A COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION ACHIEVEMENT AFTER BEING TAUGHT THROUGH BUZZ GROUP TECHNIQUE AND HERRINGBONE TECHNIQUE AT FIRST GRADE STUDENTS OF SMA UTAMA 2 BANDAR LAMPUNG

(A Script)

By

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ABSTRACT

A COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION
ACHIEVEMENT AFTER BEING TAUGHT THROUGH BUZZ GROUP
TECHNIQUE AND HERRINGBONE TECHNIQUE AT FIRST GRADE
STUDENTS OF SMA UTAMA 2 BANDAR LAMPUNG

By

Vivi Handayani

The purposes of this research was to find out the difference of students' reading comprehension achievement taught through buzz group technique and herringbone technique This research was conducted at first grade of SMA Utama 2 Bandar Lampung in 2016/2017 academic year. The samples of this research were two classes, X.1 and X.2. In collecting the data, the researcher used reading test.

This research was done in five meetings. In the first meeting, the researcher started by giving explanation about descriptive text. In the second meeting, she gave pretest as media to find out the students' reading comprehension achievement. In third and fourth meetings, the researcher taught students through buzz group technique in experimental class 1 and herringbone technique in experimental class 2. In implementation buzz group technique, the researcher asked students to make groups which consist of 3-4 students. After explaining the procedure of buzz group technique, the students did the task in group and represent the result in front of class. In other case, in applying herringbone technique, the researcher asked students to do individual task. After she drawing the herringbone graph, the students were asked to answer w-h questions based on herringbone graph. In the last meeting, the researcher conducted posttest.

The results of this research showed that there was difference in students' reading comprehension achievement taught through buzz group and herringbone technique. In experimental class I, the mean score increased from 43.55 in pretest to 66.82 in posttest. It meant that the gain score of the students was 23.27. Meanwhile, the increase of students' achievement in experimental class II was not as significant as in experimental class I. The mean scores increased from 43.47 of the pretest to 57.07 of the posttest and the gain was only 13.6. The result showed that t-value was 2.385, and two tailed signed points to p <0.05 then p=0.023, and based on those analysis p<0.05 = (0.023 <0.05), so it meant that there was a significant difference of students reading comprehension achievement between those who were taught through   and Herringbone Technique in posttest of both classes in experiemntal class I and II.   It meant that there was significant improvement in students' reading comprehension achievement taught through buzz group technique and herringbone technique. In other words, H_0 was rejected and H_1 was accepted. Considering the data above, it could be be stated that there

was a significant difference of students' reading comprehension achievement between the students who were taught through Buzz Group Technique and those who were taught through Herringbone Technique at the first grade of SMA Utama 2 Bandar Lampung. Teaching reading comprehension through Buzz Group Technique was better than Herringbone Technique for students' reading comprehension achievement.

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A Script

**Submitted in a Partial Fullfillment of
The requirements for S-1 Degree
In
The language and arts department of
Teacher training and education faculty**

**TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
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2018**

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READING COMPREHENSION ACHIEVEMENT
AFTER BEING TAUGHT THROUGH BUZZ GROUP
TECHNIQUE AND HERRINGBONE TECHNIQUE AT
FIRST GRADE STUDENTS OF SMA UTAMA 2
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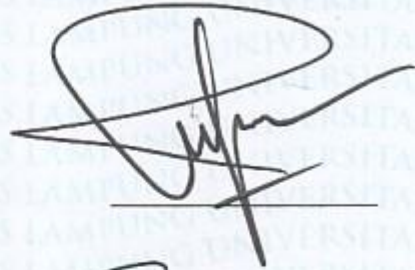
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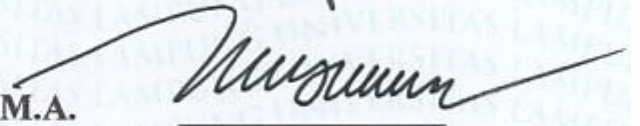
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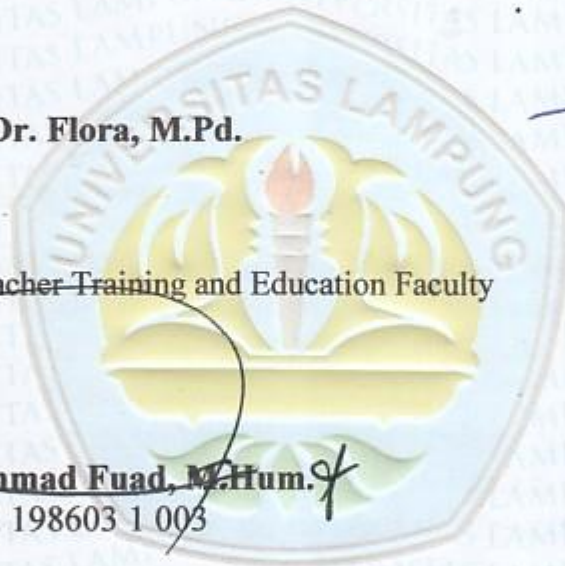
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CURRICULUM VITAE

Vivi Handayani was born on Febuary 12nd, 1994 in Bandar Lampung. She is the fourth child of four children from the parents Nasir Sihotang and Rugun Nababan. She has three brothers namely Roy Martin Sihotang, Kiki Sihotang and Jacksen Sihotang. She started her education from elementary school at SDN 3 Jagabaya 1 in 2000. Then, in 2006 she entered SMPN 1 Bandar Lampung and in 2009 she continued her study at SMA Utama 2 Bandar Lampung. After she had succeeded to pass the National Examination in 2012, she was accepted as a college student at English Education Study Program of Lampung University. She conducted the Teacher Training Program (PPL) at SMPN Satap 1 Air Naningan, Tanggamus from July to September in 2015.

DEDICATION

This script is dedicated to:

My father and my mother
Nasir Sihotang
Rugun Nababan

My brothers
Roy Martin Sihotang
Kiki Sihotang
Jacksen Sihotang

My family of English Education Study Program UNILA.

