

CHAPTER I

INTRODUCTION

A. Background of the Problem

There are four skills in English that students have to be mastered. They are listening, writing, reading and speaking. Each of skill is important to be studied to increase the students ability in understanding English. Students can master the four language skills more effectively if they have a good understanding of grammar and vocabulary. The most important skill that must be mastered in learning English is reading. According to Rohmah (2018), reading is one of English language skills that have beneficial in learning English. It means that by reading, students can develop their knowledge, insight and also their mindset.

English is an important subject for students, especially in today's global era. As one of the most widely used international languages, English serves as a tool for communication across countries and cultures. In the field of hospitality, where students are expected to interact with people from different backgrounds, the ability to understand and use English becomes even more essential. It helps students communicate more confidently with guests, read written instructions or job-related materials, and access wider sources of knowledge and information.

Moreover, English is often a basic requirement in the workplace, particularly in service industries such as tourism and hospitality. Therefore, helping students improve their English skills, especially in reading, is not only relevant for their education but also valuable for their future careers. In short, English plays a vital role in preparing students to face real-world demands and opportunities beyond the classroom.

Reading is not only the act of saying words, but also involves understanding the meaning behind the sentences. According to Putri, Octaviolis, and Sadikin (2019), reading is a receptive skill through which people receive information. When students read a text, the text that have been read by the students can be useful to increase their writing skills and enrich their vocabulary also grammar.

Reading is the ability of the understanding and explore the meaning of the written text. With reading, the information will be easily delivered by students. According to Nuvianto and Yusanti (2020), Comprehension is not just about the general meaning of the text itself, but also about everything which have the relation with skills in reading context. Therefore, reading also help the students to develop the knowledge, skills, end experiences they must have if the students want to become competent and enthusiastic readers.

By reading, students can improve their vocabulary and writing skill. On the contrary, a student who has low reading ability will find difficulty in learning process. Moreover, the students will feel ashamed in adapting themselves with their school environment. To be successful in reading, students need to develop strong comprehension skills, as these skills help them understand the meaning of the text, connect ideas, and interpret information accurately. Pardo (2004) stated that comprehension is a process of constructing meaning by interacting text through combination of knowledge, information of the text and attitude of the reader toward the text.

Students usually need help to understand the text that they read. Therefore, teachers must find and use effective technique in teaching reading for the students. Teachers have to think how to make the students attracted to read and get the students focus while reading the text. In that case, they not only read but they also get the meaning and the information that the text want to deliver. Sometimes, the students get stuck on difficult words or small details and forget to look at the overall message. Some of them also have limited vocabulary or grammar knowledge, which makes it even harder to follow the meaning of a sentence or paragraph. Because of these reasons, students often struggle to identify the main idea, even though it's one of the most important parts of reading comprehension.

However, in reality, many students still face difficulties in reading comprehension. Based on the researcher's teaching experience during the teaching practicum (PLK) at SMKN 6 Padang, students often struggle to identify the main idea, understand vocabulary in context, gets mispronunciation when they read the text and get the meaning of the whole text. They also can easily lose focus when reading, especially when they read something that they feel unfamiliar. Some students show a lack of interest and motivation which can affect their engagement during reading activities in the future. Because of them, the students' reading skill still in low grade and not showing any significant improvement. This condition shows that students' reading skill are still far from the average standard, which becomes a serious concern in the teaching and learning process.

One of the possible factors that contribute to the students' low reading comprehension skill is the lack of effective teaching technique. In some cases, teachers still use the conventional methods that only more focus on reading aloud or just translating the whole text without helping the students to analyze or finding more the meaning of the text deeper. In addition, the lack of interactive activities during reading lesson and structure of reading technique may also limited the students ability to extract important information from a text. As a result, students find it difficult to grasp the main ideas and supporting details, which affects their overall reading performances.

Therefore, it is important to apply a reading technique that can effectively improve students interest in the reading process and help them to identify key information in more structured way. One technique that can be used is Herringbone Technique. According to Deegan (2006), the Herringbone is used to find the main idea and important information (explicit and implicit) in the text by using six comprehensions question which Who, What, When, Where, Why, and How in a visual diagram of a fish skeleton. The Herringbone technique is a graphic organizer that is used for establishing supporting details for the main idea (McKnight, 2010).

By organizing information through this technique, students can be better in understanding the content of the text and improve their knowledge also their reading comprehension skill. This technique also helps to develop the students critical thinking skill as they analyze the relationship between each parts of the text that they read. This technique is particularly well suited for expository text but can also be used with narrative text (Bouchard, 2006). In addition, the structure of the Herringbone Technique helps students organize the main idea and supporting details more clearly, making it beneficial for various types of learners. Using this technique may also increase students' motivation as it makes the reading activities more interactive and interesting and less monotonous.

