at the Seven Grades at SMAN 4 Bangkalan information, get the content (knowledge) and understanding the meaning in indirectly, then needed an active and creative teachers especially to develop learning methods or innovative techniques in reading so learners are not feel bored.

Herringbone strategy is a strategy used to state the main idea by identifying questions that patterned fin Herring. Herringbone strategy is a strategy to facilitate learners find out important information in the text. Tierney defines that the strategies are to elaborate in Herringbone procedures designed to help students getting important information in the text (daughter: 2013).

According to Edward (in Imelyati: 2013), the implementation way in Herringbone strategy, namely: a. Pre- Reading First teachers greet students and tell the basic competencies and objectives in the process of teaching learning. Then the teacher introduced the Herringbone strategy to learners. Next the teacher writes down some Herringbone questions to be answered by 156 students after reading.

Regarding the material adapted to the reading competence of learners, the material must also be interesting and can increase comprehending; the material can be taken from books, the internet, and other appropriate sources. b. Whilst Reading After the students had known about the strategy in pre- reading. Next the teacher asked **the students to read** the text that has been distributed by using Herringbone, namely by establishing the framework of Herringbone 5W H and find the main idea. Students read, think and get down important information on the story. c.

Post Read The teacher asked the students to write down based on the comprehending that they can be. Then after they complete the task, the teacher pointed at one of the learners to explain to his friends **about the main idea** that he can find by using Herringbone strategy. Next the teacher concluded it. This was done in order that **the teacher does not** occur is wrong get information.

The method of this research The methods used quantitative in a Quasi and the instrument was test that consisted of the pre and post- test with a total population of 80 students who where there are 2 classes, so that the sample is taken the Seventh Grades A with 40 students and also the homogeny class in the process of teaching and learning so that it becomes a representative of the Seventh grades B.

Treatment performed twice times with the design as follows: GROUP PRE- TEST TRETMET POST- TES VII-A X Twice times X1 X = the class of pre- test X1 = the class of post- test The Herringbone strategy put by giving short time in comprehending a descriptive text in paragraphs, then they are looking for information and main ideas by answering the following questions: a. Who's involved?, b. What do they do?, c. When would it happen?, d. Where it happened?, how it's done?, f.

Why did it happen? The **instrument is used to** obtain the data using the test. Researchers conducted the first time 157 performing pre-test, then giving the treatment of twice times and the last new post-test. RESULTS AND DISCUSSION in process data, researchers using the **Statistical Product and Service Solution** (SPSS.20).

Its homogeneity test performed on the score results of the pre and post- test provided

if the value significance of 0.05 (5%). The hypothesis is a provisional answer to the problem of the research the truth should still be tested empirically. By their nature, a hypothesis can be zero hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ).

The zero hypotheses are a State that rejected assuming in stating the lack of difference between the two variables or the absence of influence of the free variable (X) against variables (Y). The alternative hypothesis is the hypothesis that claimed there was a difference in the relationship between two variables X and Y. The result of test, as follows: 1) Pre-test Experiment Class was a class of experiments is the group who were given the treatment (treatment) using the Herringbone strategy. Before the researchers gave the treatment in experiments class conducted pre-test. The number of learners in the classroom experiment was 40 students.

By analysis used SPSS version assistance 20, then retrieved the value of the average (Mean) = 23.19; Median = 23; Mode = 22; and Standard Deviation = 1.778. The Pre-test score of Experiment class Score Max Score 29 Min Score 20 Mean (M) 23.19 Median (Me) 23 Modus (Mo) 22 Standard Deviation 1.778 2) Pre-test in the control Class is the class of the control group was not given.

Same is the case with the experiment class; the researchers also gave pre-test in the control group. The number of students in the control group was 40 students and who follow pre- test is as many as 40 students. Retrieved value average (Mean) = 22.67; Median = 22; Mode = 22; and Standard Deviation = 1.626. Pre-test Score of control class 158 Score Score Max 27 Score Min 20 Mean (M) 22.67 Median (Me) 22 Modus (Mo) 22 Standard Deviation 1.626 The final Test, Data of Post-test: 1) Post- test in Experimental Classes.

The implemented post-test in experimental classes, it retrieved the value of the average (Mean) = 26.77; Median = 26; Mode = 25; and Standard Deviation = 1.746 The Post-test in Experiment class Score Max Score 30 Min Score 24 Mean (M) 22.77 Median (Me) 26 Modus (Mo) 25 Standard Deviation 1.746 2) Post- test in Class control. With the program SPSS version 20 retrieved value for the post-test in control class that is the average (Mean) = 25.60; Median = 25; Mode = 25; and Standard Deviation = 1.589. The post-test score of control class Score Max Score 30 Min Score 23 Mean (M) 25.60 Median (Me) 25 Modus (Mo) 25 Standard Deviation 1.589 The results of distribution test can be seen in the table below: 159 Class P Noted Pre-test in Experiment class  $0.034 P < 0.05 =$  abnormal Pre-test in Control class  $0.034$  Post-test in Experiment class  $0.009 P < 0.05 =$  abnormal Post-test in Control class  $0.009$  Showing the above table that the index obtained from data test in experimental classes spread of 0.05 (  $0.034 < 5\%$ ) and gained  $0.034 0.05 ( < 5\%)$  of the data pre-test in the control class. While the data post- test

experiments obtained class index of 0.05 ( 0.009 <: 5%) and 0.009 0.05 ( <: 5%) of the data post -test in control class. Therefore, the entire calculation in the index (0.05 <: 5%) then it can be stated that the data used in this study are not normally.

In this study, there are two kinds of hypotheses, namely the zero **hypothesis and alternative hypothesis**. Alternative hypothesis (Ha) on this second hypothesis is the use of Herringbone strategy in learning English skills more effective than **without the use of the Herringbone strategy**. The proved by calculating the result of score. Based on the calculation of the value score namely results obtained of 0.5

is included in adequate medium, then it can be inferred that the strategy is effective in comprehending texts, thus researchers stated the use of techniques of Herringbone strategy in the comprehending a descriptive text more effectively than **without the use of Herringbone strategy at the Seventh Grade students of SMAN 4 Bangkalan**. The population in this research is all **of the Seventh Grade Students**, and the samples is 40 students of A class as a group of experiments and after that 40 students made the control group.

The purpose of this research **is to find out whether there is a** difference of skills in comprehending the descriptive text among the group who were given the treatment experimental learning Herringbone strategy with control group given the treatment of learning **without the use of the Herringbone strategy** in comprehending a descriptive text. **In addition, the study also aims to** find out the effectiveness of Herringbone strategy in comprehending descriptive texts.

Researchers gave pre-test to **a control group and** experiment which aims to find out the capabilities of the students on the skills read the two groups. This test aims to distinguish the level of comprehension of the text 160 between **the experimental group and control** group. The conclusion that there is an effective to use Herringbone strategy in comprehending descriptive texts at **Seventh Grade Students of SMAN 4 Bangkalan**.

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