CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the research, formulations of the research problem, objectives of the research, significance of the research, scope and limitation, hypothesis, and definition of key terms.

A. Background of The Research

Reading is a common activity carried out by the people. They will get information from reading texts or articles. Reading is a way of getting information written by the writer who shared the information he/she has into interesting forms. According to Nunan (2003:68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning so that reading is an activity to find information and produce the meaning from sentences or paragraph that they have read. In addition, Harmer (2001:68) stated that reading is useful for other purposes too; any exposure to English is good things for language students provide their understanding of the text. It means that to achieve the purpose of reading, the students need to comprehend the text in order to understand the information from the text effectively.

The reading process is related in two ways; word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language and comprehension is the process of making sense of words, sentences and connection text (Elizabeth S. Pang, 2003). Reading comprehension comes from the

interaction between the written words and how they generate knowledge the message from the inside or outside of the text. In reading comprehension, the students are doing the process of reading not only reading the text but they are also doing the process of knowing the meaning of the text.

However, many students face the difficulties to comprehend the reading text. As Hamra and Syatrina cited in Marlini (2014) that reading English as the most prioritized skill, many students in Indonesia assume that reading skill is very difficult. The students can read the text but they are not able to understand the meaning of chain of words, sentences or the paragraph of the text well. They cannot find explicit and implicit information easily in a text. They are not able to comprehend English text like summarizing the importance of the idea, searching the important of information, and also the students were passive in the class. From those reasons, it makes the student students' reading achievement often at the lower of the minimum value.

In relevance to the curriculum applied at school, reading is one of four basic skills that students' should be mastered. Reading is important because it can equip students in mastering other English language skill. Looking from what students have obtained, they will get more information to support their ability and they are able to express the idea in written and spoken language. Based on the Curriculum K13 for junior high school level, the basic competence of reading is to understand and comprehend

the words and sentences from various texts. It means that the students are supposed to be able to get information and knowledge from passages of the different kinds of texts. The various texts include descriptive text, recount text, procedure text, narrative text, report text and so on. According to the obligation of ministry of education (2016) states that the text can be used to teach in the junior high school level divides into several kinds such as label text, warning text, invitation text, announcement text, label text, greeting text, descriptive text, recount text, procedure text, narrative text, information report text, advertisement text and song lyrics text. However, the junior high school students especially on eighth grade students are having commonly problem in comprehending reading English text, especially to comprehend recount text.

There are some problems are faced by junior high school students in reading comprehension. The result is obtained from interviewing with some eighth grade students and teachers in MTs Darul Huda Wonodadi. The first problem students faced are seen from their comprehending reading recount text, this low achievement in identifying the information of the text is caused by students' lack of vocabulary. They do not know the meaning of individual words while they read the text. The students always ask the teacher about the meaning of sentences from the text because they do not know the meaning of it in Bahasa or conversely. Second, the students do not know how to apply the particular technique of reading to find the information of the text correctly. They were difficult to find both

schematic and linguistic structure in reading recount text. They could not identify the communicative purpose, contextual meaning and slowly in responding the meaning of the text. Third, the students do not confidence with their own ability in comprehending the text that they had ben read. It showed when they summarize the text, the teacher asked them to show it but they are not sure with their own work. Moreover, because of their less understanding about the text, they have difficulty in working the exercise or the exam test. Meanwhile, the students need strategy that able to guide to improve their reading comprehension, at once help their knowledge and motivation in reading.

In fact, as one of the reading text types, recount text is set in as a part of recent target in teaching English for the eighth grade students and it also always appears in National Examination. Therefore, the students in the eighth grade should be mastered recount text.

Nowadays, most of schools in Indonesia use curriculum K13. The learning system of K13 is student center and teacher as facilitator. It means that students should more active than teacher and the teacher help students to comprehend the aim of learning. To achieve the objective of learning, the teachers should creatively use learning strategy to help students in learning English. The strategy can help students easily to understand the materials. Many studies used several strategies or techniques designed to help students to comprehend the reading text easily. Thus, based on the problems, this study chooses 3-2-1 strategy to help achieve the students'

reading comprehension for their reading skill among the strategies introduced.

The 3-2-1 strategy is one of reading strategies to help improve students' reading comprehension. The perform of 3-2-1 is as reading aid that will guide students to comprehend the reading text in the summarizing form that asks them to focus on reading and find out of the contents of the text. The writing form that consists of three important parts that students should do while or after reading which are summarizing, identifying part and generating questions. As Coe et al (2005:381) stated that there are three vital components of 3-2-1 Strategy. First, students summarize 3 important points or important ideas from the text. Then, the students share 2 insights about what aspect of passages are most interesting or intriguing to them. Finally, students are given opportunities to ask questions about the text. This strategy can be used while reading a variety of texts to actively and meaningfully engage students with the text. However, in this research, the researcher used this strategy especially in recount text.