MOTTO

Until you can ignore ignorance, neglect negativity, and disregard disrespect,
you're not ready for the next level. Success isn't for the weak.

<p style="text-align:right">-Anonim-</p>

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Praise is merely to the Jesus Christ for the gracious mercy and tremendous blessing that enables the writer to accomplish this paper entitled: *Comparative Study of Students' Reading Comprehension Achievement after being Taught Through Buzz Group Technique and Herringbone Technique at the first grade of SMA Utama 2 Bandar* Lampung. This paper is presented to fulfill one of the requirements in accomplishing S-1 Degree in English Education Study Program, School of Education and Pedagogy, University of Lampung.

It is important to be known that this research would never come into existence without any supports, encouragements and assistances by several generous people. Therefore, in this occasion, the writer would like to express her sincere gratitude and deep respect to Drs. Ujang Suparman, M.A.,Ph.D. as her first advisor, for his support, ideas, and suggestions for the writer during the bachelor thesis process. Her appreciation is also due to her second advisor Dr. Flora Nainggolan, M.Pd., who gave her all facilities in finishing this research. The researcher also would like to express her deep gratitude to her inspiring examiner, Dr. Muhammad Sukirlan, M.A., who has given his suggestions and criticism as well as his constructive ideas in improving the content of this paper.

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Hopefully this paper can give benefits to the readers and those who want to carry out further research.

Bandar Lampung,   August 2018

Vivi Handayani

CONTENTS

LIST OF APPENDICES

I.   INTRODUCTION

This chapter deals with certain points; background of the problems, identification of the problems,limitation of the problems, formulation of the research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problems

Reading as one of English language skills should be mastered by the students. It has many functions in human life. Reading ability is based on using the appropriate meaning-making processes from the printed message (Burkart, 1998:1). Readers construct meanings with various approaches, such as background knowledge, analyzing words, inferring the text, and identifying key reading descriptive texts or information.

Reading comprehension is the process of making meaning from text. Reading gives big impact in learning process. Without good reading comprehension, students cannot understand the material that they are going to learn. According to Afida (2008), reading comprehension is the students' ability in understanding the

message from the written materials they read. In other words, the students are not only hoped to know the word but also its meaning. It means that, in comprehending text, students need to understand the message of the written text.

There is a problem of teaching reading in classroom. Most of the students perceive that reading is boring. They always give up and do not try to solve the problems they face while reading since they do not think that the problem is a challenge. This boredom is caused of inappropriate teaching reading technique. Teaching reading technique is very important in learning process. It is the teacher's tool to help students comprehend an English text better. To handle this problem, teacher should arrange the way to find appropriate teaching reading technique that can be used to help students to be intereseted in teaching learning activity. The most important thing is the technique should be helpful for the students to meet the learning goals. The appropriate teaching technique should help students to get good score, make them master the materials and active in learning process. For those reasons, the researcher tries to observe some kinds of effective techniques to improve students' reading comprehension. The techniques that can be applied in teaching reading comprehension are Buzz Group Technique and Herringbone Technique.

Buzz Group Technique is a teaching technique that uses small groups of students to find solutions and report back to entire class. It consists of 2-3 participants. This group discusses a specific question or issue in order to come up with many ideas in a short time. Buzz Group Technique was first used by Philips at Michigan State University. He would divide his large classes into six-member clusters and ask them to discuss a certain problemfor six minutes. It was not long until the new

approach became known on campus as the "Philips 66". This technique can make the students interact one to another to solve the problems assigned by the teacher. Buzz Group Technique as the effective technique had been proved by Ariyani (2014). She explained that the students enjoyed doing discussion by using Buzz Group Technique and made them easier to produce their idea. They became more enthusiastic in the class. She concluded that Buzz Group Technique could improve students' speaking skill and this technique was effective in teaching speaking. Considering those reasons above, the researcher is curious to find out how Buzz Group Technique can work in teaching reading and improve students' reading comprehension achievement better.

Meanwhile, Herringbone Technique is a teaching technique that can be used to develop comprehension of the main idea by identifying who, what, when, where, how, and why questions on a visual diagram of a fish skeleton. Herringbone Technique, as the effective technique has been proved by Asnita (2010). In her article, she explained that Herringbone Technique was better teaching technique than traditional technique. This teaching technique made the students' reading comprehension achievement improved.

Based on several previous studies above, the reasercher conducted the research in analyzing of teaching reading comprehension by using Buzz Group Technique and Herringbone Technique. This research tried to find out the differences of students' reading comprehension achievement after being taught through Buzz Group Technique and Herringbone Technique. By conducting this research, the

result finally can be a consideration for teachers nowadays to make teaching reading comprehension process better and improve the students' reading comprehension achievement.

1.2. Identification of the Problems

Based on the background problem above, the following problems can be identified as follows:

1. Some students perceive that reading is boring. The boredom can lead the students to have low motivation in doing reading activities. Since that, an English teacher should find a proper technique in teaching reading.

2. Most of the students have low motivation in joining teaching learning process. Some students always give up and do not try to solve the problems they face while reading because they do not think that the problem they face is a challenge.

1.3. Limitation of the Problems

Based on the identification of the problems above, the researcher limit the problems are as follows:

- Some students perceive that reading is boring. The boredom can lead the students to have low motivation in doing reading activities. Since that, English teacher should find a new technique in teaching reading.

1.4. Formulation of the Research Questions

Based on the limitation of the problems above, this research tries to investigate two problems. The researcher formulates the research problems as follows:

1. Is there any significant differences of students' reading comprehension achievement after being taught through Buzz Group Technique and Herringbone Technique?

2. Which one of the two techniques can be used to improve students' reading comprehension achievement better?

1.4. Objectives of the Research

Based on formulation of the problems, the researcher detemines objective of the research as follows:

1. To find out the significant differences of students' reading comprehension achievement after being taught through Buzz Group Technique and Herringbone Technique.

