



CHAPTER I

INTRODUCTION

I.1 Background of the Study

In this era, English is very important because it is an international language that plays a crucial role in every aspect of human life. For this reason, people need to communicate the language that can be used internationally. In addition, English is widely used in mass media and oral communication as a means of exchanging information, including in the field of science and technology. Harmer (2001,p.1) stated that English has become a lingua franca which means that it is a means for people to communicate with other people either spoken or written to share information.

Reading is one of English skills that categorized in to receptive skills. Reading is very important skill for both our life in general and language learning in particular. For our life, it enables us to access written words of ideas (Hood et al, 1996), felling as well as knowledge of the age and vision of the future (Alderson, 2000). It also facilitates us to gain access to sciences in various fields of study, to sense others' felling, attitudes or behavior and know what happened in the past or what may happen in the future.

Jeremy Harmer (1991, p.70) states that reading is not a passive skill. We have to understand what the word means see the pictures of the words are painting, understand the arguments and work out if we agree with them. It means that reading is the activity to comprehend the text, and by comprehending the text, we can get the information or messages from the writer. So, they must be able to comprehend the meaning of text. There are five components of reading comprehension; finding factual information, finding main idea,



finding the meaning of vocabulary, finding reference, finding inference (King and Stanley: 2004).

As one of the language skills, reading is taught at school and it is supported by School Based Curriculum (KTSP). School Based Curriculum is a kind of curriculum concept that focuses on the development of doing competence based on standard of performance and it can make the students able to master in a particular competency. In short, the school Based Curriculum involves the teacher in teaching and learning process just for a facilitator that might guide the students in achieving the competency.

In School Based Curriculum, there are two competences namely standard competence and basic competence which need to be mastered by students, and these competence are stated in syllabus as a guidance guide for teachers in arranging teaching and learning design or lesson plan. Based on the curriculum and syllabus (2015/2016), the students are required to be able to comprehend many kinds of genres, such as: descriptive, narrative, recount, etc., which are useful for communication purpose, related to their environment (Badan Standar Nasional Pendidikan, 2006, p.31).

Junior High School 1 Benai is one of the schools that also uses School Based Curriculum (KTSP) as it is guided in teaching and learning process. English is one of compulsory subjects that must be taught to students. Although this school has done a lot of efforts to improve the students' English competence in reading subject. But reality, the students still has difficulties in reading.

Based on my preliminary study at junior high school 1 Benai on Sunday, 15th January 2017, the teacher explained about teaching and learning process in the class. Ideally, the students at the eighth grade of junior high school 1 Benai were able to read and understand the English text well. Unfortunately, the fact had shown that the students were not able to



comprehend reading text and some of the students did not fulfill the minimum criteria of passing grade (KKM). The teacher said that the passing grade of learning English especially in reading is 77. However, based on the interview to one of English teacher at junior high school 1 Benai showed that there were only 8 students from 20 students who could pass the passing grade (KKM). It means that 12 students could not pass passing grade (KKM).

In addition, the teacher said that there were many problems faced by students of the eighth grade in reading comprehension. The English teacher stated that many students got difficulties in reading comprehension. Therefore, they often got low score in reading comprehension test. They get difficulties to determine the topic of the text, to identify main idea, to make inferences and references. Therefore, many students felt lazy and bored in reading English text. The students' score in reading comprehension were still below expectation. In teaching reading, the teacher should use appropriate strategy to gain the teaching goals, but the technique that teacher uses was not successful enough in teaching reading yet.

Encountering students have low ability in reading comprehension; the teacher must be creative in teaching and learning process. Teachers do not only teach the students, but also have to understand the student's difficulties in learning. The teachers can develop good strategy to help the students in learning, especially in reading comprehension. In this study, 3-2-1 strategy and Read, Imagine, Describe, Evaluate, and Repeat (RIDER) strategies proposed to help the students to explore their reading comprehension.

According to Preszler (2006, p.20), the 3-2-1 strategy gives students the opportunity to pause and review. This strategy requires students to consider what they have learned and to process the information they have been exposed during a lesson. 3-2-1 strategy requires students to participate in summarizing ideas from the text and encourage them to think



individually (Zygouris-Coe, Wiggin and Smith (2005). This strategy may invite students to become personally engaged in the text. Students can use 3-2-1 strategy either while or after reading a text book.

Another strategy is Read, Imagine, Describe, Evaluate, and Repeat (RIDER). This strategy helps the reader locate information to answer question (Hammond 2001). In the other words, this strategy can help students easily to comprehension and to get the information from the text to answer question from the text. Westwood (2008,p.31) states that reading comprehension is an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. It means that reading comprehension is defined as the reader's ability to understand the written text. The scope the reader's understanding is not only able to catch the meaning of every single word but also all aspects which are related to the text itself.

Based on the explanation and problem above, carried out this are search entitled "*The Comparison between the Effect of Using 3-2-1 Strategy and Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy on Students Reading Comprehension at Junior High School 1 Benai*"

1.2 Statement of the Problem

Based on the background of study above, it shows that reading is an important skill because in reading we can transfer knowledge from passage. Students can get more information and new knowledge from reading, and of course reading can develop students' knowledge. In fact, it has been recognized that many students of the second year at Junior high School still face some problems in reading comprehension. Their reading achievement is low and unsatisfied. Students still faced many difficulties in reading comprehension such as to determine the topic of the text, to identify main idea, to make inferences and



references. Furthermore, the strategy that teacher has applied does not really improve the students' reading comprehension.