The purpose of this current study is to determine whether using 3-2-1 strategy is effective on students' reading comprehension achievement of recount text. The use of 3-2-1 strategy on students' reading comprehension is not only to help them to get engaged with a text and give the clear understanding of the text, but the students can also expected to be comprehensive readers because they can analyze the paragraph of the text until they reach a complete understanding. In addition, this strategy will be

helpful as the students' reading guidance to overcome their reading problems with the text. Moreover, the 3-2-1 strategy can become a solution for the students' reading comprehension problems and may enhance their reading skill. Thus, to make students are interested in learning reading comprehension, 3-2-1 strategy can be applied by teachers as the teaching strategy in the classroom. Therefore, the students' reading comprehension achievement will improve and the 3-2-1 strategy can be the interesting subject for students to comprehend the English reading text.

Some studies have been conducted the 3-2-1 strategy to teach reading comprehension. A research by Alsamadani (2011) conducted the 3-2-1 strategy on EFL learners' reading comprehension for college students' level. The result showed that 3-2-1 strategy was effective to boost students' reading comprehension. Then, a study by Aini (2015) conducted 3-2-1 strategy to reveal the problem of students reading comprehension of third grade students in Vocational school. The result showed the 3-2-1 strategy can improve not only teacher teaching practice but also students' involvement in learning process and students reading ability. After that, a research by Sesilia (2016) conducted to investigate whether 3-2-1 strategy increased students' achievement in reading comprehension on narrative text of tenth grade students in Senior High School. The result showed that 3-2-1 strategy can be applied in teaching learning process to increase the knowledge of reading text.

Based on the previous studies above, it can be conclude that 3-2-1 strategy is effective to be used in teaching and learning process of reading comprehension. Thus, the researcher intended to conduct a research concerning to the 3-2-1 strategy in students' reading comprehension on recount text at eighth grade students of MTs Darul Huda Wonodadi. The researcher conducted the research with entitled "*The Effectiveness of 3-2-1 Strategy on Students' Reading Achievement of Recount Text in The Eighth Grade at MTs Darul Huda Wonodadi*".

B. Formulations of Research Problems

Based on the background above, the researcher formulates into specific problems as follow:

1. How is the students' achievement of recount text taught by using 3-2-1 strategy?

2. How is the students' achievement of recount text taught without using 3-2-1 strategy?

3. Is there any significant different scores of students' achievement of recount text taught by using 3-2-1 strategy and without using 3-2-1 strategy?

C. Objectives of The Research

According to the statements of the problem, the objectives of this study as follow:

1. To investigate the students' achievement of recount text taught by using 3-2-1 strategy.

2. To investigate the students' achievement of recount text taught without using 3-2-1 strategy.

3. To find out whether there is significant different scores of students' achievement of recount text taught by using 3-2-1 strategy and without using 3-2-1 strategy.

D. Significance of The Research

This research is expected to give contribution for:

1. For the teachers

   The result of this research is expected to give contribution for the teacher, to vary their ways in teaching reading and to help improve students' reading comprehension by using 3-2-1 strategy. The teacher can apply this strategy to make the students easier to catch the content of the text that they read.

2. For other researchers

   The result from this study can be used as the information and reference for other researcher in conducting their research with the same subject.

E. Scope and Limitation

The scope and limitation of the study are limited to the subject and object investigated. The subject of this study is the eighth grade students of MTs Darul Huda. The object of this study is on the effectiveness of using 3-2-1 strategy to achieve the students' reading comprehension of recount text. There are many text is covered in MTs Darul Huda Wonodadi as descriptive, recount, narrative, report, etc. However, this study is focused in recount text. In this research, it will be found whether the teacher can help to increase his/her the students' achievement and their activity better in teaching learning process.

F. Research Hypothesis

Hypothesis is tentative answer of variable in which the truth must be tested based on previous statement. The researcher purposes alternative hypothesis and null hypothesis as follow:

1. The alternative hypothesis (Ha) states that the subjects who were taught by using 3-2-1 strategy improved students' achievement in reading comprehension significantly than those who were taught without 3-2-1 strategy.

2. The null hypothesis (H_0) states that the subjects who were taught by using 3-2-1 strategy did not improve students' achievement in reading comprehension significantly.

G. Definition of Key Terms

The researcher will clarify the terms that used in this research doe to avoid the misunderstanding, as follow:

1. 3-2-1 strategy

   The 3-2-1 strategy is one of reading strategies to help improve students' reading comprehension. The writing form that consist of three important parts that students should do while or after reading which are summarizing, identifying part and generating questions. there are three components of 3-2-1 Strategy; first, the students summarize 3 important points or the important ideas from text. Next, the students share 2 insights about what aspects of passages are most interesting. Finally, students are given opportunities to ask 1 question about text.

2. Reading Achievement

   Reading is a way of getting information written by the writer who shared the information he/she has into interesting forms. Students' achievement is students' progression in achieve the specific competence in certain lesson. In this study reading comprehension achievement is the students' score is attained in comprehending the recount text on the reading comprehension tests.

3. Recount Text

   Recount text is the text which retells the experience of someone or event that happen in the past. The goal of recount text is either to

provide information related in the past to be informed to the reader. Therefore, recount text is chosen become the specific genre in teaching reading comprehension because of its social function and close with students' life.

4. Effectiveness

Effectiveness is the result of a research that is wanted or intended. The effectiveness that used in this study is defined as significant difference score in students' reading comprehension achievement test.