

The Effectiveness of Herringbone Technique to Teach Writing Recount Text to the Eight Grade Students of SMP Negeri 3 Jepara

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Abstract

To learn English, there are four skills need to be acquired. The four English language learning skills are listening, reading, and writing. Writing is one of these communication abilities. Writing proficiency is essential for students. The main purpose of this study was to find out whether there was a significant difference in the ability to write recount texts between students taught using the herringbone technique and those taught without using the herringbone technique. This study used the quantitative research method. A quasi-experimental design was applied in carrying out this study. The population was 233 of 8th grader. The sample of this research was 59 students. To collect the data, researcher used test. The test considered to make a recount text based on their own experience. SPSS 27 version applied to analyze the data. From the analysis, it was found that there is a difference in scores between the experimental and control groups. The experimental group's pre-test score was 61.48, and the post-test score was 80.00. There was an increase after receiving the Herringbone Technique treatment. In addition, the control group's score was 59.77, and the post-test was 69.03. The experimental group scored higher. T-test using an Independent Sample Test with Asymp.Sig (2-tailed) value of $0.001 < 0.050$, so H_a is accepted, and H_0 is rejected. T-table test results are $df = 29+30-2=57$. The researcher used the table of significant degree 5%, so the t-table was $-1.672/+1.672$. The t-test value surpassed the corresponding t-table value ($8.047 > 1.672$), and the p-value was 0.001, which is less than the significance level of 0.050. The results showed the effective application of the herringbone technique in writing recount text.. Students were able to improve their skills in writing recount texts using the herringbone technique.

Keywords: writing skills, recount text, herringbone technique

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Introduction

Language is an essential component of communication. Language is an effective means of communication and can be used to convey thoughts, ideas, messages, feelings, actions, and perspectives. Language is an essential medium of interhuman communication. Language functions as a direct and indirect means of communication within a society. English is the first foreign language chosen by most other countries; it has become the United States' official international language. The English language has gained international recognition. As a global language used for international communication, English is associated with numerous facets of human activity (Nan, 2018, p. 418). Therefore, the Indonesian government is trying to develop and implement English curriculum in schools because learning English is necessary as a means of entrance into the global search for information. Students must master the four skills in learning English, especially writing skills.

Writing proficiency is essential for students. By writing, a person can convey their ideas or thoughts to people who are not physically present. As defined by (Nunan, 2003, p. 88), writing is the mental process of creating ideas, deciding how to explain them, and organizing their constituents into meaningful paragraphs and phrases. Students should effectively convey their sentiments, emotions, expressions, and ideas in the writing class. According to Ningrum & Rita (2013, p. 2), writing requires a variety of skills that are difficult to teach and learn because writing is complex. Writing is also one of the most crucial skills to develop when learning English. Based on the observation done by the researchers, many factors contribute to students' writing difficulties in English they are comprehension and idea development, composition, punctuation, grammar, structure, and vocabulary. Besides that, many teachers still teach writing using the traditional techniques, which causes students to be unmotivated and bored during the learning process. This condition causes a lack of student engagement, making the learning process ineffective and weakening students' ability to write texts. Writing is an essential skill that students must be learned so even though it is challenging, students should still be required to understand, learn, and master these skills. In order to increase student motivation and interest in their studies, teachers must be more innovative in teaching English, particularly for writing recount text.

Junior High School students must learn various texts, including descriptive, procedure, recount, and narrative. Recount text is literature describes an event or series of events in chronological order with the goal of educating or entertaining the reader. The recount's text remains complicated. Many students are still having trouble with composing recount texts. Based on research that has been done Harris et al. (2014, p. 61) grammatical errors contribute to the difficulty of writing recount texts; students continue to struggle with the use of simple past tense, and they make mistakes when selecting linking verbs and action verb terms. In addition, they had a lack of vocabulary, so they still confused to translate Indonesia into English. The difficulties caused the students clarification about the structure and find the idea. In line with that, Andayani & Andayani (2013, p. 54) stated that pupils struggle and

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make errors in recount texts' orientation, events, reorientation, unity, and coherence. In addition, it suggested a topic, paragraph order, and vocabulary usage. From these findings, many students have difficulty in arranging ideas into sentences, difficulty in organizing texts to be connected. Therefore, teachers must develop interesting learning strategies. The implemented strategy should be simple, concise, enjoyable, motivating, and capable for improving students' writing skills.