2. To find out which technique can be used to improve students' reading comprehension achievement better.

1.5. Uses of the Research

Hopefully this research can be used:

1. Theoretically

The result of this research is expected to support the existing theory of reading comprehension and can be used as a reference for futher research.

2. Pratically

The result of the research hopefully may provide new information for English teachers or people who are related to English education in developing students' reading comprehension achievement in reading descriptive text by using Buzz Group Technique and Herringbone Technique.

1.6. Scope of the Research

In this research, the researcher focused on finding which one between Buzz Group Technique and Herringbone Technique which gave better improvement students' reading comprehension achievement. The students' achievement in learning reading comprehension were tested using pretest and posttest to find out the students' achievement before and after they were given the treatments. The reading comprehension tests were focused on five reading aspects those are; main idea, specific informations, reference, inference and vocabulary. This research was conducted to compare the students' reading comprehension achievement after being taught through Buzz Group Techniqueand Herringbone Techniqueat first grade of SMA Utama 2 Bandar Lampung. In this research the researcher used two classes as the subject of the research.

1.7. Definition of Terms

There are some terms in this research which are important to know, as follows:

1. Reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior experiences and their knowledge.

2. Buzz Group Technique is teaching technique that uses groups discussion consists of four to six students as the media in order to get the ideas from the text by sharing ideas during teaching learning process.

3. Herringbone Technique is a teaching technique which designed to show casual interactions of a complex event or complex phenomenon in order to decide about main ideas and important supporting details in a text they read.

4. Achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.

5. Descriptive text is a text which presents what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

In short, those are the explanations of this chapter which are the introduction of the research and they are background of problems, identification of the problems, formulation of the research question, the objectives of the research, uses of the research, scope of the research, and definition of terms.

II. FRAME OF THEORIES

This chapter explains aboutreview of previous research, review of the related literature,teaching reading, concept of buzz group technique, concept of herringbone technique, theoretical assumption and the hypothesis.

2.1 Review of Previous Research

The researcher reviews previous research to find out what had been studied by the other researcher. The first previous research was done by Milaningrum (2011). She found that the use of Buzz Group Technique can increase students' motivation. In addtion, Buzz Group Technique was proven effective not only because the technique had some cooperative learning-related benefits in terms of leading positive social behaviors: but also because the students could learn reading in enjoyable situation. The students could solve the difficulties in understanding the content of the text by using discussion, all of the students were involved in teaching learning process and the class became more active.

Moreover, Aji (2012) found that Buzz Group Technique is effective way to improve students' reading comprehension. After implementing Buzz Group Technique in teaching reading, five aspects in reading comprehension were improved. They are word meaning, main idea, reference, explicit information, and implicit information. She also said that using Buzz Group Technique made the students more active, communicative, cooperative. The students also could learn to appreciate the different ability by other friends.

It is also supported by Wijayadi (2015). He found that Buzz Group Technique gives the students opportunity to share their own opinion. By sharing opinion, the students can exchange their knowledge, and increase their information. This technique can also be used to encourage the shier students to speak in front of the large group and made them build up their confidence.

Meanwhile, Ningrum and Widyawati (2015) found that Herringbone Technique provides an effective study when it was applied to reading materials. The implementation of herringbone technique can overcome the students' problem in reading comprehension. In implementating Herringbone Technique, the students are encouraged to organize and classify the information while they are reading.It was assumed that herringbone technique was qualified to able to improve the students' reading achievement.

It is supported by Septawan (2014). He found that Herringbone Technique can improve students' mastery in reading comprehension. When the teacher gives the text and asks the students to read, they are able to understand the content of the text and main idea of the text. Herringbone Technique also helps students spend

fewer times while they are reading the text. So, the students will not get bored when they read the text.

Based on the previous research above, it can be stated that Buzz Group Technique can increase students' motivation related to improve students' academic performance and leading to more positive social behaviors. In addtion, Herringbone Technique can overcome the students' problem in reading comprehension. By implementating Herringbone Technique, the students can organize and classify the information while they are reading.

The researcher assumed that if both techniques are compared, the use of Buzz Group Technique and Herringbone Technique in learning process can increase the students' reading comprehension achievement significantly. Therefore, the researcher interested in comparing both of techniquea to investigate whether there is significant difference of students' reading achievement after being taught through Buzz Group Technique and Herringbone Technique or not and which one is more effective to help the students improve their reading comprehension.

2.2 Review of Related Literature

This part consists of some terms reviewing the explanation of literature that related to this research. The explanation as follows:

➢ **Concept of Reading Comprehension**

Reading is the way of to get information of a text. Reading also can be defined as a process of interaction between readers and printed written which needs a comprehension and can give direct affection to individual with his environment.

According to Heilman (1981:182), reading is a complex process in requiring not only the ability to recognize words, but also the ability to comprehend and evaluate the meaning of written text. It means that reading is process to get information by comprehending and evaluating the written text. Comprehension is the ability of the reader to understand and gain meaning from what has beem read in written texts.

Moreover, Afida (2008) states that reading comprehension is the students' ability in understanding the message from the written materials they read, in other words, the students are not only hoped to know the word but also its meaning. Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attach meaning to an entire reading selection. It means that, in comprehending text, reader need to understand the message from written text All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

Milaningrum (2011) states that reading comprehension is a process of understanding, evaluating, and utilizing of information to get an idea or a meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's need and strategies to achieve message or information from a written text, by finding word meaning of the text, finding detailed information, identifying referent, identifying main idea, identifying implied information identifying generic structure, and identifying the communicative purpose of the text. In short, reading comprehension is a process

of understanding the text by identifying aspects of the text so that, reader can get information from text.

From the quotations of reading above, it can be indicated that reading has close relationship with comprehension. It means that there is no reading without comprehension. In addtion, reading is process to get information by comprehending and evaluating the written text. Comprehension is the ability which the reader should have to understand and gain meaning from what has been read in written texts. It can be concluded that comprehension is the essential for learning, since by comprehension the reader can extract the required information as efficiently as possible.

