

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discusses six points. It includes the Background of the Problem, Problems of the Research, The Objectives of the Research, Benefit of the Research, Limitation of the Research and Key Terms.

### **A. Background of the Problem**

English is an international language. It is used all over the world. In modern society, English is very important because it becomes a global or international language that is spoken by people around the world to communicate with each other. English is spoken as a first or second language around the world. In some countries such as Singapore, Malaysia, English is used as the first or second language used as a second language. It means that English is the main language in communication. It can solve the problem in a conversation with other people who have the different background of cultures and languages around the world. English can be implemented in science, business, technology, and education. For that reason, it is important for people to master English in speaking, writing, reading and listening, in order to be able to communicate and socialize with the world community (Druker, 2003).

For Indonesia, English is a foreign language. Learning a foreign language is an integrated process that learners should study the four basic

skills, they are listening, speaking, writing and reading. These skills are used to understand the world through listening and reading and to communicate our feeling, need and desires through and writing. By having more knowledge about language skills we have wanted and need from around us.

English is one subject that is taught in school in Indonesia, from elementary school until university level. All of Indonesia students study English. In elementary school, English is not a compulsory subject, but it is just a local content subject because students begin school and senior high school, students learn or are taught English as the main subject in teaching and learning process. Moreover, the English language teaching in Indonesia is based on the Minister of Education and Culture decree No. 096 of 1967, declared that. "English as the first foreign in Indonesia and compulsory lessons for junior high school to college ". "English becomes the first foreign language that should be taught formally to all Indonesia students, started from Junior High Schools up to College OR University levels.

English, consisting of listening, speaking, reading and writing, is a subject that must be taught and mastered by students. Speaking and writing are said to active or productive skills, whereas listening and reading is a skill that must be acquired by students in Junior High School because the materials given by English teacher are in the form of a textbook. Aebersold and Field (1997), Reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are

the two physical entities necessary for the reading process to begin. So, it can be defined that reading is an interaction between the reader and the text. It is a process to understand a written to require some information.

Reading is verbally interrelated with thinking and with all other communication abilities-listening, speaking and writing. Especially, reading is the process of reconstructing from the pattern on the page the ideas and information intended by the author (Hittlemen, 1978). Reading activity is one of many ways for opening the gate of knowledge. A lot of reading has meant that people can get any information in local or international. Indonesia many students do not have the habit of reading good. Based (Ohuiwutun, 1996:3).

According to Sulisty (2011:20), reading is the process of communication between reader and writers, readers create their ideas from the written text. Many important things were gotten from reading. They are increasing in understanding, increasing prior knowledge and get a lot of knowledge or information about something. Healy (2002:3) states that “reading is a purposeful and active process. A reader reads to understands, to remember what is understood and put the understanding to use. A reader can read the text to learn, to find out information, or to be entertained. So, reading is not only passive skill or passive process but also active process, when reader understood on written text or writer’s ideas, reader use it real life or real context to learn and get the information to increase their knowledge.

Students have some problems with reading. Some of the problems are (1) Students become lazy to read (2) Students just read the text but they do not understand what the topic means (3) Students have lack of vocabularies. So they cannot answer or understand the other several of the text given by their teacher. It makes students become lack knowledge (4) Students do not know about their ability in reading because they ignored their problem. “Experiences, whether children have a problem increasing, depends partly on the language experiences they have before learning to read. Most children are primarily familiar with the conversation, but reading, especially the reading of stories, is quite different from conversation”. In the other side, the teacher failed in teaching reading because the teacher applied monotonous learning. So, the students’ reading success based on the way how in teaching reading (Collins and Havild 1979:2).

In teaching reading comprehension, the teacher can use the strategy because by using strategy, the teacher has simple action or simple activity to teach students’ reading comprehension and students can accept the knowledge quickly regarding the focus of the reading problems, teaching strategy is one the most effective means of helping students to overcome them.

They are many strategies and technique to teach reading proposed by the experts. They try to find out the best strategy for reading. Among these strategies are DRA Direct Reading activities, story-mapping technique, 3-2-1 Strategy, following instruction strategy, etc. however, the teacher must select the best one for her/his students. He/she must adjust the students’

characteristics and level toward strategy they choose. It has the aim to reach the effectiveness of the chosen strategy.