The researcher attempts to engage students in the learning process by employing an interesting technique to make the class enjoyable and ensure that students understand the material provided. In order to effectively create recount texts, the researcher employed the Herringbone Technique in this case. According to Deegan (2006) developed the Herringbone technique. The Herringbone technique is a strategy for developing understanding of the main idea by organizing who, what, when, where, why, and how questions on a visual fishbone diagram. Students can easily create the text with the sequence of WH-questions on the herringbone diagram that will be connected into several paragraphs and become a recount text. Due to students' lack of interest in and difficulty writing recount texts, the researcher used the herringbone technique to help students generate as many topic-related words, ideas, and concepts as possible before moving on to paragraph development. The subject of this study was the eight grade of students in SMP Negeri 3 Jepara.

Some studies related to Herringbone Technique has been done before by the previous researcher. The affect of Herringboe Technique to repair English skill has been done by Amumpuni (2021), Budhi Ningrum & Widyawati (2015), and Lumbantobing (2020). Another ones is dealing with the implementation of Herringbone Technique to repair English skill. This research was done by Dewanti (2017). Those researches concentrate on skills Herringbone Technique to repair reading skill in English, while this research focuses on writing skill which is still under explored.

Literature Review

Writing Skills

Writing proficiency is essential for students. By writing, a person can convey their ideas or thoughts to people who are not physically present. Writing belongs to a type of communication that is a conscious activity in which our thought, experience, and opinions are made available for the education of future generation (Rebecca, 2022). Nunan (2003, p. 88) writing is the mental process of creating ideas, deciding how to explain them, and organizing their constituents into meaningful paragraphs and phrases. Students should effectively convey their sentiments, emotions, expressions, and ideas in the writing class.

Writing is the abilities required for written communication. In addition, writing is a complex skill, and many factors must be considered, including planning, spelling, punctuation, grammar, and choice of words. According to McMahan et al. (2017, p. 17), in the writing process, there are four phases to consider: planning, drafting, editing, and final draft. In addition, to produce high-quality writing, one must have a good comprehension of organization, spelling, vocabulary, grammar, and punctuation.

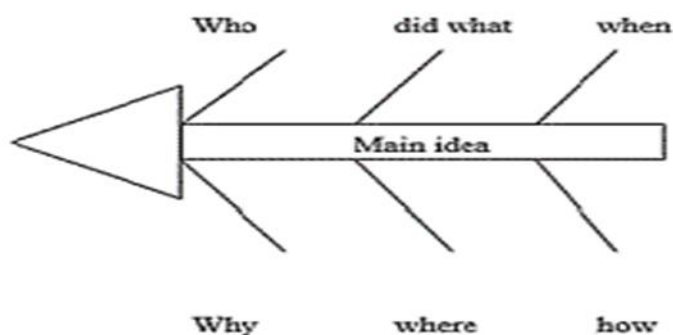
Recount Text

Recount texts explain incidents or occurrences that the author personally experienced. According to Sonia & Fisher (2016, p. 8), said that a text that informs about an experience or incident is a recount text. In other words, this type of text recounts past experiences or events that the author has experienced, which can be communicated orally or in writing. In short, a recount text is a written composition that sequentially narrates past incidents or events.

To create a recount text, Hyland (2003) stated a recount text has a general structure that must be consists: orientation, series of events, and reorientation. Dalam recount text memiliki karakteristik unsur kebahasaan. Saragih et al. (2014, p. 57), state that a recount contains linguistic characteristics and language features. Use pronouns and nouns to refer things. The use of past tense verbs is a common practice when referring to incidents that have been accured, conjunctions to connect sentences, conjunction of time, adverb phrases, the utilization of adverbs to indicate temporal and spatial information, and adjectives to provide descriptive details about nouns or objects. The aim of recount text is to narrate events or experiences, amuse the readers, and convey some information or lessons about events that have passed.

Herringbone Technique

The herringbone technique is an approach in which students answer the WH questions on a fishbone graphic. According to Deegan (2006), the Herringbone technique is a method for enhancing understanding of the central concept by arranging the questions of who, what, when, where, why, and how on a visual diagram of a herringbone. The herringbone technique assists students in comprehending the relationship between supporting details for text organization. The herringbone technique can be used to organize text, with a fishbone diagram as a reference step for more efficiently managing the text. Students' writing abilities can be improved by using the herringbone pattern.



Source: Deegan J, 2006

In this lesson, using of the herringbone technique helped pupils find the relationship between supporting details and the main idea more easily. Using the herringbone technique in writing allowed students to collect thoughts, organize ideas, and develop these ideas into a fishbone diagram.

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Method

The researcher conducted quantitative research in this case. Creswell (2017), defines quantitative as a technique for assessing objective theories about the relationships between variables. These variables can be measured with instruments to allow statistical analysis of numerical data. The researcher employed a quasi-experimental design to achieve the results of this research. The researcher used two groups: the experimental and control groups. The experimental group was given a treatment to learn the herringbone technique for writing recount texts.

