

THE EFFECTIVENESS OF THE HERRINGBONE METHOD IN IMPROVING ENGLISH WRITING ABILITY IN RECOUNT TEXT AMONG TENTH-GRADE STUDENTS AT SMK NEGERI 1 GONDANG

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Abstract— English writing ability is essential in learning English, yet many students struggle with developing these skills due to traditional teaching methods, lack of innovative strategies, and various internal and external barriers, as observed in the suboptimal English writing abilities of students in recount texts at SMK Negeri 1 Gondang. This research aims to determine the significant impact of the Herringbone Technique in improving English writing ability in recount text among tenth-grade students at SMK Negeri 1 Gondang for the academic year of 2023/2024. This research employs a mixed-methods approach, utilizing a randomized pretest-posttest control group design to quantitatively measure effectiveness. The sample consists of 36 students from class X-TKR1, selected using convenience sampling. Quantitative data were collected through English writing ability tests and analyzed using descriptive and inferential statistics. Qualitative data from questionnaires and interviews were analyzed thematically to gather student perspectives on the technique's usability and impact. These qualitative findings supported the quantitative results by providing insights into improved student engagement and structured thinking. The findings indicate a significant improvement in students' English writing ability after using the Herringbone Method. The average pretest score was 75.97, while the average posttest score increased to 87.33. The *t*-test results showed a *t*-count of 45.44 with a *t*-table of 1.679 at a significance level of 0.05, indicating a significant difference between pretest and posttest scores. The average score improvement was 11.36, which corresponds to a 14.95% improvement, demonstrating the effectiveness of the Herringbone Method as a learning aid. The qualitative data further revealed that students found the technique helpful for organizing ideas and constructing coherent texts. The Herringbone Method significantly improved the students' English writing ability, with scores rising from 75 to 87. This indicates its effectiveness in enhancing English writing ability. Further research is needed to explore its long-term impact and broader applications.

Keywords— Herringbone Methode, English Writing Ability, Mixed Method

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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. As a global language used for international communication, English is deeply intertwined with many aspects of human activity (Nan, 2018: 418). It serves as a vital tool for cross-cultural interaction, connecting people from different backgrounds in business, science, and culture. In international business, English often acts as a common language for negotiations and collaborations. In academia, it is essential for publishing research and participating in global scientific discussions. Additionally, English enables the sharing and appreciation of global literature, media, and arts. This widespread use highlights English's critical role in fostering global connections and driving progress across various fields. 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: 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: 2), writing requires a variety of skills that are difficult to teach and learn because writing is complex.

Many students face challenges in mastering English, particularly in developing English writing ability, due to traditional teaching methods that may lack engagement and practical application. Previous studies have highlighted that conventional approaches often fail to address students' diverse learning needs, leading to a lack of motivation and ineffective learning outcomes (Ningrum & Rita, 2013: 2). Research by Amumpuni (2021: 3) and Budhi Ningrum & Widyawati (2015: 3) has explored the impact of various techniques on improving English skills, but gaps remain in effectively integrating new strategies into the curriculum. Addressing these gaps is crucial for enhancing students' proficiency and engagement. The significance of this research lies in evaluating innovative methods, such as the Herringbone Technique, to determine their effectiveness in overcoming these challenges and improving students' writing abilities. By examining the application of such methods, this research aims to provide practical insights and contribute to more effective teaching practices in English education.

The purpose of this research is to address the gaps in current instructional methods for teaching English, particularly in English writing ability, and to explore the effectiveness of innovative techniques like the Herringbone Technique. Despite the recognition of the importance of English writing ability in English education (Nunan, 2003: 88), many students continue to struggle due to traditional teaching methods that fail to engage and motivate them effectively. This research aims to bridge this gap by implementing the Herringbone Technique, which is designed to enhance students' ability to organize and structure their writing more effectively. The general objective is to evaluate whether this technique

improves students' writing proficiency, while the specific objectives include assessing changes in writing ability before and after applying the method. The hypothesis is that students will show a significant improvement in their English writing ability using the Herringbone Technique compared to traditional methods. The theoretical framework of this research is based on the concept that structured, visual techniques can aid in the English writing ability and organization of writing tasks, as supported by previous literature (Andayani & Andayani, 2013: 54; Harris et al., 2014: 61). This research will provide a clear understanding of the effectiveness of this method and contribute to the development of more engaging and effective teaching strategies.

