

SKRIPSI



**THE EFFECTIVENESS OF HERRINGBONE TECHNIQUE
TO TEACH READING OF RECOUNT TEXT
TO THE EIGHTH GRADE STUDENTS OF MTS N 1 KUDUS
IN 2015/2016 ACADEMIC YEAR**

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2016**



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SKRIPSI

Presented to Muria Kudus University
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in the English Education Department

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2016**

MOTTO AND DEDICATION

MOTTO:

- ❖ “If you want to get something you have never own, you must do something you have never done before.”
- ❖ “Treat anyone kindly, so you will get kindness also.”
- ❖ “Every dark night is always followed by a beautiful morning”

This skripsi is dedicated to:

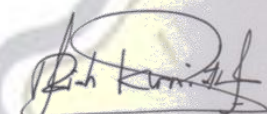
- His beloved Father and Mother
((alm) Suwanto Tamsa and
Zuminah)
- His beloved Brothers (Akhlish
Fuadi and Ulil Fathon)
- All of his best friends who always
support him, especially Anwar
Setiawan, Edi Cahyono, Falana
Andriani, and Nelly E.F.

ADVISORS' APPROVAL

This is to certify that the Skripsi of Akbar Rizqi (2011-32-201) has been approved
by the skripsi advisors for further approval by the Examining Committee.

Kudus, February 2016

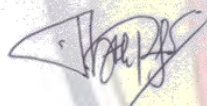
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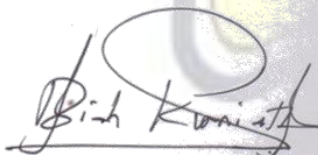
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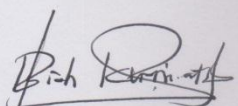
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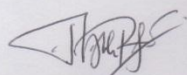
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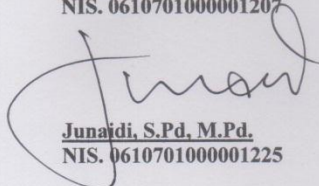
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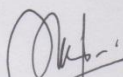
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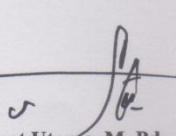
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11. All of people involved during conducting the final project.

Finally, the researcher expects that everything has been written in this skripsi will be useful for all readers who interest in reading and concerns to this skripsi.

Kudus, February 2016

Akbar Rizqi

2011-32-201

ABSTRACT

Rizqi, Akbar. 2016. The Effectiveness of Herringbone Technique To Teach Reading Recount Text To The Eighth Grade Students of MTs N 1 Kudus In 2015/2016 Academic Year. Skripsi. Department of English Education, Faculty of Teacher Training and Education, University of Muria Kudus. Advisor: (i) Diah Kurniawati, S.Pd, M.Pd (ii) Atik rokhayani, S.Pd, M.Pd

Key Words: Herringbone Technique, Recount Text, Reading.

Reading is a basic skill to learn a language. Learning English at school, the skill which is studied divided into four aspects: reading, writing, listening, and speaking. In this case, the students found had difficult in listening English words. Therefore, the writer interested to do a research about listening.

The objective of this research is to find out whether or not there is a significant difference of the reading ability of recount text to the eighth grade students of MTs N 1 Kudus in 2015/2016 academic year before and after being taught by using herringbone technique.

This research was an experimental research used one group pre-test and post-test design. The population used in this research is eighth grade students of MTs N 1 Kudus in 2015/2016 academic year and the sample used in this research is the students of VIII F class. This research involved two variables; an independent variable that is the use of herringbone technique and dependent variable that is the reading ability of recount text. The researcher compares the result of pre-test and post-test score to be analyzed by using t-test.

Before taught by using Herringbone Technique the students got the minimum score 36, the maximum score 80, the mean score is 58.6 and the standart deviation is 12.39. While, the result of the Reading Ability of Eighth Grade Students VIII F Who is Taught After by Using Herringbone Technique of MTs N 1 Kudus in 2015/2016 Academic Year has the minimum score is 56, the maximum score is 96, the mean score is 77.67 and standart deviation is 9.87. it was found t-observation (t_0) 11.78 and t-table (t_t) 2.021 in the level of significance 0.05, degree of freedom (df) 38. In this case, t-observation is higher than t-table ($t_0 > t_t$). So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is significant difference between the reading ability of the eighth grade students of MTs N 1 Kudus before and after being taught by using herringbone in 2015/2016 academic year.

