

CHAPTER I INTRODUCTION

In this chapter the writer presents some topics related to the research. It includes background of the research, research problem, objective of the research, hypothesis, significance of the research, scope and limitation, definition of key terms, and previous studies. Each of the items is discussed as follows.

A. Background of the Research

Knowing the whole message of text is reading comprehension's meaning. As Desrina et al. stated that reading comprehension is an activity with a purpose.¹ It is mean, someone do reading comprehension activity because he/she wants to know information or knowledge from the text. It becomes challenge for the readers to understand the words of the text and try to make conclusion about what the writer wants to deliver. So, the readers have to focus in understanding the text. It is caused reading comprehension involves a high level thinking so that readers can identify the information from the text that they have red.

In teaching reading comprehension, teachers not only give questions to the students but they have to make students enjoy in learning process. As Desrina et al stated that teachers have a crucial role in helping students learn to read by modifying circumstances, stimulating students' interest, and making reading meaningful.² If students enjoy in learning process so they can understand and learn the text easier. Furthermore, teachers have to choose the texts and also the materials selectively. It is caused students not only read but also learn from the text in reading comprehension section. As Desrina et al

¹ Desrina Elita, Zainil & Desmawati Radjab, "Improving Students' Reading Comprehension of Recount Text through Two Stay Two Stray (TSTS) Technique at Grade VIII 1 of SMP N 2 Tilatang Kamang Agam", *Journal English Language Teaching (ELT)*, Vol. 1 No. 2 (2013), 67. URL: <http://ejournal.unp.ac.id/index.php/elt/article/view/4573>

² Ibid., 68.

stated that teachers must still decide how and when to use particular material and techniques with particular students times.³

One of the texts that need to teach in reading comprehension section is recount text. Recount text itself talks about the writer's experience or tells others' experience to readers. As Febrina et al. stated that recount text is a text that tells about past events or experience by retelling the event in chronological order.⁴ There are some kinds of recount text. Those are personal recount, imaginative recount and factual recount. As Desrina et al stated that Personal Recount exposes author's personal experience, e.g., daily funny incidents, entries of a diary, etc. Factual Recount is a note of an event, such as scientific experiment report, police report, newspaper report, history explanation, etc. Imaginative Recount is an unreal event or story, e.g., reading texts for language lesson, a story about a life of a slave, etc.⁵

In Indonesia, all students of junior high schools are hoped to master skills (writing, speaking, listening and reading) for some kinds of text (recount text, descriptive text, narrative text, etc), one of those is recount text.⁶ Actually, make that hope comes true seems easy but in fact, it becomes a problem of some students when they read a recount text. As Desrina et al. said that students' ability in reading recount text still in low level based on the result of her observation before did treatment stated that the everage of students' pre-reading score was 57.00.⁷ Additionally, Eka stated that the research finding of the pre-test's mean score in the experimental class was 73.52 and the pre-test's mean score in the control class was 69.44.⁸ It means before the students get the treatment to increasing their ability in reading, their

³ Ibid.

⁴ Febrina Nusri & Dian Noviani Syafar, "Students' Reading Ability in Recount Text at SMP N 4 Batang Anai", *TELL-US Journal*, Vol. 3 No. 2 (2017), 83. DOI: <https://doi.org/10.22202/tus.2017.v3i2.2623>

⁵ Desrina et al., *Improving Students' Reading Comprehension.*, 69.

⁶ Appendix Copy of PERMENDIKBUD Number 68 Year 2013 : 64.

⁷ Desrina et al., *Improving Students' Reading Comprehension.*, 74.

⁸ Eka Yuliani, Dewi Novita & Luwandi Suhartono, "Teaching Reading Comprehension on Recount Text through Heading into Questions", *Journal Tanjungpura University*, Vol. 2 No. 5 (2013), 11. URL: <https://www.neliti.com/id/publications/210586/teaching-reading-comprehension-on-recount-text-through-heading-into-questions>

ability still in low level. Then, Febrina et al. found that students' mean score of reading recount text was 54.94.⁹ These problems makes teachers who teach English especially reading recount text have to look for some effective teaching techniques so that their students are able to master reading comprehension skill especially, reading recount text enjoyably.

Nowdays, we have to teach based on government rules for education that wrote in law number 20 on 2003 article one (1) number one (1) about education national system that said:

“ Education are conscious and planning effort to create study's atmosphere and learning process that makes students are able to develop their ability actively so that they have spiritual energy, self control, good personality, cleverness, lofty character also skill that is needed by themselves, society, nation and state.”¹⁰

Furthermore, from that statement above, we are able to know that the objective is to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development.¹¹ It means teachers have to look for some effective teaching techniques that are able to apply that rule in the class, if they want their students enjoy the learning process and can master reading comprehension skill especially, recount text.

One of the techniques that we are able to try is 3-2-1 Reflection Technique. It is caused, this technique is believed to teach and also to assess students ability in reading comprehension skill. As Hasem said that there are three steps in this technique. Those are first, students discover three items in the text that they read. Second, students share two interesting items in the text. The last, students write one question about the text.¹² From that statement above, we are able to know that 3-2-1 Reflection Technique is a technique that

⁹ Febrina et al., *Students' Reading Ability.*, 86.

¹⁰ Appendix Copy of PERMENDIKBUD Number 65 Year 2013 : 1.

¹¹ Richard I. Arends, *Learning to Teach* (New York: McGraw-Hill Companies Inc., 2007), 344.

