

Comparison between Students' Reading Comprehension through Buzz Group and Herringbone Technique

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Abstract

Penelitian ini bertujuan untuk menemukan perbedaan kemampuan membaca siswa setelah diajar dengan teknik *buzz group* dan *herringbone*. Subjek penelitian ini adalah 37 siswa di SMA Utama 2 Bandar Lampung. Hasil uji statistik menunjukkan bahwa terdapat perbedaan kemampuan membaca siswa yang diajar dengan teknik *buzz group* dan *herringbone* dengan tingkat signifikan $0.000 < 0.05$. Tetapi teknik *buzz group* lebih baik dari pada *herringbone* dalam meningkatkan kemampuan membaca siswa. Berdasarkan hal ini, dapat disimpulkan bahwa teknik *buzz group* adalah teknik yang efektif untuk meningkatkan kemampuan membaca siswa.

This study was intended to find out whether there was a statistically significant difference of the students' reading comprehension achievement after being taught through buzz group technique and herringbone technique. The subjects were 37 students of SMA Utama 2 Bandar Lampung. The result showed that there was a statistically significant difference of students' reading comprehension achievement between buzz group technique and herringbone technique with the significant level $0.000 < 0.05$. This suggested that buzz group technique facilitates the students to improve their reading comprehension achievement in learning English.

Keywords: buzz group technique, herringbone technique, reading comprehension achievement.

INTRODUCTION

Reading as one of English language skills should be mastered by the students. 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 the text. Reading gives big impact in learning process. Without good reading comprehension, students can not 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 technique to improve student's 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 in which small groups that consist of 3-6 students to find solutions and report back to entire class. This group discusses a specific question or issue in order to come up with many ideas in short time. This technique can make the students interact one to others to solve the problems assigned by the teacher. Buzz Group Technique as the effective teaching 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.

Meanwhile, Herringbone Technique is a teaching technique that use a visual diagram to develop comprehension by identifying who, what, when, where, how, and why questions. Herringbone technique, as the effective teaching technique, had been proved by Asnita (2010). In her research, she explained that Herringbone Technique was better than traditional technique. This technique made the students' reading comprehension improved.

Based on some previous researches above, the researcher conducted the research in analyzing teaching reading comprehension by using Buzz Group Technique and Herringbone Technique. This research tried to find out the difference between

students who were taught by Buzz Group Technique and students who were taught by 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.

METHOD

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.

The data were collected by administering two tests to the students. In the pretest the researcher asked the students to answer the reading comprehension test which consists of 30 items. In treatments, the researcher taught the students by using Buzz Group Technique and Herringbone Technique. The researcher conducted the treatments three times. In each meeting, the researcher asked the students to do individual test. In the posttest, the students were asked to do the reading comprehension test which also consists 30 items.

The researcher chose the materials for the students based on the English curriculum that was School Based Curriculum for Senior High School. This

research used the result of the try-out test to measure the validity, reliability, level of difficulties, and discrimination power of the tests. The total item of the try-out test was 40 items. The test was conducted in the first meeting and the last meeting. There were 30 items included in each topic: main idea, specific information, reference, inference, and vocabulary. The data were analyzed by using Independent Group t-test of SPSS (Statistical Package for Social Science) version 17.

RESULTS

In order to find out the difference of students' reading comprehension achievement who were taught through Buzz Group Technique and Herringbone Technique, the researcher administered pretest and posttest. After the researcher obtained the data, she analyzed them by comparing posttest of Buzz Group Technique and Herringbone Technique. As the result, there was a difference of students reading comprehension achievement who were taught through Buzz Group Technique and Herringbone Technique.

The answer of first research question about the difference of students' reading comprehension achievement taught through those techniques, it could be seen that t-value is 4.029, which the data significant based on t-table was $0.008 < 0.05$. Therefore, for the hypothesis, the null hypothesis was rejected and the research hypothesis was accepted. It meant that there was difference of students' reading comprehension achievement taught through Buzz Group Technique and Herringbone Technique in posttest of both classes.

For the second research question, the researcher tried to find out which technique that could improve students' reading comprehension better. She analyzed the data by comparing the mean score of both classes before and after given the treatments. The mean score of Buzz Group Technique was 66.81 and the mean score of Herringbone Technique was 57.06. The technique that improved the students' reading comprehension achievement the most was Buzz Group Technique. It could be seen from difference average of gain score of the test in experimental class 1 and 2 before and after doing the treatment. In experimental class 1, the students' mean score before being treatment was 43.54 and the mean score after being treatment was 66.81. In this class the researcher found that the difference value of the average was 22.68. In experimental class 2, the students' mean score before being treatment was 43.46 and the mean score after being treatment was 57.06. In this class, the researcher found that the difference value of the average was 13.6. This suggested that Buzz Group Technique was better than Herringbone Technique in teaching reading comprehension. This might be happened because in learning process through Buzz Group Technique, students could do the assignment with their friends and share their capability to do the task given by the teacher. On the other hand, in learning process through Herringbone Technique, the students were asked to answer several questions individually. This made the students get difficulties to do the assignment.

DISCUSSION

Concerning with the previous study, the researcher explained three previous studies. The previous study of Milaningrum (2011) showed that teaching reading comprehension using Buzz Group Technique could develop and motivate students in learning English, especially reading comprehension. It was proven by 1) the students' response was very good, and their scores from first until third meeting was improved, 2) the students showed their contribution in the discussion and participated well in teaching learning proces by giving some opinion and asking information they did not know, 3) the students could solve the difficulties in understanding the content of text using the discussion. Based on the result of this research which also showed this technique gave positive effects in improving students' reading comprehension achievement and students' motivation in learning reading comprehension. All the students were involved in teaching learning process so the number of passive students was fewer than before and classroom's condition became more interactive.

In the other case, The finding of this research supported the research that was done by Ariyani (2014) but in different language skill. Shefound that Buzz Group Technique could improve students' speaking skill and this technique was effective in teaching speaking. The result of this research showed that Buzz Group Technique was effective technique in teaching speaking and reading comprehension. It could be seen from difference average of gain score of the test of both experimental classes before and after given the treatments.

Therefore, this research agreed with the result by Aji (2012) who found that Buzz Group Technique was the effective way to improve students' reading comprehension achievement. Buzz Group Technique was useful to improve students' interest and motivation towards teaching and learning process. But in the teaching learning activity, this technique had a problem. This technique was time consuming. This finding was same with the result of this research which is needed a lot of time for students to find the answer for the question that were given by the teacher.

CONCLUSION

The first research question 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.

For the second research question, the researcher tried to find out which technique could improve students' reading comprehension achievement better. She analyzed the data by comparing the mean score of both classes before and after given the treatments. It was found that teaching reading comprehension through Buzz Group Technique was better applied in helping students to increase their reading comprehension achievement than Herringbone Technique.

Buzz Group Technique gave more pleasure for students to find the answer, made them easy to understand the meaning, and more enjoyable than Herringbone Technique. Through Herringbone Technique, it was more complicated to understand the questions that were given by the teacher, because there were many questions that each student should solve without any help from their friends. So, Buzz Group Technique was more effective to teach reading comprehension than Herringbone Technique.

SUGGESTION

There are some suggestions referred to the conclusions above. First suggestion is for the 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.

Second suggestion is for further research. 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. 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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