➢ **Aspects of Reading Comprehension**

This study is focused on main idea, supporting details, inference, vocabulary, and reference. They are explained as follows:

1. Main Idea

Zulpri (2012) says that a sentence which states a main idea is called the topic sentence. In some paragraphs, the main idea is not explicitly stated in any one sentence. In other words, the main idea is not that the author develops throughout the paragraph.

2. Supporting details

Supporting details are the facts and ideas that explain or prove the topic sentence or main idea. Futhermore, Wastawan (2014) states that supporting details provide

the reader with more information about the main idea or subject of a passage. They are pieces of information that help you see the big picture in a text. Supporting details develop the topic sentence by giving definitions, examples, an incidents, comparison, analogy, cause and effect statistic and quotation.

3. Inference Meaning

An inference is a statement about the unknown idea on the basis of the known. It is the logical connection that the reader draws between his observes or known and what he does not know.

4. Vocabulary

According to Wastawan (2014), a child's vocabulary is strongly related to his comprehension and ease of learning to read. Many studies agree that a small vocabulary is one major determinant of poor reading comprehension. Futhermore, he states that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meaning and their use, contributes to reading comprehension and knowledge building.

5. Reference

Reference is word or symbol that tells the readers where the information may be found. It means that, such words are used, they are signals for the reader to find the meaning elsewhere in the text.

The objective of this study is to find out which aspects of reading comprehension will give significant differences before and after both techniques have done. The differences will be used to decide which technique is more effective in teaching reading descriptive text.

2.3 Teaching Reading

The aim of teaching reading is to develop students' reading skills so they can read English texts effectively and efficiently. Teaching reading comprehension is the teaching learning activity conducted by the teacher to make his or her students are able to comprehend the content of the written text.

Hedge (2003) states that there are some reading component of English Language Teaching that may include a set of learning goals, as follow:

a. The ability to read a wide range of English text. This is the long-range goal of teachers to develop through independent readers out ESL classroom.

b. Building a knowledge of language which will facilitate reading ability.

c. Building schematic knowledge.

d. The ability to adapt the reading technique according to reading purpose (i.e. skimming, scanning).

e. Developing an awareness of structure of written texts in English.

f. Taking critical stance to contents of the texts.

Alyousef (2005:143) says that in reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps activate the relevant schema. The purpose of while-reading is to develop students' ability to tackle texts by developing their linguistic and schematic knowledge. The last reading includes activities, which enhance learning comprehension using exercises, cloze exercises, out-up sentences, comprehension questions.

In addtion, Harmer (2003:70) notes that there are six basic reasons to teach reading: reading is not passive skill, students need to be enganged with what they are reading, students should be encouraged to respond the content of reading text, prediction is a major factor in reading, match the task to the topic and good teachers exploit reading texts to the full.

In short, teacher should provide strategy to the students along with the purpose for reading different types of reading texts to reach learning goals. Therefore, reading technique should be matched to reading purpose to make students read efficiently and effectively. The researcher assumes that an appropriate and effective technique should be applied in order to make the students comprehend the idea of the texts better.

2.4 Concept of Buzz Group Technique

Buzz Group Technique is a teaching technique that uses small groups as the media for students to find out the solutions and report back them to the entire class. Apparently the technique known as "buzz group" was first used by Phillips at Michigan State University. He would divide his largeclasses into six-member clusters asking them to discuss a certain problem for specific period of time. As one might guess, it was not long until the newapproach became known on campus as the "Phillips 66" technique. The term "buzz" comes from the hive of verbal activity. Buzz Group Technique is a small discussion group formed for specific tasks such as generating ideas, solving problems or reaching a common viewpoint

on a topic and followed by whole class discussion in the specific period of time. Groups may be divided into buzz groups or 4-6 persons after an initial presentation in order to cover different aspects of a topic or maximize participation. These small groups meet for specific period of time without anytime for preparation or reflection to consider a simple question or problem. Each group appoints a spokesperson to report the results of the discussion to the larger group. Buzz Group Technique is a form of brainstorming and isgood for overcoming students who are shy to talk and share their idea about the problems.

Milaningrum (2011) defines Buzz Group Technique is a teaching technique of group discussion which consists of four to six students that are formed to respond to course-related questions inorder to get ideas that are generated with the feedback and discussed by whole group within a specific period of time.Senghounthanh (2011) Buzz Group Technique is a team of four or six students that are formed quickly and extemporaneously to respond to course – related questions, each group can respond to more questions; all groups can discuss the same or different questions.

Inaddition, Imelyati (2011) states Buzz Group Technique is an effective teaching technique that match with condition of students, teacher and activities in classroom during teaching learning process.

In short, Buzz Group Technique is a teaching technique that use group discussion as the media of learning This technique has many benefits to make the students more active in learning, because they will have enjoyable situation to learn.

2.5 The Procedure of Buzz Group Technique

In Buzz Group Technique the core of the classactivity is the group task. Barkley,et al. (2005: 112-113) mention four steps in conducting buzz group technique as follows:

1. Form groups, announce the discussion prompts and the limit.

2. Ask group members to exchange ideas in response to the prompts.

3. Check periodically to see whether groups are still actively engaged and focused on the assigned topic. If off topic, shorten the time limit. If on topic and the time has ended, consider extending the limit for a few minutes.

4. Ask the students to return to whole-class discussion and restate the prompt to begin

Besides, according to Milaningrum (2011) the procedure for effective use of Buzz Group Technique as follow:

1. The teacher divides the class into groups that consists of four to six students per sub group (buzz group).

2. Every buzz group chooses a leader and a recorder. The leaders keep the discussions going and later report the groups' idea to the class and the recorders list their groups' response during the discussion.

3. The teacher distributes the text to each group and ask all of the groups to discuss the content of the text.

4. The teacher assigns each group worksheet that relates to the text. She asks the groups to do all the task on the worksheet.