Based on the result of the research, it proves that Herringbone Technique is an effective technique to teach reading recount text. The researcher expects to the English teacher more creative and innovative in using technique. So, the students will more interest in teaching learning process.

ABSTRAKSI

Rizqi, Akbar. 2016. *Keeffektivan Herringbone Technique Dalam Pengajaran Text Recount Pada Siswa Kelas Delapan MTs N 1 Kudus Dalam Ajaran 2015/2016*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: (1) Diah Kurniati, S.Pd, M.Pd., (2) Atik Rokhayani, S.Pd, M.Pd.

Kata kunci: Herringbone Technique, Recount Text, Reading.

Membaca adalah kemampuan dasar untuk mempelajari ilmu bahasa. Dalam mempelajari bahasa Inggris di sekolah, ketrampilan yang dipelajari dibagi menjadi 4 aspek: membaca, menulis, mendengarkan, dan berbicara. Dalam hal ini, siswa ditemukan agak mendapat kesulitan untuk mendapatkan informasi dalam membaca kata berbahasa Inggris. Oleh karena itu, penulis tertarik untuk melakukan penelitian mengenai aspek membaca.

Tujuan penelitian ini adalah untuk menemukan apakah ada perbedaan yang signifikan antara kemampuan membaca pada kejadian dan peristiwa (recount text) siswa kelas VIII MTs N 1 Kudus pada tahun ajaran 2015/2016 sebelum dan sesudah diajarkan dengan menggunakan Herringbone technique.

Penelitian ini adalah penelitian experiment dengan menggunakan satu kelompok dengan pre-test dan post-test. Populasi yang digunakan dipenelitian ini adalah siswa kelas VIII F MTs N 1 Kudus pada tahun ajaran 2015/2016 dan sampel yang digunakan dipenelitian ini adalah siswa kelas VIII F. Penelitian ini melibatkan dua variabel ; variabel bebas yaitu Herringbone Technique dan variabel terikat yaitu kemampuan membaca pada recount text. Peneliti membandingkan hasil nilai pre-test dan nilai post-test untuk dianalisa menggunakan t-test.

Sebelum mengajar menggunakan Herringbone Technique para siswa mendapatkan nilai minimum 36, nilai maksimum 80, nilai rata-rata 58.6 dan standar deviasi 12.39. sedangkan hasil dari kemampuan membaca pada recount text siswa kelas VIII F MTs N 1 Kudus pada tahun ajaran 2015/2016 sebelum menggunakan Herringbone Technique sesudah menggunakan Herringbone Technique memiliki nilai minimum 56, nilai maksimum 96, nilai rata-rata 77.67 dan standar deviasi 9.87. dengan demikian memiliki t-observasi (t_0) 11.78 dan t-tabel (t_t) 2.021 dengan tingkat signifikan 0.05, degree of freedom (df) 38. dalam hal ini, t-observasi lebih tinggi dibandingkan dengan t-tabel ($t_0 > t_t$). Jadi, null hypothesis (H_0) di tolak dan alternative hypothesis (H_a) di terima. Dapat di katakan bahwa terdapat perbedaan yang signifikan antara kemampuan membaca pada recount text siswa kelas VIII MTs N 1 Kudus pada tahun ajaran 2015/2016 sebelum dan sesudah menggunakan Herringbone Technique.

Berdasarkan hasil penelitian, membuktikan bahwa Herringbone Technique merupakan tehnik yang efektif untuk mengajar membaca recount text. Peneliti berharap guru bahasa inggris lebih kreatif dan inovatif dalam menggunakan tehnik. Sehingga, siswa akan lebih tertarik dalam proses belajar mengajar.

