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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of the main skills that the students should acquire in learning English. Reading is an action of a person who reads. According to Hornby (2005, p.138)“Reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print. The skills that are needed include the ability to recognize letters and words, to match letters with sounds and to combine a series of sounds to create words”. Furthermore, Browne Ann (2001,p.27) cites that reading also relies on the reader’s ability to predict words in a text by using knowledge about language such as sentence structure, word meanings and the meaning of the text. By reading the text, the reader will get much knowladge, broaden minds, and refresh thought.

In teaching learning process, reading is a way to get information from a text in which this information will support learning process. If the students are able to get the information, they are expected to be able to identify what the text is talking about. By reading the students not only get information but also improve their knowledge and ability in reading. According to William and Stoller (2002, p.9) “Reading is the ability to draw meaning from the printed page and interpret this information appropriately”.

Readingis one of the active activities done by language learners as one skill of language learning. It is one of the basic skills that should be mastered

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by students. As one of the language skills, reading is not only pronouncing the words, but also inferring and comprehending the meaning or information of the text. Readers will not be successful to comprehend a text if they do not know much about vocabulary, grammar, and structures. This statement relates to a study done by Celce and Murcia (2001,p.188) that says Research on L1 reading has highlighted the need for readers to develop essential reading processes and abilities such as rapid word recognition, vocabulary development, text structure awareness, and strategic reading. So the first thing that will be met by the students when they read is the vocabulary, and how to deal with the unfamiliar words will be a very important aspect. If the students are not able to comprehend what they read, their reading activity will be useless. Regarding Sharon and Sylvia (2004, p.98) “Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. According to Dorn (2005, p.6):

“Reading comprehension is a complex process regulated by cognitive, emotional, perceptual and social experiences”. Based on the explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and be challenged to response the ideas of the author.

In senior high school, the basic competence that should be achieved in reading English subject is the students are able to understand meaning in functional written text as well as simple and short essay in the form of report,



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descriptive, recount, analytical exposition text, and narrative contexts ually.

There are some basic competences as stated in the curriculum (KTSP) can be seen as follow :

1. Responding meaning in functional written text accurately, fluently, and acceptably that enable them to interact in daily contexts.
2. Responding meaning and rhetorical step in essay accurately, fluently, and acceptably that enable them to interact in daily contexts in the forms of descriptive, recount, analytical exposition text, and narrative.

State senior high School 1 Kampar Regency is one of the formal education institutions in Kampar applying School Based Curriculum as its guidance in teaching and learning process. In Senior High School 1 kampar Regency, there are 5 professional English teachers there, Mrs Maisarah S.Pd, Miss Mutia Herfina S.Pd, Miss Ardiana S.Pd, Mr Hassan S.Pd, Mr Suhardi S.Pd, English had been taught starting form seventh grade. It is taught twice a week with time duration about 2 x 45 minutes. Based on the syllabus of the 2016/2017 the standard competences demand the students to respond to the meanings and the rhetorical pattern of a simple short narrative and recount, Report texts accurately and fluently related to the environment while the standard competences demand the students to understand the meanings of a short functional text and a simple essay organizing narrative, Report and recount for interacting with the surrounding environment. Furthermore, the minimum the students passing grade (KKM) is 75.

Based on writer's preliminary observation State Senior High School 1 Kampar used KTSP as guidance in teaching and learning process, especially in teaching reading. Reading was taught twice a week with duration of 80 minutes for one meeting. It means that they have time to learn for 160 minutes in a week. In this school, reading had been taught by using discussion method, conversation, drama, Role play, and so on. All of the method the teacher will gave to the students to do activity in the class such as drama in the class the students tried to speak English, they expressed their emotion by using the body to try to be confident in front of the class and the students can to spoke English confidently sometimes the students made mistake. Then the teacher gave material about reading.