5. The teacher gives the groups a set of amount time to discuss the task on the worksheet. Make sure that students stay on task. Teacher will alert students one or two minutes before they are finished.

6. The teacher asks the students to return to the whole class discussion.

7. The teacher invites each group leader to share the ideas generated from group's discussion.

8. The teacher asks the others group to give feedback and share their different ideas.

9. The teacher and all of the students summarize the presentation, make sure that the topic has been discussed sufficiently. Teacher has to unsure that the learners understand how their discussions relate to the principles of the teaching.

In this study, the researcher used the second procedure of Buzz Group Technique stated by Milaningrum because the steps are clearer and easy to apply in teaching learning process.

2.6 The Advantages and Disadvantages of Buzz Group Technique

Milaningrum (2011:23) states that Buzz Group Technique provides the active and total participation, stimulates the responsibility and the enthusiasm, helping to overcome the inhibitions to speak before the others. On the other hand, the speed (few minutes for each phase are given).

In addition to quotation above, there are several advantages of Buzz Group Technique, as follow:

a) Buzz Group Technique can change the pace of the lesson and allow active participation in the learning process.

b) It gives students time to mentally organize and assimilate new material.

c) It provides the teacher with feedback on the extent to which students understand the material presented in the lesson.

d) Buzz Group Technique also has advantage of breaking the lesson into more easily absorbed sections.

On the other hand, Buzz Group Technique also have disadvantages, as follow:

a) Sometimes the use of Buzz Group Technique can threaten a class. As matter of fact, the first time the teacher uses the technique she should expect her class members to be somewhat afraid of the group interaction. But soon, they will discover that learning is enjoyable when the learner is directly involved.

b) If the leader of the group fails to take the responsibility to keep his group, then the effectiveness of the technique will be in danger.

c) Sometimes the groups will not arrive at the conclusions which the leader, might have desired. If he has left himself some time to "pull together" the issues, he may be able to solve this problem. But an honest discussion should not predetermine what conclusions the group is to reach. The process should be as inductive as possible.

d) Buzz Group Technique takes time. Just as in any other kind of discussion teaching, the teacher must plan to invest more time to cover the same amount of material than if he were teaching monologically. Moreover, the

emphasis should be on creating learning in the minds and living the students, not necessarily in covering the greatest amount of material in the shortest time.

In minimizing the disadvantages, the researcher gave a clear explanation to the students before lesson starts and also tried to control the class so itcanspend less time to do this technique.

2.7 Concept of Herringbone Technique

An effective technique is recently needed in ELT. One of the various technique is graphic organizer. Graphic organizers are visual instructional tool used to illustrate concepts of ideas of a reading text that influenced by students or class' prior knowledge that show connection to each other (Wijaya, 2010:13)

Graphic organizers help students internalize what they are learning and retrieve information in details. Herringbone Technique itself is a part of graphic organizer. This is supported by Bouchard (2005:54), Herringbone Technique is a graphic organizer that is used to help students identify the main idea as of a lesson, text or concept. It contains six questions that help students organize the details of the text. The visual patterns of the Herringbone creates a framework for students to sort the information so that, the students can be visually organized in relation to the main idea

Ramadhani and Harputra (2016) define that Herringbone Technique is a structured outline procedure designed to help students to organize and remember important part of text by using a Herringbone format. It can facilitate the students to obtain the important information by asking six very basic comprehension questions: Who? What? When? Where? How? and Why?.
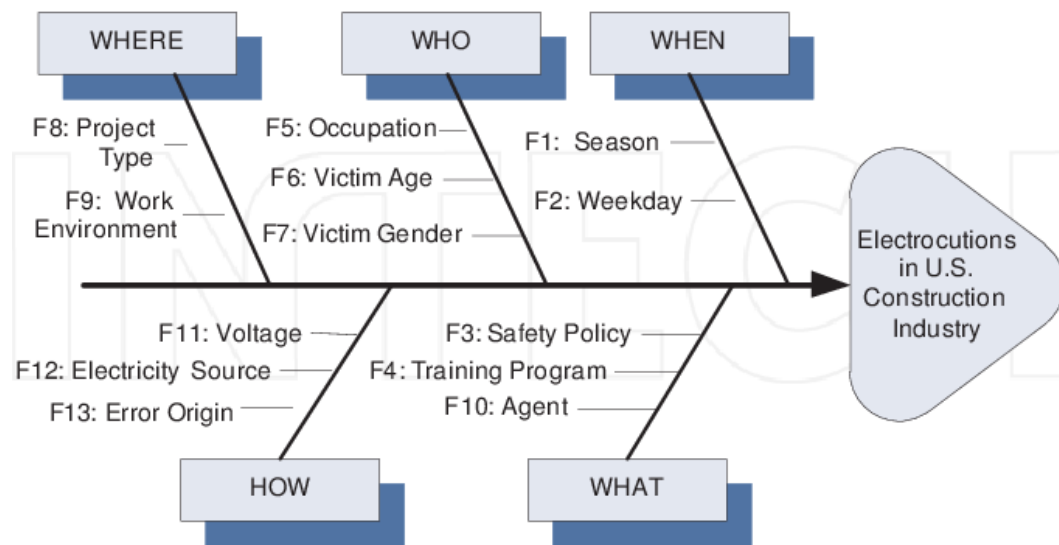
Picture 1. The diagram of herringbone format

Source: https://www.researchgate.net/

Based on the statement above, it can be concluded that Herringbone Technique is teaching technique that was designed to show casual interactions of a complex event or complex phenomenon in order to decideabout main ideas and important supporting details in a text students read.

