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CHAPTER I INTRODUCTION

A. Background of The Problem

Reading is one of the subjects to access information and knowledge about readers need from written form. Then, reading is very important, and it is one of the four language skills that should be mastered by student for all level (Fiprinita, 2013, p. 1). Regarding with the previous idea, Harmer stated that reading contribute some benefis not only for careers, study, and pleasure, but also for language acquisition (Harmer 2007, p. 99). He further stated that reading provides good models for English writing and offers opportunities to study language including vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts. Thus, the activity of reading a text enables students not only to learn a language but also to learn content subject using the language whether as the first, the second or a foreign language to students.

Reading comprehension is a complex process which needs skill for students to get meaning from what they are reading. In accordance with the statement above, Alison, Sharon, & Klingner stated that Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency (Alison, Sharon, & Klingner 2007, p. 2). Every reader has to comprehend reading material to get information of his or her reading. In order to make their easy for



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comprehend the text, reader needs to know the number of their vocabularies. Because they support reading comprehension, and reading (with good comprehension) support vocabulary development of these competencies. Meaning that without any knowledge about vocabulary the students will difficult to comprehend the text that they read. Comprehending the text means that the students can convey the ideas from the text. And comprehension is the point that the students have to get while reading a material. By comprehending the text, students can encourage their knowledge.

In other to accomplish students need toward reading comprehension in narrative text, school based curriculum provides reading as one of skills that must be taught and learned in Junior high school. Junior High School 1 Kunto Darussalam is one of schools that using School Based Curriculum as its guidance in teaching and learning process. In the current School-Based Curriculum, the second year students of Junior High School are expected to be able to comprehend narrative text in their nearest in mastering reading skill. Based on the Standard Competence of English stated that the goals of teaching reading can be seen as follows:

1. Responding meaning in short functional written text accurately, fluently and acceptably related to surroundings.
2. Responding meaning and rhetorical steps in a simple short essay accurately, fluently, and acceptably related to surrounding in the forms of written descriptive, recount and narrative.



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3. Understanding meaning in a simple short essay in variety of written texts (descriptive, narrative, spoof/recount, procedure, report and anecdote) which have the communicative purposes text structure and certain linguistics.

In Junior High School 1 kunto Darussalam, the researcher found that some of the students in this school have difficulties in learning English especially in reading narrative. Their scores of reading narrative are far away from the expected scores of the minimum students passing grade (KKM) of English subject. Those scores can be seen in the minimum students passing grade (KKM) that is 72. Considering the importance of reading skill, the teacher should improve the teaching of reading comprehension. The teacher can use some strategies of teaching reading so that the students can enjoy and be stimulated in learning EFL reading comprehension.

Based on researcher's observation at Junior High School 1 Kunto Darussalam on April 12th 2016, teaching reading was still on the teacher centered. The teacher explained and introduced some material and asked the students to read a paragraph in the textbook. After that, the students were only assigned to answer the question. This teaching method was continued in every meeting. This strategy is useful for some students but it is not useful for others. Because the researcher found that some of the students at this school had difficulties in learning English especially in reading narrative. This situations happen were likely that strategy was not suitable to the students' conditions. The researcher found that there were several phenomena of students as follows:



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1. Some of the students were not able to identify the main idea of the narrative text.
2. Some of the students were not able to identify the factual information of the narrative text.
3. Some of the students had lacked of vocabulary in locating the meaning of the narrative text.
4. Some of the students were not able to identify communicative purposes of narrative text.
5. Some of the students were not able to found the meaning of vocabulary in narrative text.

In order to improve students' reading comprehension on reading subject, the researcher proposes a strategy which can improve students' reading comprehension. Triple entry vocabulary journal strategy is a variation of the dual-entry diary described (Berthoff in Greene and coxhead, 2015, p.53), which helps students focus specifically on word learning. In other hands, triple entry vocabulary journal helps students to learning new vocabulary. This is a strategy for learning new vocabulary that uses a three-columns note taking format with columns for a target words, sentence in the text, and my thought. Therefore, the researcher was interested in conducting the research entitled:

“The Effect of Using Triple Entry Vocabulary Journal Strategy on Students’ Reading Comprehension in Narrative Text at Second Grade of Junior High School 1 Kunto Darussalam”.