Teacher gave the students material to read and asked them to answer the questions based on the text, or they had to translate the unfamiliar words by using the dictionary into Indonesian language, after that teacher asked the students to collect their tasks to be corrected. Every thing was just only example of the activities of the students in the class. In teaching reading, The teacher taught by using discussion method. According to Tharp & Gallimore (1988) says that Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, problem solving, understanding, or literary appreciation. The discussion method promotes democratic thinking among students. Students are able to freely share their ideas, their opinions and challenge each other to arrive at a common decision. The teacher divide the students into the groups and gives the



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student's material to discuss with their friends in the group, and then the teacher asks the students to read and answer the question based on the text, or they have to translate the unfamiliar word by using the dictionary into Indonesian language, after that teacher asks the students to collect their task to be corrected.

This method was used to make students understand and able to read well. But in fact, this way was not effective for the students in learning reading because they still found difficulties to comprehend reading in report text even though the teachers had given the learning strategy and some of the students did not fulfill the minimum criteria of the passing grade. Teacher had done many efforts to teach reading. The students could read passages and answer question according to the texts. That made students understand and able to read well and easy to get the main ideas about the text.

In reality, students still had problems in comprehending the text. The writer found that the students had problem in comprehending texts such as in determining main idea, interpreting word phrase, and drawing logical inference. The students' problems could affect their interest in reading and make them bored.

Based on the problems above, to solve students' reading comprehension problem the teacher needs to apply the appropriate learning strategies to ease the students in comprehending the text. In this case, reading comprehension strategies that can make students understand about the text.

According to Ahmed Alsamadani (2011, p.186) the 3-2-1 strategy is a multi-strategy because it involves more than one strategy. This strategy also

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includes monitoring comprehension strategy, in which students summarize the main ideas of the text, find the two most important ideas, share with thier classmates. Finally, the 3 reading strategy involves training studentts on recalling what was read by summarizing the most important points in the text. Furthermore, Wormeli (2005,p.39) says that 3-2-1 strategy is reading strategy that gives students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain. In this reasearch,3-2-1 strategy has students find out three things of the text, two interesting things, and one question which is related to the text.

Step of 3-2-1 strategy are:

The students must discover three items in the text. During this step, students summarize three different major points or details they found while reading the passage. students need to write and explain meaning in their own words.after that students are asked to share two interesting iterns how to summarize the text. Finally Students write one question about the text.Students can ask factual question, and verify their general understanding of the reading.

Hopefully, this strategy can improve students' reading comprehension in report text. Based on the symptoms mentioned above, the writer is interested in carrying out a research entitled :the effect of using 3-2-1 strategy on students' reading comprehension of report text at state senior high school 1 Kampar Regency.



B. Problem

1. Identification of the Problem

Based on the problem above, the writer is going to identify the problems as follows:

- a. Why were some of the students difficult to identify the mind idea of reading report text?
- b. Why were some of the students difficult to identify vocabulary to express their ideas of reading report text?
- c. Why were some of the students difficult to identify the mention the generic structure of reading report text?
- d. Why were some of the students difficult to identify the determine communicative purpose of the text?
- e. Why were some of the students difficult to identify the language features of reading report text?

2. The Limitation of the Problem

In this case, the problem above are too broad to be investigated. Thus, the researcher needs to limit and focus on solving students problems in reading comprehension which are not able to comprehend the text in reading report texts. More specifically, the researcher focused on students' ability to identify Genre text, students' ability to identify factual information, students' ability to identify main idea, students' ability to identify meaning of vocabulary in context and students' ability to identify references on report texts. As an alternative in solving problems above, the researcher proposed to use 3-2-1 Strategy. Therefore, in this regard, the

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researcher aimed to know the effect of using 3-2-1 strategy on students' reading comprehension of report texts at State Senior High School 1 Kampar Regency.

3. The Formulation of Problem

Based on the limitation of the problems stated above, thus the writer formulates the problems as follows:

- a. How is students' reading comprehension of Report texts taught by using 3-2-1 strategy at state Senior high school 1 Kampar Regency ?
- b. How is students' reading comprehension of Report texts taught without using 3-2-1 strategy at state Senior high school 1 Kampar Regency?
- c. Is there any significant difference of the students' reading comprehension of Report texts between those who are taught by using 3-2-1 strategy and those who are taught without using 3-2-1 strategy at State Senior High school 1 Kampar, Regency ?
- d. Is there any significant effect by using 3-2-1 strategy on the students' reading comprehension at the State Senior High School 1 Kampar, Regency ?