TABLE OF CONTENT

COVER	i
PAGE OF LOGO	ii
PAGE OF TITLE.....	iii
MOTTO AND DEDICATION.....	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL.....	vi
ACKNOWLEDMENT.....	vii
ABSTRACT	ix
ABSTRAKSI.....	x
TABLE OF CONTENTS.....	xii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF FORMULAS	xvii
LIST OF APPENDICIES	xviii

CHAPTER I INTRODUCTION

1. Background of the Research	1
2. Statement of the Problem	3
3. Objective of the Research.....	3
4. Significance of the Research	4
5. Scope of the Research	4
6. Operational Definition	5

CHAPTER II REVIEW TO RELATED LITERATURE AND ACTION

HYPOTHESIS

2.1 Teaching Reading in MTs N 1 Kudus	6
2.2 The Purpose of Teaching English in MTs N 1 Kudus	7
2.2.1 The Material of Teaching English in MTs N 1 Kudus	7
2.3.2 The Technique of Teaching English in MTs N 1 Kudus	8

2.3 Herringbone Technique	8
2.3.1 The Procedure of Herringbone Technique.....	10
2.3.2 The Advantages of Herringbone Technique	11
2.4 Reading	12
2.4.1 The Purpose of Reading	13
2.4.2 The Kind of Reading Skill	13
2.5 Recount Text	14
2.5.1 Social Function of Recount Text	15
2.5.2 Generic Structure of Recount Text	15
2.5.3 Language Features of Recount Text	16
2.5.4 Example of Recount Text	16
2.6 Previous Research	17
2.7 Theoretical Framework	18
2.8 Action Hypothesis	19

CHAPTER III METHOD OF THE RESEARCH

3.1 Design of the Research	21
3.2 Population and Sample	22
3.3 Instrument of The Research	23
3.4 Data Collection	26
3.5 Data Analysis	27

CHAPTER IV FINDING OF THE RESEARCH

4.1 Research Finding.....	32
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4.1.1 The Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 Academic Year before being Taught by Using Herringbone Technique.....	32
4.1.2 The Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 Academic Year after being Taught by Using Herringbone Technique.....	35
4.2 Hypothesis Testing.....	37
 CHAPTER V DISCUSSION	
5.1 Discussion	39
 CHAPTER VI CONCLUSION AND SUGGESTION	
6.1 Conclusion	43
6.2 Suggestion.....	44
 BIBLIOGRAPHY	46
APPENDICES.....	48
STATEMENT.....	118
CURRICULUM VITAE.....	121