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B. The Problem

1. Identification of problem

Based on the explanation above, the researcher identifies the problems as follows:

- a. What were the causes that some of the students were not able to identify the main idea of the narrative text?
- b. What were the causes that some of the students were not able to identify the factual information of the narrative text?
- c. What were the causes that some of the students were inadequate of vocabulary in locating the meaning of the narrative text?
- d. What were the causes that some of the students were not able to identify the communicative purposes from the narrative text?
- e. What were the causes that some of the students were not able to found the meaning of vocabulary in narrative text?

2. Limitation of Problem

The problem of this research only focuses on students' reading comprehension taught by using Triple Entry Vocabulary Journal Strategy at the Second Grade of Junior High School 1 Kunto Darussalam. In order to avoid misunderstanding in this research, the text used by the researcher was Narrative text.

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3. Formulation of the Problem

The problems of this research can be formulated in the following research questions:

- a. How is the students' reading comprehension in narrative text taught by using Triple Entry Vocabulary Journal Strategy at Second Grade of Junior High School 1 Kunto Darussalam?
- b. How is the students' reading comprehension in narrative text taught without using Triple Entry Vocabulary Journal Strategy at Second Grade of Junior High School 1 Kunto Darussalam?
- c. Is there any significant difference of students' reading comprehension in narrative text between taught by and without using Triple Entry Vocabulary Journal Strategy at Second Grade of Junior High School 1 Kunto Darussalam?
- d. How large is the magnitude effect of Triple Entry Vocabulary Journal Strategy on students' reading comprehension of narrative text at second Grade of Junior High School 1 Kunto Darussalam?

C Objective and Significance of the Research**1. Objective of the Research**

- a. To find out students' reading comprehension in narrative text taught by using Triple Entry Vocabulary Journal Strategy at Second Grade of Junior High School 1 Kunto Darussalam.



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- b. To find out students' reading comprehension in narrative text taught without using Triple Entry Vocabulary Journal Strategy at Second Grade of Junior High School 1 Kunto Darussalam.
- c. To find out whether there is any significant difference of using Triple Entry Vocabulary Journal Strategy at Second Grade of Junior High School 1 Kunto Darussalam.
- d. To know whether there is or not magnitude effect of Triple Entry Vocabulary Journal Strategy on the students' reading comprehension of narrative text at Second Grade of Junior High School 1 Kunto Darussalam.

2. Significance of the Research

There are significant of the research as follows:

- a. The research finding is to give the information about the strategy that can improve students' reading comprehension to the teachers of English at the second grade of junior high school 1 Kunto Darussalam especially and all English teachers generally.
- b. These research findings are also expected to be useful and valuable information for both students and teacher of English at the second grade of Junior High School 1 Kunto Darussalam to be the future focus of teaching and learning English.

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c. Besides, these research findings are also expected to be valuable information for those who are concerned in the field of teaching and learning English as a foreign/second language.

d. Finally, these research findings are also expected to be the practical and theoretical information to the development of the theories on language teaching in general.

D. Reason for Choosing the Title

The reasons why the researcher carrying out of research on topic above are based on several consideration:

1. The research is very important to be discussed and it will be valuable contributions for the researcher particularly and for the English teachers.
2. The topic is relevant to the writer as one of the students of the English Education Department.
3. As far as the researcher knows, this topic has never been researched yet.

E. The Definition of Term

In order to avoid misunderstanding about the title of the research, the definitions of the terms are given below:

1. Triple Entry Vocabulary Journal Strategy

A triple entry vocabulary journal is a variation of the dual-entry diary which helps students focus specifically on word learning (Berthoff, 1981, p. 53). In other hands, triple entry vocabulary journal helps students to learning



new vocabulary. Triple entry vocabulary journal is defined as a note taking strategy to learning new vocabulary. This is a strategy for learning new vocabulary that uses a three-columns note taking format with columns for a word in context, definition in one's own words, and a picture, memory aid, or phrase related to the word. In addition, Nancy stated that triple entry vocabulary journal is evident on many students' desks (Nancy , 2010, p. 167).

Furthermore, Sewell also stated that the triple entry vocabulary journal strategy entails students writing down the vocabulary word in one column. In the next column they write down the definition of the term and in the third column students can draw a picture, graph, or diagram to help them remember the words. This strategy is most useful when students are dealing with a large number of vocabulary words while they are learning through both text and images (Sewell in Johnson, 2015, p. 24).

2. Reading Comprehension

In this research, the researcher focuses to apply the strategy on the reading comprehension. Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other enhances the top-down processes (Brown, 2000, p. 306). Meanwhile, Klingner defined that "Reading comprehension is the process of constructing meaning by coordinating a

number of complex processes that include word reading, word and world knowledge, and fluency (Klingner, 2007, p. 2).

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