To support the novelty of this research, several recent studies highlight the evolving approaches in teaching English writing ability and the Herringbone methods. Amumpuni (2021) examines the role of contemporary pedagogical techniques, particularly visual aids, in improving English writing proficiency. This research highlights how visual aids can facilitate deeper understanding and more effective writing practices among students. By integrating visual elements into the learning process, students can better grasp complex writing concepts and structures. This approach is especially pertinent to the current research, which focuses on the Herringbone Technique—a method that uses a visual framework to help students organize and develop their writing. Amumpuni's research supports the relevance of visual strategies in writing instruction and provides a foundation for investigating how the Herringbone Technique can similarly enhance students' English writing ability by leveraging visual aids to improve English writing ability and execution.

Similarly, Budhi Ningrum & Widyawati (2015) investigate the effectiveness of structured strategies in enhancing students' English writing ability, offering valuable insights for this research. Their research demonstrates how organized, methodical approaches to teaching writing can significantly impact students' ability to produce coherent and well-structured texts. By focusing on the implementation of structured instructional methods, the research provides a comprehensive framework that supports the notion that systematic strategies are crucial for improving writing proficiency. This is directly relevant to the current research on the Herringbone Technique, which also emphasizes a structured approach to writing. Their findings underline the importance of employing structured methods in writing instruction, aligning with the objectives of the present research to explore how the Herringbone Technique can systematically enhance students' writing abilities.

Lumbantobing (2020) provides valuable insights into modern methods for overcoming prevalent writing challenges, offering a nuanced understanding of how contemporary techniques can address specific difficulties encountered by students. This research delves into various strategies and tools that have emerged to tackle common issues such as organization, coherence, and expression in writing. By highlighting effective approaches for improving these aspects, Lumbantobing's research complements

the investigation into the Herringbone Technique, which is designed to address similar writing challenges through its structured visual framework. The findings from Lumbantobing's research enhance the relevance of the Herringbone Technique by showcasing its alignment with contemporary methods aimed at resolving common writing difficulties. This connection underscores the potential of the Herringbone Technique to effectively address the writing issues identified in Lumbantobing's research and reinforces the significance of exploring this method further in the context of modern writing instruction.

Dewanti (2017) provides a detailed analysis of the Herringbone Technique, focusing on its practical application and effectiveness in enhancing English writing ability among students. This research investigates how the Herringbone Technique, a structured visual approach, can be implemented in educational settings to improve students' ability to organize and develop their writing. Dewanti's research highlights the method's strengths in clarifying complex writing processes and providing a clear framework for students to follow, thereby addressing common writing difficulties. The research demonstrates that the Herringbone Technique not only aids in structuring content but also fosters greater engagement and understanding of writing principles. By examining real-world applications and outcomes, Dewanti reinforces the technique's potential benefits, showing how it can effectively support students in mastering English writing ability. This comprehensive examination provides a strong foundation for the current research, validating the relevance of the Herringbone Technique in the context of writing instruction and suggesting its potential for broader application in improving students' writing proficiency.

Additionally, recent work by Setiawan & Asmawati (2022) critically examines the impact of interactive and engaging instructional methods on student performance, emphasizing the growing need for innovative teaching approaches in education. Their research underscores how interactive methods—such as hands-on activities, digital tools, and participatory techniques—can significantly enhance student engagement and learning outcomes. Setiawan & Asmawati's findings align with the current research by highlighting that traditional teaching methods may not always suffice to address modern educational challenges. Their review points to the effectiveness of incorporating dynamic and student-centered instructional strategies to foster deeper learning and improved performance. By demonstrating the positive effects of such methods, this research supports the investigation into novel approaches like the Herringbone Technique, which aims to make writing instruction more engaging and effective. Collectively, these studies reinforce the importance of adopting and exploring new teaching methods to enhance English writing ability, thereby affirming the relevance and timeliness of this research in contributing to the advancement of educational practices.

RESEARCH METHODOLOGY

This research utilizes a mixed-method research design, combining quantitative and qualitative data collection and analysis to explore the impact of the Herringbone Technique on students' English writing ability. The research subjects are tenth-grade students at SMK Negeri 1 Gondang in the academic year of 2023/2024, specifically from class X-TKR1, consisting of 36 students. The research employs various instruments including pre-tests, post-tests, questionnaires, observation sheets, and interviews to gather comprehensive data. The participants of this research are 36 students from the tenth-grade class X-TKR1 at SMK Negeri 1 Gondang. This sample was selected using purposive sampling, ensuring that the chosen students were representative of the population and appropriate for the research objectives. The primary instruments used in this research include pre-test and post-test worksheets to assess students' English writing ability before and after the intervention, questionnaires to gather students' responses and perceptions regarding the Herringbone Technique, observation sheets to document the teaching and learning process during the intervention, and interview protocols conducted through focus group discussions with students to obtain deeper insights into their experiences and perceptions.