C. Objective and Significance of the Research

1. Objective of the Research

Objective of this research is to know the students reading comprehension taught by using 3-2-1 strategy as stated as follows:

- a. To know the students' reading comprehension in Report texts taught by using 3-2-1 strategy at State Senior High School 1Kampar Regency.

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- b. To know the students' reading comprehension in Report texts taught without using 3-2-1 strategy at State Senior High School 1 Kampar Regency.
- c. To know whether there is any significant difference of students' reading comprehension in Report texts taught by using 3-2-1 strategy and taught without using 3-2-1 strategy at State Senior High School 1 Kampar Regency.
- d. To know whether there is any significant effect of student's reading comprehension in Report texts by using 3-2-1 strategy at State Senior High School 1 kampar Regency of Kuatan Singingi.

2. Significance of the Research

Related to the objective of the research, the significance of the research is as follows:

- a. Hopefully, this research is able to benefit the writer as a novice one, especially in learning how to conduct a research.
- b. These research findings are also hopefully useful and valuable, especially for students and the teachers of English at State Senior High School 1 Kampar Regency to be consideration in their teaching and learning process in the future.
- c. These research questions are also expected to be the practical and theoretical information to the development of the theories in language teaching.

D. Definition of The Term

In order to avoid misunderstanding about the topic of the research, it is necessary for the writer to define the following terms:

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1. Effect

If we do something the effect we give other people such as giving some information to share ideas and knowledge. Of course there is it. the effect that can help the the people to get the new information and new ideas. The effect is an Important skill, that must have relationship between two or more Variables. according to Richards and Schmidt, (2002, p.190) Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research, the effect means that as the result of applying the 3-2-1 Strategy for the students of teaching reading comprehension in Report texts.

2. 3-2-1 Strategy.

3-2-1 strategy is reading strategy that gives students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain. In this reasearch, 3-2-1 strategy has students find out three things of the text, two interesting things, and one question which is related to the text.(Ahmed Alsamadani, 2011, p.186)

3. Reading Comprehension

Reading is not easy to do because in reading process the reader not only read the words, sentences, paragraphs, and texts but also comprehend what the contents of reading is. Reading can be done by all of the students. As students, of course, they should read for getting knowledge, information, etc. According to Trans kerley (2003, p.8) reading comprehension is the process of constructing meaning from a text that is

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defined as the level of understanding of a written text. So, reading comprehension is the process of constructing the meaning through interaction between the reader and the author. Furthermore, According to Jenett (2007) Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). However, getting the meaning of the author's intended meaning, the reader needs to have prior knowledge and skill. In this research ,reading comprehension is the process of constructing meaning from a text that is defined as the level of understanding a written text. And it is multi component, highly complex process that involves many interactions between reader sand what they bring to the texts well as variables related to the text itself.

4. Report Text

Report is a text which presents information about something. It is as a result of systematic observation and analysis. A report text is a kind of text to classify and describe the things, with reference to a range of natural, manmade and social phenomena in the environment. Writing a report text is activity to improve the capability of students to know something new, to conduct a research, to analyze some new information in presenting a report text to the readers. Report text is an expository writing categorized as nonfiction writing that describes information.

Susilohadi says that report text is a text that classifies or describes something in general. Reports begin with a general statement which introduces the topic. According to Grenville (Australia, NSW: 2001) a report text may ask for straight information, arranged in some logical orders and discuss different points of view about a subject: to present one side, then the other and finally come down on one side. Besides, it may ask to compare or contrast several different things. In this research, report text is a kind of text to classify and describe the things, with reference to a range of natural, manmade and social phenomena in the environment. And also it is an activity to improve the capability of students to know something new, to conduct a research, to analyze some new information in presenting a report text to the readers.

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