2.8 The Procedure of Herringbone Technique

Based on Bouchard (2005:54-55) the procedure of Herringbone Technique can be done in ten ways. They are:

a) Selecting text for students to read.

b) Drawing the diagram of of the herringbone on the board or overhead.

c) Discussing how the smaller bones (details) are attached to the backbone (main idea), then explaining how they all work together to provide structure (comprehension) to the whole body (text).

d) Explaining to the students that they will be asked to look for information that answers the following questions:

   1. Who is the author talking about?

   2. What did they do?

   3. When did they do it?

   4. Where did they do it?

   5. How did they do it?

   6. Why did they do it?

e) Allowing time for students to read.

f) Giving those copies of the diagram and asking them to record the answers to the questions on it. This can be done as a whole-class discussion activity.

g) Showing the students how the information is organized around a main idea.

h) Using the information on the diagram, students formulate a main idea. The main idea is written in the diagram.

i) Completing the diagram on their own.

j) Formulating the main idea and then the identify the supporting details.

Besides, Handayani (2015) states that there are some steps to conduct Herringbone Technique in teaching learning process, as follow:

1. The teacher selects a text at the appropriate reading level.

2. The teacher constructs a visual diagram of Herringbone.

3. The teacher tells the students to record the answer to the question on the diagram, such as about w-h questions.

4. The students read to find the answers and record them on the diagram.

5. After the information is recorded, the teacher shows how each answer fits into a sloth in a main idea sentence.

6. The students write a main idea, using the information from the herringbone diagram.

7. The teacher duplicates sheets with the diagram, meanwhile the students complete diagram on their own.

8. The diagram becomes a tool for story discussion. During the discussion the teacher and students compare their answers and rationales.

In this study, researcher used the second procedure stated by Handayani since those steps are clearer and have many posssibilities to be implemented in classroom activities.

2.9 The Advantages and Disadvantages of Herringbone Technique

Herringbone Technique provides many advantages for the process of the reading. According to Deegan (2006), Herringbone Technique has some advantages as follows:

1. It helps students for encoding the information in a manner that enhances their ability to answer essay questions.
2. It helps students to draw relationships between facts and main idea in the text.
3. The students can find facts and put them into the diagram.
4. The students are more active in a group discussion after using Herringbone diagram.

Based on the explanation above, it can be concluded that Herringbone Technique is an effective technique that can be easily used by students in constructing main idea, encoding the information and giving the students the fun reading activity in teaching learning process.

On the other hand, based on Handayani (2015) there are some disadvantages of using Herringbone Technique in teaching learning process, as follows:

1. The students might have different ideas about what main idea is and make confused their peers with different answers.
2. The students may get off the topic while working in groups.

To overcome disadvantages of herringbone technique, the researcher can guide the students about how to pick the correct main idea by giving them some tips. If

the students get off the topic, the researcher can ask them to focus on their paper work or make a deal with the students who deviated from the topic or paperwork.

2.10 Theoretical Assumptions

Based on the frame of theories above, the researcher assumes that Buzz Group Technique and Herringbone Technique can be applied in teaching reading comprehension. Buzz Group Technique is the most powerful of group learning because a great deal of participation from many people by breaking the large group into small sub-group of four or five people each. It makes all students can be involved in learning process. It also helps the teacher to handle the whole class during teaching learning process. Meanwhile, Herringbone Technique is teaching technique that using a graphic organizer to help students identify important informations by asking questions: who, what, when, where, how and why. By using questions to identify the text, the students can comprehend the text better. This can makes the students' reading comprehension improved.

2.11 Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypotheses as follows:

H_0 : There is no significant difference of students' reading comprehension achievement between students after being taught through Buzz Group Technique and Herringbone Technique at the first grade of SMA Utama 2 Bandar Lampung.

H$_1$: There is a significant difference of students' reading comprehension achievement between students after being taught through Buzz Group Technique and Herringbone Technique at the first grade of SMA Utama 2 Bandar Lampung.

III.   METHOD

In this chapter, there were some discussions about the research method which consists of design, population and sample, data collecting technique, research procedure, data analysis and hypothesis testing.

3.1. Design

This research was quantitative research in which the researcher focused on the significant difference of students' reading comprehension achievement at the first year students of SMA Utama 2 Bandar Lampung who were taught through Buzz Group Technique and Herringbone Technique and to compare the results of the two techniques in teaching reading comprehension by using statistical data. In conducting this research, the researcher applied true experimet pretest posttest group design (Hatch and Farhady, 1982:22).This research used two classes as experimental class which received the treatments, Buzz Group Technique in experimental class 1 and Herringbone Technique in experimental class 2. The students had pretest, three meetings and posttest. The research design could be presented as follow:

$$G_1 = T_1 \quad X_1 \quad T_2$$

$$G_2 = T_1 \quad X_2 \quad T_2$$

Note:

G1: experimental class 1
G2: experimental class 2
T1: pretest
T2: posttest
X1: treatment byusing buzz group technique
X2: treatment by using herringbone technique

(Hatch and Farhady, 1982:22)

3.2. Population and Sample

The population of this research was the students of the first grade of SMA Utama 2 Bandar Lampung 2016/2017 academic year. There were 5 classes in the school which consist of 20 - 23 students for each class. There were two classes that were used as the sample in this research.The samples were 22 students in class X.1 and 15 students in class X.2. X.1 class were taught using Buzz Group Technique and X.2 class were taught using Herringbone Technique. In choosing two classes, the researcher used simple random proability sampling by firstly make sure that the students' abilities were homogeneous. The classes that posed homogeneous ability were X.1 and X.2. The two experimental classes were chosen randomly by using lottery drawing. The experimental class 1 was class X.1 and experimental class 2 was X.2.

3.3.Data Collecting Techniques

Incollecting data, theresearcherused thefollowing techniques:

1. Pretest

This test was given before the treatments.The pretest administered in order to find out the students' reading comprehension achievement before applying Buzz Group Technique and Herringbone Technique. The test was mutiple choice in which students asked to choose one correct answer from the options a, b, c, or d.The time was 60 minutes and the correct answer to each item received 1 point. There was no penalty for false response.