The experimental design follows the Randomized Pretest-Posttest Control Group Design (Cresswell, 2018), with a pre-test to establish baseline English writing ability, the application of the Herringbone Technique as an intervention, and a post-test to measure any changes in writing English writing ability. Purposive sampling was employed to select participants, ensuring that the chosen students were suitable for the research's aims. This non-probability sampling method relies on the researcher's judgment to select a representative sample from the population. This research examines the impact of the Herringbone Technique on tenth-grade students' English writing ability at SMK Negeri 1 Gondang, utilizing a mixed-method research design. The sample consists of 36 students from class X-TKR1, selected through purposive sampling. Data collection involved pre-tests and post-tests to measure English writing ability, questionnaires, interviews, and observations to gather qualitative insights. For data analysis, descriptive statistics such as the mean, percentage, and standard deviation were calculated. Inferential statistics were utilized through a T-test to determine significant differences between pre-test and post-test scores. The T-test formula used is as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

This approach guarantees that the research can be accurately replicated by other researchers, ensuring the reliability and validity of the findings. By providing a detailed and transparent description

of the research methodology, including data collection and analysis techniques, this research offers a clear and comprehensive understanding of the processes involved. This thorough documentation allows for consistent application of the methodology in future research, thereby contributing to the body of knowledge in the field and supporting the reproducibility of the results.

RESEARCH FINDINGS AND DISCUSSIONS

The researchers present the findings of this research, which sought to evaluate the effectiveness of the Herringbone method in enhancing students' English writing ability among students' X TKR at SMK Negeri 1 Gondang for the academic year 2023/2024. This investigation employed a rigorous methodological approach involving pre-tests and post-tests to quantify and analyze the impact of the Herringbone method on students' writing English writing ability . The pre-tests were administered prior to the implementation of the Herringbone method, providing a baseline measurement of students' initial English writing ability . Following the intervention, post-tests were conducted to assess any improvements in English writing ability attributable to the Herringbone method. By comparing the results of these assessments, the research aimed to determine the effectiveness of this instructional strategy in fostering enhanced English writing abilities among the students. The analysis of students' improvement results delves into the comparative evaluation of pre-test and post-test scores, revealing a quantifiable enhancement in English writing ability attributable to the implementation of the Herringbone method, with significant improvements observed in clarity, coherence, and overall writing proficiency.

Table 1. The Analysis of Improvement Result

Characteristic	N	SUM	Mean	Lowest Score	Highest Score
Pre-Test	36	2735	75,97	73	77
Post-Test	36	3144	87,33	82	95

This table illustrates the detailed statistical analysis of students' performance in English writing ability before and after the implementation of the Herringbone method. For the pre-test, the data for 36 students show a total score of 2735, with an average score of 75.97. The scores ranged from a lowest of 73 to a highest of 77, indicating a relatively narrow performance spread among students at the beginning of the research . In contrast, the post-test results demonstrate a marked improvement, with a total score of 3144 for the same 36 students. The mean score increased to 87.33, with scores ranging from a lowest of 82 to a highest of 95. This significant rise in both the average score and range underscores the effectiveness of the Herringbone method in enhancing students' English writing ability .

With the standard deviation of student scores being approximately 11,36, this value measures the extent of variation in scores around the mean. It provides insights into the consistency of improvement achieved after the implementation of the Herringbone method. This standard deviation indicates the degree to which student scores are dispersed and highlights the variability in the enhancement of their English writing ability. A larger standard deviation would suggest a wider range of improvement among students, while a smaller standard deviation would imply more uniform progress. Understanding this variation is crucial for assessing the overall effectiveness of the instructional method and identifying areas where further support or intervention might be needed to ensure consistent growth across all students.

After analyzing the pretest and posttest results, the researchers proceeded with hypothesis testing using a T-test to determine the statistical significance of the observed improvements. The T-test calculations yielded the following outcomes:

Table 2. The Hypothesis Test Result

t_{count}	Df	t_{table}	Conclusion
45,44	36	1,679	$t_{count} > t_{table}$ HO is rejected and Ha is accepted

Based on the table 2 illustrates the results of the hypothesis test used to determine the effectiveness of the Herringbone method in improving students' English writing ability. The test involved calculating the T-value (t_{count}), which was found to be 45.44, with the degrees of freedom (df) set at 36. To assess the significance of this result, the critical T-value (t_{table}) was compared. For this test, the critical T-value was 1.697. Given that the calculated T-value of 45.44 significantly exceeds the critical T-value of 1.679, this result suggests a substantial deviation from what would be expected by chance alone. this research

The implication of this finding is that the Herringbone method has a statistically significant impact on students' writing English writing ability. By rejecting the null hypothesis (HO) in favor of the alternative hypothesis (Ha), it is confirmed that the observed improvements in students' scores are not due to random variation but rather a result of the method's effectiveness. This significant outcome provides strong evidence that the Herringbone method positively influences students' English writing ability, affirming its value as an educational intervention.