Based on the problems that have been found and the potential benefits of the Herringbone Technique, the researcher is interested in conducting a study with title “THE USE OF HERRINGBONE TECHNIQUE FOR IMPROVING STUDENTS’ READING COMPREHENSION SKILL ON NARRATIVE TEXT” This study also aims to explore whether the use of this technique can help students get a better understanding in reading texts and improve their overall reading performance. By applying this technique, students are expected to be more active in processing reading materials, as well as more focused in identifying important details from the text. It is expected that the results of this study will provide to the development of more effectiveness in teaching techniques in reading, especially at the second grade of Hospitality department of SMKN 6 Padang. Furthermore, the findings may serve as a useful reference for English teachers in selecting appropriate techniques to enhance or develop students’ reading skill in the classroom.

B. Identification of the Problem

Based on the background of the problems above, the researcher found some problems in reading comprehension at the second grade of Hospitality department of SMKN 6 Padang are:

1. Many students face problems in understanding English reading text.

2. Students particularly struggle with identifying the main idea, recognizing supporting details, and get the overall content of the text.
3. Students often read without trying to comprehend the meaning, focusing only on reading the text.

C. Limitation of the Problem

Based on the identification of the problem above, this study focused on students' difficulties in understanding narrative texts, especially in finding the main idea, identifying supporting details, and understanding the overall meaning. It also examined how limited vocabulary affected their reading comprehension. The research was limited to the use of the Herringbone Technique to help improve these skills among second grade students of the Hospitality Department at SMKN 6 Padang in the academic year 2024/2025.

D. Formulation of the Problem

The following questions serve as formulation of the problems in this research, depending on the identification and focus of the problem mentioned above:

1. How is the students' reading comprehension scores in narrative text before and after being taught through the Herringbone Technique at the second grade of Hospitality department of SMKN 6 Padang?

2. How do the students' learning behaviors change before and after the implementation of the Herringbone Technique in narrative text at the second grade of Hospitality department of SMKN 6 Padang?

C. The Objectives of the Problem

From the formulation above, the researcher determines objectives of the research as follows:

1. To find out the students' reading comprehension scores in narrative text before and after being taught through Herringbone Technique at the second grade of Hospitality department of SMKN 6 Padang.
2. To find out whether there is a significant difference of using Herringbone Technique in the students' reading comprehension skill in narrative text on the second grade of Hospitality Department SMKN 6 Padang.

D. The Significances of the Problem

This research was expected to give benefits both theoretically and practically:

1. Theoretical Significance

The result of this research was expected to support the existing theories about reading techniques, especially regarding the use of the Herringbone Technique

in improving students' reading comprehension at the second grade of the Hospitality Department of SMKN 6 Padang.

2. Practical Significance

- a. For English Teacher: This research can be a reference in applying effective strategies to teach reading comprehension, especially by using the Herringbone technique to help students understand the the text easily
- b. For Students: The use of Herringbone technique is expected to help them to improve their ability and make reading activities more interesting for students.
- c. For Future Researcher: This research can be used as a reference or comparison for other research related to reading strategies or the use of graphic organizers in English learning.

E. Definition of Key Terms

In order to avoid misunderstanding in carrying out the research, the researcher used two variables, they are:

1. Herringbone Technique

Herringbone Technique was a visual tool that helped students improve their reading comprehension by providing a clear structure for organizing key information from a text. It guided them to answer six important questions: who, what, when, why, where, and how, which were all connected to the main idea

of the text. By using this technique, students could gain a better understanding of the overall meaning of the text they read.

2. Reading Comprehension

Reading comprehension referred to the ability to understand written text and grasp its meaning, both on the surface and deeper levels. It involved not only recognizing words and sentences, but also making connections, identifying main ideas, understanding details, drawing inferences, and interpreting the overall message of the text. Good reading comprehension allowed students to process what they read and respond to questions or tasks related to the text.

3. Narrative Text

Narrative text was a type of text that told a story or described a series of events, either real or imaginary, with the purpose of entertaining, informing, or teaching a moral lesson. It usually followed a clear structure that included orientation, complication, and resolution. In this research, narrative text referred to reading materials that were used to measure students' reading comprehension, focusing on their ability to understand the main idea, sequence of events, and supporting details in the story.

4. Hospitality Department

Hospitality Department referred to a vocational school program that prepared students to work in the hospitality industry, such as hotels, restaurants, or tourism services. It included learning about customer service, front office tasks, housekeeping, and communication skills. In this study, the term referred

specifically to second-grade students from the Hospitality Department at SMKN 6 Padang who were involved as the research participants.