

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research problem, the objective of the study, the hypothesis, the significance of the study, the scope and limitation of the study and the definition of key terms.

A. The Background of the Study

For foreign language learners like in Indonesia, reading is the most important skill to acquire. As foreign language students, they need to enrich their vocabulary in order to improve their foreign language skill through reading. Also it is because the materials in teaching learning process largely are in written form. So the students should have good reading comprehension skill in order to make their teaching learning process successful.

Language theorists and reading specialists have made significant strides in explaining the reading process. Their work has leaned on foundational theories of human learning, psychology and sociology to yield different hypotheses and thus suggest different reading theories and models. There are two types of theoretical processes: bottom-up processes and top-down processes. The former takes in letters and words from the outside world and manages them with little recourse to higher-level knowledge.

Reading as a field of teaching is considered as one of the important areas of teaching. It is one of the most important academic skills. It is also a major pillar upon which teaching and learning process is built. It is because most of the

materials of teaching and learning are in written form. It means that the students need to improve their reading skills in order to understand the teaching and learning materials. The students will be on the road to academic failure, if they could not read. Reading comprehension is considered as the real core for reading process. Durkin assumes that comprehension is the peak of the reading skills and the bases for all reading processes¹.

Reading can be used as a tool subject, since it is the nature of skills for learning and can be applied in all subjects in the curriculum. It can be applied and important to support other skills. Learning how to use books efficiently while studying many kinds of subjects is necessary part of learning to read effective and efficiently. Reading can help students to rich those goals.

Moreover, it is not easy to make the students aware and make them master reading comprehension skill because it takes some processes. Tomkins clarify reading as a process of negotiating meaning in order readers to create interpretation.² Hence, the process of recognizing, structuring and interpreting the text are includes in reading where those process are quiet complicated.³ Reading involves both perception and thought. Furthermore, reading includes three cognitive mechanism processes for comprehending; model of bottom-up processes, top down processes and interactive processes.⁴

Teaching students to read with a good comprehension must be teachers' highest priority. Most of teachers have wondered what they might do to improve

¹ Durkin, D.1993. *Teaching them to Read (6thed.)*. Needham: Allyn and Bacon.

² G.E., Tompkins, *Language Art Pattern of Paradise*, (New Jersey: Pearson Education, 2009), 72.

³ Parel, M. F., & Jain, P. M, *English Language Teaching*, (Jaipur: Sunrise, 2008), 114.

⁴ Brown, H. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (USA: Pearson Longman, 2007).

their students' reading comprehension achievement. The students can read words with lack of understanding of what they read. Without comprehension, reading for pleasure or knowledge is impossible. The teachers of English often assume that students will learn to comprehend merely by reading. Students with good comprehension use strategies in reading to learn new concepts, get deeply involved in what they are reading, critically evaluate what they read, and apply their knowledge to solve practical as well as intellectual. But many students fail in doing these things. Many students take reading for granted. They feel too busy to read, or they may not enjoy reading. Many students in Indonesia think that reading comprehension skill is difficult to master.

The problem also faced by most of first year students of MAN 1 Kota Kediri when reading a text. Firstly, most of students feel that reading an English text is a very difficult activity that make them do not enjoy while reading a text. Secondly, they get difficulty to find explicit and implicit information in a text. Thirdly, most of students are difficult to understand or comprehend English text well like summarizing the important idea from the text and searching interesting or important of information. Generally, students of MAN 1 Kota Kediri can only read without being able to comprehend well about the text they have just read and they cannot correlate the text with the knowledge they have.

Dealing with those problems, teacher should have an innovation in teaching learning process. But it seems hard to find an appropriate reading strategy to apply for the students. The strategy that used by teacher is not motivating the students that makes them do not interested with the materials. To

activate students' learning in reading activity, teacher needs to build up reading comprehension strategy. The use of effective reading comprehension strategy is really needed as the most important mean to help readers to improve comprehension and learning from the text. Reading comprehension strategy guides students with the goal of some aspects of comprehension.⁵ Teacher here is a facilitator that should improve their teaching strategy towards the students' problem in order to make them easily learn the materials.

According those cases, the researcher considers that 3-2-1 strategy is appropriate with the students' problems. It can be a solution to be applied in teaching learning process especially in reading comprehension skill. 3-2-1 strategy as the strategy that requires students to participate in summarizing ideas from the text and encourages them to think independently. There are three activities to implement the strategy. First, students summarize **3** important points from the text. Second, students share **2** aspects of text that are most interesting or intriguing to them. Finally, students have opportunity to build up **1** question about the text.⁶

Here are several studies concerning about 3-2-1 strategy. The first is, the effect of the 3-2-1 strategy on English as a Foreign Language (EFL) learners' reading comprehension.⁷ A sample of Saudi EFL college-level students were randomly selected and divided into two groups: an experimental group (42

⁵ McNamara, D. S. *Reading Comprehension Strategies: Theories, Interventions and Technologies*. (New York: Lawrence Erlbaum Associates, 2007), 6.