Teaching reading requires various kinds of techniques. One of the Strategies that can be applied in teaching reading comprehension was the 3-2-1 strategy. Zygorius-Coe, Wiggins, and Smith (2004) stated that 3-2-1 reading strategy was a reading strategy that requires students to participate in summarizing ideas from the text and encourages them to think independently and invite them to engage with the text. In using the 3-2-1 strategy to teach reading comprehension, the students were asked to fill out the 3-2-1 strategy chart printed out. 3-2-1 chart printed out was a chart which consisted of 3 guidelines, they are list 3 discoveries things, list 2 general things and provide 1 question. The purpose of the 3-2-1 chart printed out was to help students comprehend the text easily by providing some guidelines. The function 3-2-1 chart printed out was to help students easily comprehend the text because they are provided with 3 guidelines when comprehending the text.

The previous studies that have already discussed 3-2-1 strategy are Alsamadani (2011) at Um-Alqura University, it was revealed that 3-2-1 strategy can be effectively solved the problem of the students reading. In addition, the result of the research by Sesilia, Susilowati, Husain (2015) at ten grade students of SMA Santo Fransiskus Asasi Pontianak showed that using 3-2-1 strategy can be effectively solved the students' problem in reading comprehension. It also increased the students' score in reading comprehension

to achieve the Criteria of Minimal Score (KKM) of the eight grade 75. Moreover, Nur Aini (2015) has conducted research of the third year students of SMK Saraswati Salatiga. The result of this research displayed that there was an improvement of students' reading comprehension skills by using 3-2-1 strategy. The 3-2-1 strategy has been implemented successfully by Marlina, Arifin, Fergina (2016) of ninth grade students SMP Pertiwi Pontianak in academic year 2015/201. The research showed that 3-2-1 strategy can be effectively applied in the teaching-learning process to increase the knowledge of the reading text. Their findings clarified that strategy 3-2-1 teaching is effective to teach reading comprehension. Based on the researchers above, the researcher will conduct the research in Junior High School to prove that strategy 3-2-1 teaching is an effective strategy to teach reading comprehension in Junior High School.

Indeed, the 3-2-1 strategy is effective to solve the problem in reading comprehension. Therefore it is essential to conduct research using 3-2-1 strategy to improve students' skill in reading comprehension of the eight students of SMPN Kademangan 2 Blitar.

Based on the background of the study above, the writer wants to conduct research in order to know how effective the use of 3-2-1 strategy to improve reading comprehension in teaching English. The second grade of MTs/SMP as chosen as the subject of she/he studies with the consideration that the students were heterogenic. The student who had high reading

comprehension, but they were also a student's low reading comprehension. The reason above, the researcher would conduct a study entitled "The Effectiveness of Using 3-2-1 Strategy in Teaching the Second Grade Student's Reading Comprehension on Recount Text at SMPN Kademangan 02.

#### **B. Problems of the Research**

There is a problem of language teaching that can be identified as research' subject. The problem discussed in this research is as follow:

Is there any significant difference between students' reading comprehension before and after being taught by the 3-2-1 strategy?

#### **C. The Objectives of the Research**

Based on the research problem above, the objective of the study is:

To identify there is any significant different on the students' reading comprehension taught before and after being using 3-2-1 strategy.

#### **D. Benefits of the Research**

This research gives many benefits to

- a) The writer. It is expected to add insight to understand teaching and literacy.
- b) The teacher. It is expected to increase language teaching strategy theoretically and practically, and this study can contribute the teachers

in their English class, so they are able to improve the quality of the teaching-learning process.

- c) The readers. It is expected to enrich the knowledge of literature and enrich their knowledge about 3-2-1 strategy.
- d) Other Researcher. Hopefully, this study will contribute as a good reference for other researchers who conduct a study with the same topic as the writer has done.

#### **E. Limitation of the Research**

1. The study is intended to find out significant different scores of the students in reading comprehension before and after taught by using 3-2-1 strategy.
2. The study is directed to know whether or not a 3-2-1 strategy is effective to teach students' comprehension in reading.

#### **F. Definition of Key Terms**

In order to make the readers get easier in understanding this study, here the researcher will give the definition of some key terms that important to be understood as the following:

##### 1) Reading comprehension

Reading is a way to get the information and knowledge in books, magazines, newspaper, and other material. In reading comprehension, the students need concentration and skill in comprehending text reading. in learning English,



there are various ways to learn English such as reading aloud, retelling stories, making a speech, playing drama and singing a song.

- 2) 3-2-1 reading strategy was a reading strategy that requires students to participate in summarizing ideas from the text and encourages them to think independently and invite them to engage with the text Zygorius-Coe, Wiggins and Smith (2004).
- 3) Recount text is chosen as the specific genre to teach reading because of its social function and its familiarity to student's life. The purpose a recount text is to provide information about what happened, when it happened, where it happened and who was involved (Marta and Gandes cited in Yulinar 2008:4)