The researcher used three steps to ascertain the responses between the experimental and the control group: pre-test, treatment, and post-test. The participants in this study are all eighth graders. In total, there are 233 learners. In this study, two sample groups have been selected: VIII A and VIII B. Thirty VIII B students serve as the control group, and they are taught without the herringbone technique. While 29 VIII A students serve as the experimental group, they are taught using the herringbone technique. The researcher used two different types of tests. The first was a pre-test, followed by a post-test. The test assessed the student's recount text writing ability. To assess students' writing test, the researcher used writing elements there were organization, content, grammar, vocabulary, and mechanics.

1. Normality test

The normality test analyzes the data of the independent and dependent variables in the result regression.

H_a is accepted if $(Sig) > 0.05$, then the variable is normally distributed.

H_o is accepted if $(Sig) < 0.05$, then the variable is not normally distributed.

2. Homogeneity test

The homogeneity test is a statistical procedure that has been developed to compare two or more sample groups from different populations that exhibit a similar degree of variability. Data homogeneous is data whose results are more than alpha 5% or sig. $> 0,050$.

3. Independent Samples Test

The researcher applied the Independent Sample T-Test to determine whether or not there was a statistically significant difference between students who used the herringbone technique and those who did not.

Hypothesis is accepted if $Asymp.Sig. < 0,05$

Hypothesis is rejected if $Asymp.Sig > 0,05$

4. T-table

In determining t-table, the researcher calculated degree of freedom (df) first. The formula of $df = N1+N2-2$.

If $t\text{-table} \leq t\text{-test} \leq t\text{-table}$, then H_o is accepted and H_a is rejected.

If $t\text{-table} \geq t\text{-test} \geq t\text{-table}$ or $t\text{-test} > t\text{-table}$, then H_a is accepted and H_o is rejected.

Finding and Discussion

The researcher conducted the pre-test and post-test. The students were given instructions to create a piece of writing as a recount. The pre-test focused on a

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memorable experience, whereas the post-test focused on a vacation journey experience. Comparing student learning outcomes before and after treatment shows the effectiveness of the herringbone technique for writing recount texts.

- a. The Student's Ability in Writing Recount Text Taught with the Herringbone Technique

The herringbone technique for recount texts was imparted to the experimental group. The experimental group consisted of 29 individuals who successfully completed the examination. The average pre-test was 61.48. In contrast, the post-test average score was 80.00. It was indicated that the class that taught the Herringbone technique for recount text writing achieved a superior score of 18.52 after receiving treatment.

- b. The Student's Ability in Writing Recount Text Taught Without the Herringbone Technique

The control group refers to the cohort of participants who were not subjected to the herringbone technique during the process of acquiring skills in composing a recount text. The researcher employed conventional methods for instructing recount text composition in this group. This group of thirty students participated in the examination. The result indicates that the average pre-test score was 59.77. If the average score obtained after the post-test is 69.03. The average score only increased by 9.26 points following the treatment.

- c. The Significant Differences in the Ability to Write Recount Texts Between Students Taught with the Herringbone Technique and Those Taught Without Using the Herringbone Technique

After completing the test phase, the following was presented of the results of the two groups as follow:

Table 1: The Results of the Two Groups

Data	N	Min	Max	Mean	Mean Difference
Pre-test Experiment	29	46	78	61,48	18,52
Post-test Experiment	29	70	88	80,00	
Pre-test Control	30	45	75	59,77	9,26
Post-test Control	30	50	77	69,03	

The experimental group with pre-test score was 61.48 and post-test score was 80.00. The data results presented that the average score obtained from the pre-and post-tests administered to the experimental group was 18.52. while in the control group the pre-test score was 59.77 and the post-test score was 69.03. The average pre- and post-test score for the control group was 9.26. The average value of the experimental is higher than that of the control group. Also, in the experimental group, the average was higher after treatment than before. It was indicated that using the herringbone technique in writing recount texts is a better method for students to improve their writing skills.

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1. Normality test

kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
score	Pre-text Experiment	,157	29	,066	,955	29	,253
	Post-test Experiment	,155	29	,072	,953	29	,222
	Pre-test Control	,154	30	,066	,946	30	,136
	Post-test Control	,156	30	,060	,871	30	,002

a. Lilliefors Significance Correction

The table was presented the distinction of Kolmogorov-Smirnov test produce values of Sig > 0.05. As the result, it can be conclude that Ha is accepted because Sig > 0.05, then the variable is normally distributed.