2. Posttest

After conducting the treatments, posttest was administered to both classes.The function of post test was to find out the increasing of students' reading comprehension after applying Buzz Group Technique and Herringbone Technique. In posttest, the students were given 30 items of reading comprehension test and it conducted within 60 minutes.

3.4. Validity and Reliability

The test was needed to be done to prove whether the test item had a good quality. The test was held in different class from the sample classes. The test could be said as good quality if it had good validity, reliability, level of difficulty and discrimination power.

1. Validity

A test can be called valid if the test measures the object to be measured and suitable with the criteria. As defined by Heaton (1975:159) validity of the test is the extent to which it measures what it is supposed to measure. It means that a test should include true measure of the particular skill which is intended to measure.

To find out the validity of the test, the researcher emphasized on content and construct validity.

a.Content Validity

This kind of validity depends on a careful analysis of the language being tested and of the particular course objectives. It is extent to which the test measures a representative sample of the subject matter content, the focus of the content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982:251).

To get the content validity of the reading comprehension test, the researcher tried to arrange the materials of the test based on the objective of English syllabus of first grade of senior high school students. Besides, the researcher also made the table of specifications in order to judge whether the content validity already good or not.

Table 3.1. Specification of The Try Out Test

No	Reading Skills	Items number	Percentage of item
1.	Main idea	3, 4, 8, 11, 13, 22, 26, 39	20%
2.	Supporting details	1, 2, 6, 7, 12, 17, 20, 27, 28, 29, 30, 34, 35	32,5%
3.	Inference meaning	9, 10, 15, 16, 25, 31, 36, 37, 38	22,5%
4.	Vocabulary	14, 21, 24, 32, 40	12,5%
5.	Reference	5, 19, 23, 33	10%
Total		40 items	100%

Table 3.2. Specification of Pretest

No	Reading Skills	Items number	Percentage of item
1.	Main idea	1,11,14,17,29	16.67%
2.	Supporting details	3,4,6,8,10,12,13,16,18, 19,20,21,22,25,26	50%
3.	Inference meaning	5,7,927,28	16.67%
4.	Vocabulary	23,30	6.67%
5.	Reference	2,15,24	10%
Total		30 items	100%

Table 3.3. Specification of Post Test

No	Reading Skills	Items number	Percentage of item
1.	Main idea	7, 10, 20, 22, 26	16.67%
2.	Supporting details	1,3,5,8,9,12,13,16,17,24, 25,27,28,29,30	50%
3.	Inference meaning	2,4,6,1,19	16.67%
4.	Vocabulary	14, 21	6.67%
5.	Reference	11,15,23	10%
Total		30 items	100%

b. Construct Validity

Construct validity concerns whether the tests are true reflection of the theory of

the trait – in this study – language which is being measured. A test should have

construct validity if the test want to be demonstrated. The word 'construct' refers to any underlying ability or trait which is hypothesized in a theory of language ability (Hughes 1991:26). To find construct validity of the test, the researcher formulated the test by the concept of reading comprehension.

2.Reliability

Reliability is a necessary characteristic of good test: to be valid, firstly a test should be reliable as measuring instrument. Reliability refers to the extent to which a test produce consistent result when administered under similar condition (Hatch and Farhady 1982:244). The test determined by using Person Product Moment which measures the correlation coefficient of the reliability between odd and even number (reliability of half test) in the following formula:

$$r_{xy} = \frac{\Sigma_{xy}}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

where:
r_{xy} = coefficient of reliability between odd and even number items
x = odd number
y = even number
Σx^2 = total score of odd number items
Σ_{xy} = total score of odd and even number

Then, the researcher used "Spearmen Brown's Prophecy Formula" (Hatch and Farhady, 1982:286) to find out the reliability of whole items.

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

Where:

r_k = the reliability of the whole tests

r_{xy} = the reliability of half test

(Brown, 2001)

The criteria of reliability are as follow:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.0 – 0.49 = low

3.4.1. Level of Difficulty

Level of difficulty (LD) relates to how easy or difficult the test items is from point view of the students who take the test. According to Wastawan (2014), the test items are good if they are not too easy and not too difficult or in other word, the difficulty level is average. The students will be divided into two groups those are upper and lower groups. The students' score of try out will be listed from the highest score to the lowest score. Then, the researcher will take 50% from the students who have the highest score to be upper group and take 50% students who have the lowest score to be the lower group.

The formula of difficulty level as follows:

$$LD = \frac{U+L}{N}$$

Where:

LD : level of difficulty

U : the number of upper group who answer correctly

L : the number of lower group who answer correctly

N : the total number of students in upper and lower groups

The criteria are as follow:

< 0.30 : difficulty

0.30-0.70 : average

> 0.70 : easy

(Shohamy, 1985:79)

3.4.2 Discrimination Power

Discrimination power is the ability of the item to differentiate between the students who have high ability and those who have low ability. To determine the discrimination power, the researcher will use the following formula:

$$DP = \frac{U - L}{1/2N}$$

Notes:
        DP   : discrimination power
        U   : the number of upper group who answer correctly
        L   : the number of lower group who answer correctly
        N   : the total number of the students in upper and lower groups

The criteria are:
    DP $= 0.00 - 0.19$ $=$ poor
    DP $= 0.20 - 0.39$ $=$ satisfactory
    DP $= 0.40 - 0.69$ $=$ good
    DP $= 0.70 - 1.00$ $=$ excellent
    DP $=$ negative/minus (-), all is poor

                                                         (Heaton, 1975:182)

The researcher used iteman to analyze the data (LD and DP) from the try out. The use of iteman is to find out the authentic result of LD and DP.

3.5. Procedure

The procedure of this research were as follow:

1. Determining the population and selecting the samples

2. Selecting and arranging the materials to be made as a pretest

3. Administering the pretest

   The researcher administered the pretest in order to find out the students' reading comprehension achievement before the treatments. In this test, the

researcher asked students to do multiple choice test that consists of 30 items and within 60 minutes.