⁶ Zigouris-Coe, V., Wiggins, M. B., & Smith, L. H. Engaging Student with Text: the 3-2-1 Strategy. *The Reading Teacher*, 58(4), 381-384 (2005), 381.

⁷ Hassem Ahmad, "The Effects of the 3-2-1 Reading Strategy on EFL Reading Comprehension," *English Language Teaching*. Vol. 4, No. 3, 184-191.

students) and a control group (43 students). The study revealed that there was a significant statistical difference in reading comprehension between the two groups that favored the experimental group. The study concludes with recommendations for training EFL students and teachers on using different comprehension strategies, especially those that have proven to be effective in boosting reading comprehension such as the 3-2-1 strategy. The second is, teaching reading comprehension by using 3-2-1 strategy to the tenth grade students of SMA Ethika Palembang.⁸ The result showed that 3-2-1 strategy gives a significant difference on students' reading achievement at tenth grade students of SMA Ethika Palembang. Therefore, the writer recommended that 3-2-1 strategy to be used by the teachers of English at SMA Ethika Palembang in teaching reading comprehension.

Based on the Curriculum 2013, first year students at senior high school are hope to capable understand about narrative and recount text at second semester. Here, the researcher just focuses on recount text because the limitation time to do analysis. Based on the explanation above, this study is conducted to know: ***“The Effectiveness of 3-2-1 Strategy to Improve Students’ Reading Comprehension Skill of First Year Students at MAN 1 Kota Kediri.”***

B. Research Problem

Based on the background of the study above, the researcher formulated the research question as follows:

⁸ Lili Marlina, “Teaching Reading Comprehension by Using 3-2-1 Strategy to the Tenth Grade Students of SMA Ethika Palembang”, *EDUKASI. Jurnal Pendidikan dan Pengajaran*, 159-171.

How is the effectiveness of 3-2-1 strategy on students' reading comprehension skill of first year students at MAN 1 Kota Kediri?

C. Objective of the Study

The objectives of the study is to investigate the effectiveness of 3-2-1 strategy towards the improvement of students' reading comprehension skill of first year students at MAN 1 Kota Kediri

D. The Hypothesis

Based on the research, the researcher builds the hypothesis to make the study clear. The hypothesis as follows:

1. Null Hypothesis (Ho) = 3-2-1 strategy is not effective to improve students' reading comprehension skill of first year students at MAN 1 Kota Kediri.
2. Alternative Hypothesis (Ha) = 3-2-1 strategy is effective to improve students' reading comprehension skill of first year students at MAN 1 Kota Kediri.

E. Significance of the Study

The result of this study is expected to be useful for

1. Researcher

This research will improve researcher teaching skill especially in reading comprehension's skill and to improve researcher's skill in academic writing.

2. Students

Students are expected to apply 3-2-1 strategy in their learning process, whether inside or outside classroom in order to improve their reading comprehension skill.

3. Teachers

This research can be used as a consideration to be applied in the teaching learning process in order to improve student's reading comprehension skill.

4. Readers

This research can be used as a reference that the readers' needed.

F. Scope and Limitation of the Study

The scope of this study is focused on teaching reading in recount text through 3-2-1 strategy and this study is limited to the first year or tenth grade students of MAN 1 Kediri. The researcher took two classes, they are X IIS 4 as experimental group which consist of 34 students and X IIS 5 as control group which consist of 34 students.

G. Definition of the Key Terms

In order to avoid ambiguity and misunderstanding, some of key terms used in this research are need to be defined as follows:

1. 3-2-1 Strategy

Strategy requires students to participate in the summarizing the text and motivate them to think independently. There are three activities inside, the first **3**, the students should find three important ideas of the text by themselves. The second **2**, the students also write two interest ideas or information about the text, they can write anything that make them interested to the text. Then, the last **1**, the students should have one question related to the text. The students are supposed to make three columns, the first column

for **3**, the second column for **2** and the last column for **1**. It gives them opportunities to share their opinion independently.

2. Reading Comprehension

Reading comprehension is a complex process, the reader built meaning by interacting with text using his or her prior knowledge and experience and the information that can be found in the text. Reading comprehension refers to reading for meaning, understanding and entertainment. The purpose is to get information, entertain, improve general language skill, and develop knowledge for the reader.