

DECLARATION OF AUTHENTICITY

Name : SILVANA RONASARI
Student's ID Number : 93203214
Study Program : TARBIYAH
Department : ENGLISH DEPARTMENT
Title of Thesis : THE EFFECTIVENESS OF 3-2-1 STRATEGY
TO IMPROVE STUDENTS' READING COMPREHENSION SKILL OF FIRST
YEAR STUDENTS AT MAN 1 KOTA KEDIRI

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (SI)* in English Department, State College for Islamic Studies (STAIN) Kediri.

Kediri, May 30th 2018
The researcher,

Materai
6000

SILVANA RONASARI
NIM. 932203214

APPROVAL PAGE

This is to certify that *the sarjana's Thesis* of Silvana Ronasari has been approved by the thesis advisors for further approval by the board examiners.

THE EFFECTIVENESS OF 3-2-1 STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION SKILL OF FIRST YEAR STUDENTS AT MAN 1 KOTA KEDIRI

SILVANA RONASARI
NIM. 9322.032.14

Approved by :

Advisor I

Advisor II

Mohammad Muhyidin, M.Pd
NIP. 19801226200912 1004

Drs. Agus Edi Winarto, M.Pd
NIP. 196505272000031001

RATIFICATION SHEET

THE EFFECTIVENESS OF 3-2-1 STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION SKILL OF FIRST YEAR STUDENTS AT MAN 1 KOTA KEDIRI

SILVANA RONASARI
9322. 032. 14

Has been examined by the board of examiners of State Institute of Kediri on
May 23rd, 2018

1. Main Examiner

Drs. H. Nur Akhlis, M.Pd
NIP . 196611192006041001 (.....)

2. Examiner I

Mohammad Muhyidin, M.Pd
NIP : 198012262009121004 (.....)

3. Examiner II

Drs. Agus Edi Winarto, M.Pd
NIP : 196505272000031001 (.....)

Kediri, May 30th, 2018

Acknowledged by

Dean of Faculty of Education and Teacher Training
State Islamic Institute of Kediri

Dr. H. ALI ANWAR, M.Ag
NIP. 196405031996031001

RATIFICATION SHEET

THE EFFECTIVENESS OF 3-2-1 STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION SKILL OF FIRST YEAR STUDENTS AT MAN 1 KOTA KEDIRI

SILVANA RONASARI
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Mohammad Muhyidin, M.Pd
NIP : 198012262009121004 (.....)

3. Examiner II

Drs. Agus Edi Winarto, M.Pd
NIP : 196505272000031001 (.....)

Kediri, May 30th, 2018
Acknowledged by
Rector of State Islamic Institute of Kediri

Dr. H. NUR CHAMID, MM
NIP. 196807141997031002

NOTA KONSULTAN

Kediri, 5 Mei 2018

Nomor :
Lampiran : 4 (empat) berkas
Hal : Bimbingan Skripsi

Kepada
Bapak Rektor
Institut Agama Islam Negeri (IAIN) Kediri
Di
Jl. Sunan Ampel No. 07 Ngronggo Kediri

Assalamu'alaikum Wr.Wb

Memenuhi permintaan Bapak Rektor untuk membimbing penyusunan skripsi mahasiswa tersebut di bawah ini :

Nama : Silvana Ronasari
NIM : 932203214
Judul : THE EFFECTIVENESS OF 3-2-1 STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION SKILL OF FIRST YEAR STUDENTS AT MAN 1 KOTA KEDIRI

Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Satu (S-1).

Bersama ini terlampir satu berkas naskah skripsinya dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam sidang munaqosah.

Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Pembimbing 1

Pembimbing 2

Mohammad Muhyidin, M.Pd
NIP. 19801226200912 1004

Drs. Agus Edi Winarto, M.Pd
NIP. 196505272000031001

NOTA PEMBIMBING

Kediri, 30 Mei 2018

Nomor :
Lampiran : 4 (empat) berkas
Hal : Bimbingan Skripsi

Kepada
Bapak Rektor
Institut Agama Islam Negeri (IAIN) Kediri
Di
Jl. Sunan Ampel No. 07 Ngronggo Kediri

Assalamu'alaikum Wr.Wb

Memenuhi permintaan Bapak Ketua untuk membimbing penyusunan skripsi mahasiswa tersebut di bawah ini :

Nama : Silvana Ronasari
NIM : 932203214
Judul : THE EFFECTIVENESS OF 3-2-1 STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION SKILL OF FIRST YEAR STUDENTS AT MAN 1 KOTA KEDIRI

Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 23 Mei 2018 kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum adanya.

Wassalamu'alaikum Wr.Wb.

Pembimbing 1

Pembimbing 2

Mohammad Muhyidin, M.Pd
NIP. 19801226200912 1004

Drs. Agus Edi Winarto, M.Pd
NIP. 196505272000031001

MOTTO

*“Great things are done by a series of small things brought
together.”*

Vincent Van Gough

DEDICATION

This thesis is dedicated to:

My beloved parents Bapak Syamsul Hadi and Ibu Maesaroh who always patient in reminding and educating me. Thank you for your love, prayer and support. Hopefully this thesis can be a little proud of you because I realized that I have not been able to be your best daughter.

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7. The writer's family.
8. The writer's friends.
9. The writer's dreams.

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After all, I truly realize that this thesis is not perfect. Thus I will always appreciate for the constructive criticism and suggestion from the readers. Hopefully, this study can give valuable contribution to education system.

Kediri, May 30th 2018

Silvana Ronasari

ABSTRACT

Ronasari, Silvana. 2018. *The Effectiveness of 3-2-1 Strategy to Improve Student's Reading Comprehension Skill of First Year Students at MAN 1 Kota Kediri*. English Education Department, Faculty of Education and Teacher Training, State Islamic Institute of Kediri. Advisors: Mohammad Muhyidin, M.Pd and Drs. Agus Edi Winarto, M.Pd.

Key words: Effectiveness, 3-2-1 strategy, reading comprehension skill

Reading comprehension is a complex process, the reader constructs meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text. Reading comprehension refers to reading for meaning, understanding and entertainment. 3-2-1 strategy can engaged students to create an active and effective reading comprehension skill. The objectives of the study is to investigate the impact of 3-2-1 strategy towards the improvement of student's reading comprehension score of first year students at MAN 1 Kota Kediri.

The population of the research is the first year students of MAN 1 Kota Kediri in academic year 2017/2018 that consists of 420 students. In this study, the researcher took two classes as sample. They are class X IIS 4 as an experimental group consisting of 34 students and X IIS 5 as a control group consisting of 34 students. The instrument used in this research is test (pre-test and post-test). The data obtained were analyzed using ANCOVA through SPSS 20.

Based on the result of the data analysis administered in experimental and control group, the mean score of pre-test for experimental group is 72.61 and for control group is 72.05. While the mean score of post-test for experimental group is 82.91 and for control group is 76.47. Based on the fulfillment of ANCOVA assumptions, the result of the normality assumption indicates that $p (.800) > \alpha (.05)$ for experimental group and $p (.495) > \alpha (.05)$ for control group. Then, the underlying assumption of homogeneity variances has been met as evidenced by $p (.199) > \alpha (.05)$. Moreover, there is no interaction between covariate and fixed factor as evidenced by the significance (.113) is higher than .05. Furthermore, there is a significant relationship between covariate and the dependent variable with $p (.000) < \alpha (.05)$. The result of statistical computation of ANCOVA reveals that the result is significant by $p (0.000) < \alpha (0.05)$. Since the significant value is lower than 0.05 means that statistically is enough evidence to reject null hypothesis, then the alternative hypothesis is accepted. It means that 3-2-1 strategy is effective to improve students' reading comprehension skill.

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