¹² Hasem Ahmad Alsamadani, “The Effects of the 3-2-1 Reading Strategy on EFL Reading Comprehension”, *Canadian Center of Science and Education*, Vol. 4 No. 3 (2011), 186.
DOI:10.5539/elt.v4n3p184

consolidated effective teaching technique and effective assessing technique. In writer's opinion also based on that statement above, this technique is suitable than other teaching techniques for reading skill because it helps students to do fast thinking exercise and gives students exercises in reading comprehension recount text enjoyably and effectively. So, that is why the writer interested to do this research. The writer wants to investigate the effectiveness of 3-2-1 Reflection Technique in teaching reading comprehension of recount text.

B. Research Problem

Is there any significant effect of 3-2-1 Reflection Technique in teaching reading comprehension of recount text?

C. Objective of the Research

To investigate the effectiveness of 3-2-1 Reflection Technique in teaching reading comprehension of recount text.

D. Hypothesis

The hypothesis of research as follows :

a. Null Hypothesis (Ho)

There is no significant effect of 3-2-1 Reflection Technique in teaching reading comprehension of recount text.

b. Alternative Hypothesis (Ha)

There is significant effect of 3-2-1 Reflection Technique in teaching reading comprehension of recount text.

E. Significance of the Research

It is expected that this research will be useful for :

1. The Teacher

It can be used as consideration to develop their knowledge and experiences in teaching process especially in teaching and assessing reading recount text uses 3-2-1 reflection technique.

2. The Writer

This research is useful for the writer to increase her knowledge about reading comprehension skill. The result of this research will be used to enrich writer's knowledge about using technique in teaching and learning language.

3. Next Researcher

The result of this research can be used as additional reference for conducting the next research in teaching learning English at junior high school with different discussion.

F. Scope and Limitation

The scope : In this research, writer will measure students' achievement in reading comprehension of recount text.

The limitation : In this research, writer will limit the research only on the reading comprehension in recount text especially, about holiday experience. This research will take place at SMPN 6 Kediri on second grade students.

G. Definition of Key Terms

There are some terms that are explained below:

1. Reading

Reading is the complex cognitive process of decoding symbols to derive meaning. This activity helps the reader to get information, entertainment, idea, etc. There are some kinds of reading such as intensive reading, aloud reading, etc. While, this research focused on reading comprehension skill.

2. Teaching reading

There are many kinds method to teach reading skill. Those methods have their respective advantages. Some common methods that is used in teaching reading such as phonics method, repeat and speak method, etc. The teaching method that was observed in this research is 3-2-1 Reflection Technique.

3. Recount text

Recount text is a text that tells about the writer's experience with purpose to entertaining or informing the audience or the reader. The experience can be about variance experiences such as about holiday, job, historical experience, humor experience, etc. The topic that will be observed in this research is holiday experience.

4. 3-2-1 Reflection Technique

3-2-1 Refection Technique is one of the techniques that helps student to master reading comprehension skill especially, reading comprehension on narrative text enjoyably. It also increases their fast thinking skill. It is caused, this technique needs: speed, concentration and carefulness. This technique has three steps in general. Those are

mentioning three things that includes in the text, mentioning two interesting things in the text and mentioning one question about the text.

H. Previous Studies

There are some previous studies that have same variable with the present research. First, Nurhasanah conducted a research about improving students' comprehension in reading recount text using DRAW strategy.¹³ The objective of the research was to improve students' reading comprehension on recount texts using DRAW strategy. The meaning of DRAW strategy is Draw, Read, Attend, and Write. This research showed that this technique actually was able to improve students' ability in reading comprehension on recount text. The similar variable with the present research are the object of the research that is the second grade students' of junior high school and the kind of text that was observed that is recount text. In other hand, the difference between the present research and this research is the teaching technique that was observed. Second, Jauhari et al conducted a research about the using of 3-2-1 strategy in teaching reading comprehension on report text.¹⁴ The aim of this research was to investigate whether 3-2-1 strategy increased students' achievement in reading comprehension on report text. The result of this research showed that this strategy can be applied in teaching reading comprehension on report text. The similarity with the present research is teaching technique that was observed. While, the differences are the object of the research that is third grade of junior high school and the kind of text that was observed that is report text. The last, Alsamadani conducted a research about the effect of 3-2-

¹³ Aminah Nurhasanah, "Improving the Eighth Grade Students' Reading Comprehension of Recount Text through DRAW Strategy at SMP Negeri 28 Palembang: A Classroom Action Research", *LINGUA Jurnal Ilmu Bahasa dan Sastra*, Vol. 20 No. 2 (2020), 113. URL: <https://ejournal.unsri.ac.id/index.php/lingua/article/view/13337>

¹⁴ Marlia Purnama Jauhari, Zainal Arifin & Ana Fergina, "The Use of 3-2-1 Strategy in Teaching Reading Comprehension on Report Text", *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, Vol. 5 No. 12 (2016), 1. URL: <https://jurnal.untan.ac.id/index.php/jdpdp/article/view/17716>

1 strategy on EFL reading comprehension.¹⁵ The objective of this research was to investigate the effectiveness of 3-2-1 strategy on EFL reading comprehension. This research showed that this strategy was recommended in boosting reading comprehension on EFL college-level students. The similar variable with the present research is the teaching technique that was observed. In other hand, the differences are the subject of the research that is EFL college-level students and there is not specific text that was observed.

¹⁵ Hasem, *The Effects of the 3-2-1 Reading Strategy.*, 184.