LIST OF TABLES

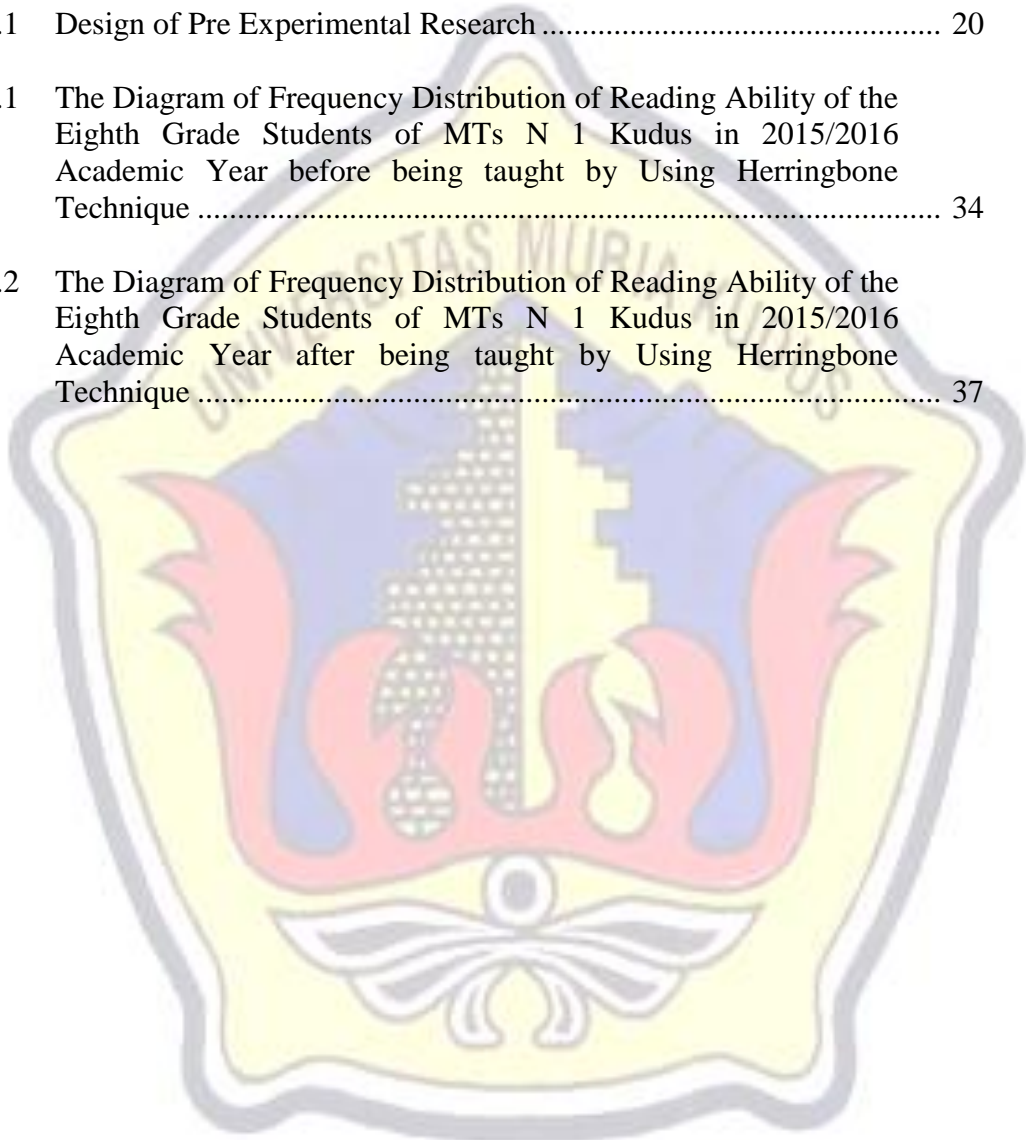
Table	Page
3.1 Classes and Number of Students of the Eighth Grade of MTs N 1 Kudus in Academic Year 2015/2016	22
3.2 Interpretation for Reliability Score	26
3.2 The Criteria of Reading Score of the Eighth Grade Students of MTs N 1 Kudus in Academic Year 2015/2016	27
4.1 Pre-test Score of the Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 Academic Year before being taught by Using Herringbone Technique	33
4.2 Frequency Distribution of the Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 Academic Year before being taught by Using Herringbone Technique	34
4.3 Post-test Score of the Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 Academic Year after being taught by Using Herringbone Technique	35
4.4 Frequency Distribution of the Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 Academic Year after being taught by Using Herringbone Technique	36

