THE EFFECTIVENESS OF HERRINGBONE TECHNIQUE
IN TEACHING READING RECOUNT TEXT
(An Experimental Research At 8th Grade Students’ of SMP N 3 Kalibagor in
Academic Year 2015/2016)

A THESIS

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By:

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DEDICATION

This thesis is whole-heartedly dedicated to:

1. Allah SWT, thank you for your blessing and kindness. Thank God for everything.

2. My beloved mother and father, Wiji Wahyuni and Ichwani, thanks for your praying, great love, support, guidance, care. I can learn how to be strong person in facing this life. I love you more than words. You are my everything.

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9. All of people who cannot be mentioned one by one.
MOTTO

- Real success is determined by two factors. First is faith, and second is action.

- Keep going and never quit! The champion is never quit.

- Make a history in your life, not just a story.

- Life is a struggle, there is no life without a struggle.

- Success does not depend on your aptitude or your altitude. It depends on your attitude.

- If you want to get the best, follow the best person.

- Nothing is impossible. Anything can happen as long as we believe.
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The writer realizes that this thesis is still far from being perfect. Therefore, the writer would sincerely accept any constructive criticisms and also suggestions from the readers. Hopefully, this thesis will be useful for the readers, particularly those who are interested in teaching and learning English.

Wassalamu’alaikum Wr. Wb

Purwokerto, 13 Februari 2016

The writer
ABSTRACT

THE EFFECTIVENESS OF HERRINGBONE TECHNIQUE in TEACHING READING RECOUNT TEXT

By

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The aim of this research was to find out the effectiveness of herringbone technique for teaching reading at the eighth grade students in one of Junior High School in Banyumas in Academic year 2015/2016. This research was conducted by using quasi experimental research. The participants of this research were the eighth grade students in one of Junior High School in Banyumas. There were two classes with class VIII A as the experimental class and class VIII D as the control class. Test was used in collecting the data of this research, namely pre-test and post-test. The test consisted of multiple choice items, fill in the blanks and essay questions items. Based on the computation, t-test result was 2.457 and the result of t-table at the significant level 0.05 with the degree of freedom 58 was 1.672. The calculation was concluded that t-obtained was higher than t-table (2.457 > 1.672). It was also supported by satisfying result of all the aspects. There were six reading aspects which are analysed in that test which were decoding knowledge, vocabulary knowledge, syntactic knowledge, discourse knowledge, readiness aspect, and affective aspect. The calculation of t-test decoding knowledge was 3.357, vocabulary knowledge was 4.85, syntactic was 0.35, discourse knowledge was 2, readiness aspect was 1.916, and affective knowledge was 2.727. The calculation of t-obtained for some aspects was higher than t-table, but the calculation of t-obtained for syntactic knowledge was lower than t-table. One from the six aspects gave significant result furthermore for readiness aspect near significant with t-table. In addition, syntactic knowledge needs further treatment since the results were far from significant. Based on the research result, it showed that herringbone technique was effective for teaching reading recount text at the eighth grade students in one of Junior High School in Banyumas in academic year 2015/2016.

Keywords: herringbone technique, reading skill, experimental research, recount text
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