2. Homogeneity test

hasil	Levene Statistic	df1	df2	Sig.
Based on Mean	3,435	1	57	,069
Based on Median	2,631	1	57	,110
Based on Median and with adjusted df	2,631	1	47,458	,111
Based on trimmed mean	2,919	1	57	,093

Based on the table above, it showed that Based on Mean was 0.069, which indicated that the value higher than 0.05. It can be conclude that the data were homogen.

3. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
score	Equal variances assumed	3,435	,069	8,047	57	<,001	10,967	1,363	8,238	13,696
	Equal variances not assumed			8,102	50,415	<,001	10,967	1,354	8,248	13,685

From the table above, it was presented that Sig. (2 tailed) 0.001 < 0.050, it can be conclude that Ha is accepted and Ho is rejected. This indicates that there is a difference in the average value of students' learning outcomes when writing recount texts applying the herringbone technique.

4. T-table

The formula of $df = N1 + N2 - 2$. Therefore $df = 29 + 30 - 2 = 57$. The researcher used table of significant degree 5% so the t-tale was $-1.672 / +1.672$. The t-test value surpasses the corresponding t-table value ($8.047 > 1.672$), and the p-value is 0.001, which is less than the significance level of 0.050. The data indicates a statistically noteworthy disparity between the average values of the experimental and control group.

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From the first research question, it can be concluded that the study's results revealed notable variations in scores between the experimental and control groups. The experimental group's mean pre-test score was 61.48. The pre-test exhibited a range of scores from 46 to 78. From the table above indicated that many students scored below 60 (poor). Following the treatment using the herringbone technique, they were required to complete a post-test. The mean score of the post-test for the experimental group was 80.00. The minimum threshold for achieving a passing grade in this course was 70, while the maximum score was 88. As shown by these scores, student performance has improved following treatment. Therefore, The herringbone technique is a successful approach to writing recount texts.

From the second research question, it can be concluded that the average score of the control group before the test was 59.77. The test's score range spanned from 45 to 75, with 45 being the minimum and 75 being the maximum. From the table above indicates that many students scored below 60 (poor). Because the control class was not given treatment consisting of the implementation of the herringbone technique, the researcher, as a teacher, explained recount text material using traditional methods. The outcome of the post-test was a score of 69.03. The minimum score on this test was 50, while the maximum was 77. The analysis of the pre-test and post-test outcomes of the control group revealed that the student's proficiency in writing skills, specifically in generating recount texts, still needed to be achieved.

From the third research question, it can be conclude that the study's findings above demonstrate variations in the outcomes of the post-tests between the experimental and control groups. Researchers analyzed the data using a T-test with an independent sample test. The researchers compared the post-test results between the experimental and control groups. Using a t-test, the researcher determined whether or not there was a significant difference between prior to and following the implementation of herringbone technique. Using the t-test formula, it was determined that the outcome was 8,047. The t-test result was higher than the critical value in the t-table, which was 1.672 at the 5% alpha level and $df=57$. As a result, the t-value ($8,047 > 1,672$) was more significant than the t-table. Therefore, the herringbone technique significantly affects the improvement of students' writing skills.

From the above discussion, it can be concluded that the eighth-grade students of SMP N 3 Jepara in the academic year 2022/2023 have excellent skills after getting treatment with the herringbone technique. The herringbone structure proved effective. By implementing the herringbone technique, students found writing texts simpler, more enjoyable, less tedious, and more attractive. The researcher concluded that the herringbone technique could improve writing skills, mainly when writing recount texts.

Conclusion

Students typically need to be more interested in writing, particularly when learning English, as it is difficult. Consequently, students need to be more interested in learning, resulting in better writing skills. Students will be drawn to the learning process by employing engaging methods. The herringbone technique was utilized

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to instruct pupils on how to write recount texts. Students are more interested in observing and focusing on the learning procedure.

Based on the study's findings, students who used the herringbone technique in writing texts seemed easy to create recount texts compared to before they used the herringbone technique. This can be seen from the average score of 61.48 increased to 80.00. To analyze the data, the researcher used SPSS version 27. The researcher examined the data from the pre- and post-test results that students had done. To determine whether there was a significant difference between students who taught with the herringbone technique in writing recount texts and students who did not, the researcher employed an independent sample test with the result of Asymp. Sig (2-tailed) was 0.001, which is less than 0.050. The t-test result was more than the critical value in the t-table, which was 1.672 at the 5% alpha level and $df=57$. As a result, the t-value ($8.047 > 1.672$) was more significant than the t-table.

Therefore, it concluded that using the herringbone technique in writing recount texts is effective and can improve students' writing skills.

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THROUGH DIARY WRITING**

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