LIST OF FIGURE

Figure

Page

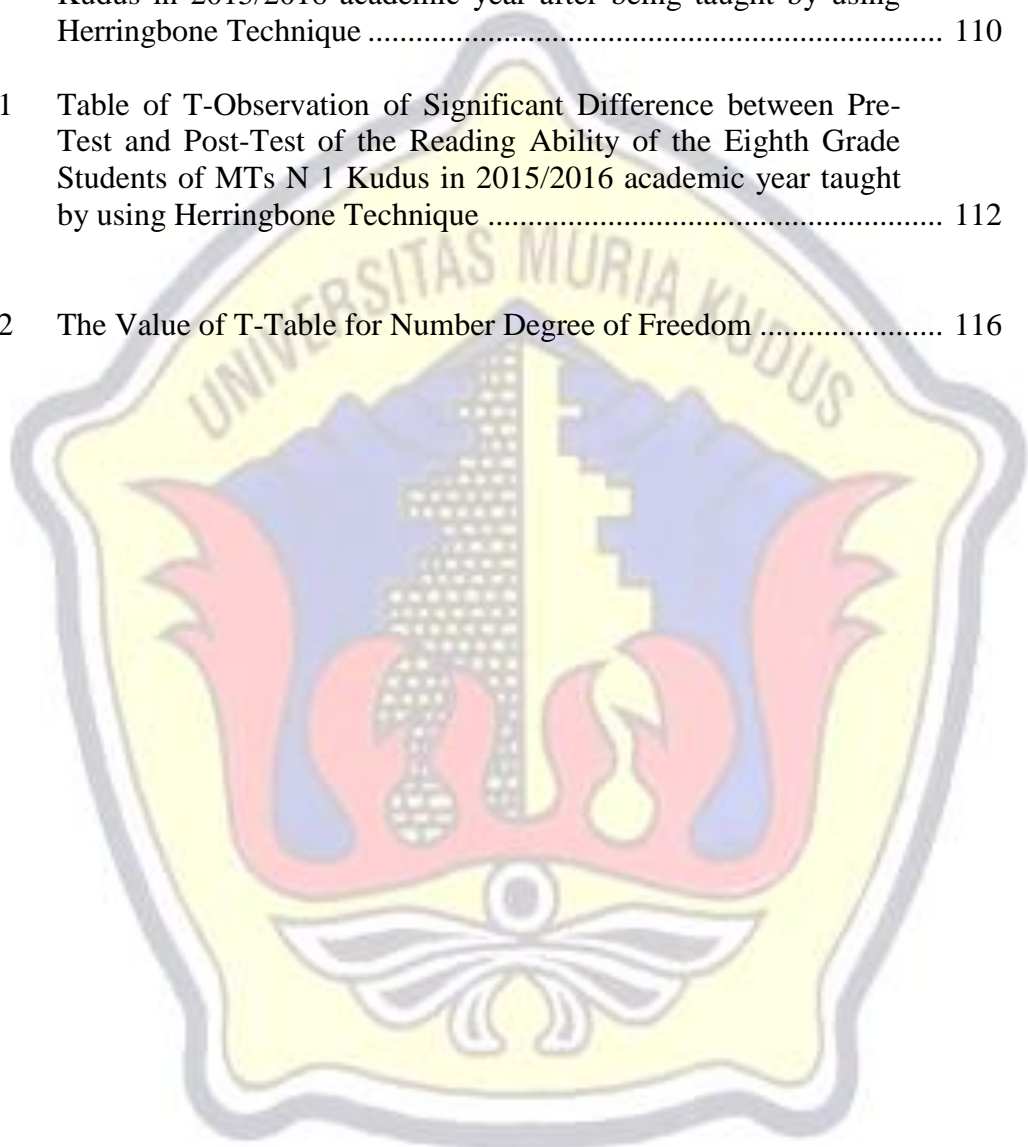
3.1	Design of Pre Experimental Research	20
4.1	The Diagram of Frequency Distribution of Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 Academic Year before being taught by Using Herringbone Technique	34
4.2	The Diagram of Frequency Distribution of Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 Academic Year after being taught by Using Herringbone Technique	37



LIST OF APPENDICIES

Appendix	Page
1 Syllabus of Eighth Grade.....	48
2 Lesson Plan the Reading recount text by using Herringbone Technique	56
3 Pre-test and Post-test the Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 academic year taught by using Herringbone Technique	90
4 Key Answer Pre-test and Post-test the Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 academic year taught by using Herringbone Technique.....	101
5 The Table of Reliability of the Test Items for Try Out to Measuring the Reading Ability of the Eighth Grade students of MTs N 1 Kudus in 2015/2016 academic year taught by using Herringbone Technique	102
6 The Reliability of the Test Items for Try Out to Measuring the Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 academic year taught by using Herringbone Technique	104
7 The Score of Pre-test the Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 academic year before being taught by using Herringbone Technique.....	106
8 The Calculation of Mean and Standard Deviation of the Pre-test of the Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 academic year before being taught by using Herringbone Technique	107

9	The Score of Post-test the Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 academic year after being taught by using Herringbone Technique.....	109
10	The Calculation of Mean and Standard Deviation of the Post-test of the Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 academic year after being taught by using Herringbone Technique	110
11	Table of T-Observation of Significant Difference between Pre-Test and Post-Test of the Reading Ability of the Eighth Grade Students of MTs N 1 Kudus in 2015/2016 academic year taught by using Herringbone Technique	112
12	The Value of T-Table for Number Degree of Freedom	116



LIST OF FORMULAS

Formula	Page
3.1 Reliability Formula.....	24
3.2 Spearman-Brown Formula.	25
3.3 Mean Formula based on Healey.....	27
3.4 Standard Deviation Formula Based on Healey.....	27
3.5 T-test Formula.....	29