4. Conducting treatments.

After giving the pretest to the students, the researcher taught the students reading comprehension in a reading text by using Buzz Group Technique in experimental class 1 and Herringbone Technique in experimental class 2. The researcher conducted three times of treatments in three meetings, which takes 90 minutes in each meeting.

5. Administering the posttest

The researcher administered posttest after the treatment. The aim of the test was to find out the result of students' reading comprehension ability after applying Buzz Group Technique and Herringbone Technique in reading. In this test, the students asked to do multiple choice test consists of 30 items.

6. Analyzing data and testing hypotheses

After scoring the students' work, the reseacher compared the result of pretest and posttest to find out whether there is significant difference of students' reading achievement before and after being given the treatments.

3.6. Scoring System

In order to find out the comparison of students' reading comprehension achievement after being taught Buzz Group Technique and Herringbone Technique, the score was computed by doing these activities:

a. Scoring the pretest and posttest

The formula is as follow:

$$S = \frac{r}{n} \text{ x } 100$$

Notes:

S : Score of the test
r : Total of the right answer
n : Total items

(Hatch and Farhady, 1982)

b. Finding the mean of the pretest and the posttest score.

The mean was calculated by applying this formula:

$$Md = \frac{\sum d}{N}$$

Where:
Md : Mean (average score)
$\sum d$: The Total of the Students' Score
N : The Total Number of the Students

(Hatch and Farhady, 1982:25)

3.7. Data Analysis

The researcher analyzed the data in order to find whether Buzz Group Technique was better in teaching reading comprehension than Herringbone Technique. The data was examined using Independent group T-Test since in this research there were two means of two different groups (experimental class 1 and experimental

class 2) that would be compared. The data of the research staticctically analyzed by using Stastistical Package for Social Sciences (SPSS) version 16.0.

The steps of the data analysis of this research:

1. Random Test

Run test was used to make sure whether the data was random. In this case, the researcher used mean as cut point run test.

The hypothesis for random test formulated as follows:

Ho: the data was random

Hi: the data was no random

In this study, the criteria for the hypothesis are H_0 is rejected and H_1 is accepted id $p>\alpha$, and the researcher uses level of significance 0.05.

2. Administering the normality of the Distribution Test

Normality test was used to find out whether the data of both classes (experimental class 1 and experimental class 2) were normally distributed. The hypothesis for the normality test is as follow:

Ho: the distribution of the data was normal

Hi: the distribution of the data was not normal

In this study, the criteria for the hypothesis were:

H_0 would be accepted if sign $>\alpha$. In this case, the researcher used the level of significance 0.05.

3. Testing of Homogenity of Variance

This test was used to determine whether the data fulfill the criteria of the quality of variance. The test used T-Test to analyze the data.

The hypothesis for the homogenity of variance is as follows:

H_0: there was no significant difference in the level of ability (equal)

H_1: there was significant difference in the level of ability (not equal)

In this study, the criterion for the hypothesis was:

H_0 would be accepted if sign $>\alpha$. In this case, the researcher used the level of significance 0.05.

3.8. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this study was accepted or not. The hypothesis was analyzed at significance level of 0.05 in which hypothesis was approved if Sig. $< \alpha$. After collecting the data, the data was analyzed in order to find out whether there were differences of the students' reading comprehension achievement after being taught through Buzz Group Technique and Herringbone Technique and which one of the techniques that improves students' reading comprehension achievement the most. This study used Paired Sample T-test to investigate the level of significance of the treatment.

The research findings used to test the following hypotheses:

H_0 = There is no significant difference of students' reading comprehension achievement between the students who are taught through Buzz Group Technique and those who are taught through Herringbone Technique.

The criteria is H_0 (null hypothesis) is accepted if alpha level is higher than 0.05 ($\alpha > 0.05$).

H_1 =   There is significant difference of studenrs' reading comprehenison achievement between students who are taught through Buzz Group Technique and those who are taught through Herringbone Technique.

The criteria is H_1 (alternative hypothesis) is accepted if alpha level is lower than 0.05 ($\alpha < 0.05$).

V. CONCLUSIONS AND SUGGESTIONS

After conducting the research, doing the analysis data and presenting the result, the conclusions and suggestions are presented in the following sections:

5.1. Conclusions

Finally, after conducting the research at the first grade of SMA Utama 2 Bandar Lampung, the researcher conducted as follow:

a. Relating to the first research question which was about the significant difference between students' reading comprehension achievement after being taught through Buzz Group Technique and Herringbone Technique. It was found that there was significant difference of students' reading comprehension achievement after being taught through Buzz Group Technique and Herringbone Technique.

b. For the second research question, the researcher found that Buzz Group Technique was better applied in helping students to increase their reading comprehension achievement than Herringbone Technique. Buzz Group Technique gave more positive effects in improving students' reading

comprehension achievement and students' motivation in learning reading comprehension. It might be happened because the students did not work alone but in a group. So, it made the students could solve the problems in doing the task. Meanwhile, in implementation of Herringbone Technique, the students were asked to do everything by themselves. It made them confused and difficult to do the task. So, Buzz Group Technique is better than Herrinngbone Technique to improve students' reading comprehension.

5.2 Suggestion

In reference with the conclusions above, the writer gives some suggestions as follow:

1. **Suggestions for English Teachers**

   The researcher suggests for English teacher to find and choose appropriate method or technique in teaching English for students in senior high school. Buzz Group Technique can be used to teach reading comprehension.It can avoid the students' boredom and attract the students' motivation to learn more about English, especially in learning reading comprehension.
   In implementing both techniques, it is important for the teacher to be helpful in teaching learning activity. It can make the students focus and concentrate in learning.

2. **Suggestions for Further Research**

a. This study was conducted in the Senior High School level. Therefore, further research can try to search the comparative study using Buzz Group Technique and Herringbone Technique in different level.

b. In this study, descriptive text were employed as the material to measure the improvement of students' reading comprehension achievement. Further research can try to apply those techniques with another kind of text.

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