To evaluate the effectiveness of the Herringbone method, we calculated the gain score, which provides a quantitative measure of improvement. To determine the effectiveness of the Herringbone method, we calculated the gain score:

Table 3. The Analysis of N-Gain

Characteristic	Result
N- Gain Score	0,24
N- Gain Percentage	24%

In this case, the calculation yielded a gain score of 0.24, indicating that the average improvement of students' scores is 24% of the maximum possible gain. This percentage gain reflects the proportion of improvement achieved relative to the maximum potential score increase from the pre-test. The result suggests that, on average, students demonstrated a significant enhancement in their English writing ability attributable to the Herringbone method. The percentage gain of 24% highlights the method's effectiveness in fostering academic progress among the students.

The analysis show that before using the Herringbone method, students' English writing ability was evaluated with a pre-test, which showed an average score of 75.97. This score fell into the 'low' proficiency range and highlighted several issues in their English writing ability. Students had trouble organizing their ideas, providing enough detail, and correctly using time conjunctions. The pre-test results pointed out significant weaknesses in how students structured their writing and maintained coherence in recount texts. These challenges indicated that there was a clear need for an effective teaching strategy to improve their writing abilities.

The introduction of the Herringbone method marked a significant turning point in students' writing development. This method, which utilizes visual diagrams to aid in organizing ideas for recount texts, proved highly effective. By providing a clear structure and incorporating key guiding questions, the Herringbone method enabled students to produce more coherent and detailed paragraphs. The post-test results showed a substantial improvement, with an average score of 87.33, reflecting a shift from a 'low' to an 'excellent' level of proficiency. This increase not only underscores the effectiveness of the method in improving writing quality but also demonstrates enhanced skills in organizing ideas and using time conjunctions accurately.

The effectiveness of the Herringbone method is evidenced by the marked improvement in students' average scores and the gain percentage of 24%. Statistical analysis supports the method's impact, with the t-value of 45.44 significantly exceeding the critical t-value of 1.679. This result confirms a substantial difference between pre-test and post-test scores, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). The substantial increase in students' English writing ability scores, coupled with the statistical significance, highlights the Herringbone method's efficacy in enhancing English writing ability. This intervention has demonstrably improved students' ability to structure and detail their recount texts, validating its application as an effective educational strategy.

CONCLUSION AND RECOMENDATION

The findings of this study clearly demonstrate that the Herringbone method is an effective pedagogical tool for significantly improving tenth-grade students' English writing ability in recount texts at SMK Negeri 1 Gondang. Prior to the intervention, students exhibited significant difficulties in organizing ideas, providing detailed content, and correctly using time conjunctions, as reflected in their pre-test scores. The implementation of the Herringbone method, through its structured visual diagrams, successfully addressed these challenges. The notable increase in average scores from the pre-test to the post-test, alongside the statistically significant t-test result, confirms a substantial improvement in students' writing proficiency, effectively elevating it from a 'low' to an 'excellent' level. Therefore, it is conclusively established that the Herringbone method is highly effective in enhancing the coherence, detail, and overall structure of students' recount text writing.

Based on the successful outcomes of this research, the following recommendations are proposed: First, For English Teachers: It is recommended that English teachers, particularly those teaching writing genres like recount text, integrate the Herringbone technique into their instructional strategies. This visual and structured approach can be introduced as a planning scaffold to help students systematically organize their ideas before writing. Second, For School Curriculum Developers: Curriculum developers and subject coordinators should consider incorporating structured graphic organizers, such as the Herringbone diagram, into the official lesson plans and teaching modules for writing skills. Providing training or workshops for teachers on how to effectively implement this technique could maximize its benefits. Third, for Future Researchers: To build upon these findings, future research should investigate the long-term retention of writing skills developed through the Herringbone method. Further studies are also encouraged to explore the method's applicability and effectiveness across different text genres (e.g., narrative, descriptive, analytical) and within varied educational contexts or student proficiency levels.

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