Merisuo, 2006, p.11 stated that reading comprehension is a complex process, the readers construct meaning by interacting with the text using previous knowledge and experience, and information that can be found in the text.

Strategy that teacher used still cannot solve the students' problem in reading comprehension. Both 3-2-1 strategy and RIDER strategy are good strategy to improve students' reading comprehension and they are appropriate strategy for teacher in teaching reading comprehension.

3-2-1 strategy is a multi-strategy because it involves more than one strategy (Dugan: 1997). This strategy includes monitoring comprehension in which students summarize the main idea, find the most important idea and share idea with their classmate. While, Moore (1997, p.280) expressed that RIDER strategy is a strategy that will improve the comprehension of a whole class of students, as opposed to work with small intervention group. This strategy can work as effectively as teaching a small intervention group

1.3 Limitation of the problem

To make the problems clear, it was necessary to limit the problems. This research focused on investigating the comparison between the effect of 3-2-1 and RIDER strategy on students' reading comprehension in Narrative text of the eight year students at Junior High School 1 Benai. The limitation of the problem was to investigate which strategy gives better result either 3-2-1 and RIDER strategy for reading comprehension of the eight grade students at Junior High School 1 Benai.

The scope of the study is limited as follows:



This research was conducted by using quasi experimental research design with pre-test and post-test design. There were three variables in this research. The first independent variables of this study were 3-2-1 and Read, Imagine, Describe, Evaluate and Repeat (RIDER) Strategy, while the dependent variable was reading comprehension. The sample was divided into two experimental groups, one group was taught by using 3-2-1 and another one was taught Read, Imagine, Describe, Evaluate and Repeat (RIDER). Both of groups were given pre-test and post-test with same items. Data of the students' reading comprehension was gathered using a written test. The type of test in this research was limited into an objective test, which consisted of 25 multiple choice items that must be answered based on the text given.

1.4. Purpose and Objectives of the study

The purpose of this study is to compare the use of 3-2-1 strategy and RIDER strategies on students' reading achievement at Junior High School 1 Benai.

Specifically, this study is done to fulfil the objectives that can be stated as follows:

1. To find out any significant effect of using 3-2-1 on students' reading comprehension at Junior High School 1 Benai.
2. To find out any significant effect of using RIDER on students' reading comprehension at Junior High School 1 Benai.
3. To find out any difference between the effect of using 3-2-1 and RIDER Strategy on students' reading comprehension at Junior High School 1 Benai.

1.5 Research questions

Based on the limitation of the problem above, the research questions are formulated as the following questions:



1. Is there any significant effect of using 3-2-1 on students' reading comprehension at Junior High School 1 Benai?
2. Is there any significant effect of using RIDER on students' reading comprehension at Junior High School 1 Benai?
3. Is there any difference between the effect of using 3-2-1 and RIDER Strategy on students' reading comprehension at Junior High School 1 Benai.

I.6 Significance of the Study

The study is apparently one of the attempts to investigate the comparison of using 3-2-1 strategy and RIDER Strategy on students' reading comprehension. Therefore, this study may provide a useful launching pad for further research in this area of interest. The findings of this study could provide some forms of empirical data for future research in this area. It could perhaps also help in the more effective implementation of 3-2-1 strategy and RIDER strategy, especially in reading comprehension. This study would therefore, try to provide some feedbacks concerning the comparison of using 3-2-1 strategy and RIDER Strategy in some factors that involve in the implementation. Furthermore, this study gives meaningful learning experience to the students because both of the strategies give advantages in improving the students' reading comprehension. Hopefully by applying these strategies, the students' problems in reading comprehension can be solved.

Finally, by conducting this research, it hopefully reveals the significance differences between using 3-2-1 strategy and RIDER Strategy on the students' reading comprehension. Then, it is suggested certain solutions to the problems being faced and there is a valuable experience after the research conducted.



To get general understanding about the aim of this research, the writer will clarify the following terms, namely

A. Comparative study

According to Pentti (2007), comparative study is often used in the early stages of the development of a branch of science. It can help the researcher to ascend from the initial level of general theoretical models, invariance, such as causality or evolution. In this research, comparative study is meant by comparing two strategies on students' reading comprehension.

B. The 3-2-1

Strategy gives students the opportunity to pause and review. This strategy requires students to consider what they have learned and to process the information they have been exposed during a lesson (Preszler in 2006, p.20)

C. RIDER

Strategy is a strategy that can improve the comprehension of a whole class of students, as opposed to work with small intervention group (Moore:1997 p.280)

D. Reading Comprehension

Is the building of the bridges between the new and the known (Pearson & Johnson, 1978).

Since reading comprehension is a mental dialogue between writer and reader, the reader needs to interpret and process what is being read in accordance with what is already known.

It is difficult for a reader to learn something new if it cannot be connected to something that is already known.