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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is a process to convey message or information. Reading is one of the basic skills that should be mastered by language learners as a receptive skill in language learning. As one of the language skills, reading is not only pronouncing the words, but also getting 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 grammatical rules, word structures and vocabularies. This statement is in line with Celce – Murcia (2001) 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 linguistic feature that will be exposed to 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. Sharon and Sylvia (2004) state that “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”.

In addition, Dorn (2005) asserted that 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 teaching and learning process, reading is a way to get information from a text in which this information will support learning process. When the students are able to get the information in a text, it means that 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), “reading is the ability to draw meaning from the printed page and interpret this information appropriately”.

The basic competence of reading English subject for the students at Senior High School is to be able to understand meaning in functional written text as well as simple and short essay in the form of descriptive, recount, analytical exposition, and narrative texts to interact in daily contexts. There are some basic competences for second year students in reading:

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 written descriptive, recount, analytical exposition text, and narrative.

Based on researcher’s preliminary observation, the State Senior High School 1 Kampar used School Based Curriculum (SBC) as a guidance in teaching and learning process. Especially in teaching reading, it is taught twice



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a week with duration of 2 x 45 minutes for one meeting. It means that they have time to learn for 4 x 45 minutes a week. At this public school, English had been taught by using discussion method, conversation, drama, conventional and so on. Throughout the methods, the teacher asked the students to do activity in the class such as drama; they were frequently trained to try speaking English in order to express their emotion and feelings; they were also trained to be confident in front of the class; and they spoke English confidently even though sometimes they made mistakes. Then, the teacher gave material about reading comprehension.

Teacher gave the students material to read and ask them to answer the information questions based on the text. Then, they translated unfamiliar words from English into Indonesian language by looking up the dictionary. After that, the teacher asked the students to collect their tasks to be corrected. Those were the examples of students' learning activities in the classroom.

As far as teaching reading is concerned, the teacher has taught the students by using discussion method. According to Tharp & Gallimore (1988), Discussion methods is a variety of forms for open-ended, collaborative exchange of ideas among teacher and students as well as among students for the purpose of pursuing their critical thinking, learning by doing, problem solving, understanding, and literary appreciation. In other words, the discussion method was concentrated on student's centered activity rather than lecturing by the teacher. It was, therefore, an effective method that promotes student-centered learning than teaching. Students were able to actively



participate in discussions which enhanced their understanding and capturing their attention. This particular method widely promoted democratic thinking among the students.

Students are able to freely share ideas, opinions and challenge each other to arrive at a common decision. The teacher divides them into groups and gives them material to be discussed with their friends in the group, and then the teacher asks them to read and answer the questions based on the text, or they have to translate unfamiliar words by using the dictionary into Indonesian language, after that teacher asks the students to collect their task to be corrected. In fact, this method was not effective for students' reading comprehension of second year students at state senior high school 1 Kampar because most of students did not reach the passing grade.

It was also observed that the passing grade of learning English for the second-year students of State Senior High School 1 Kampar was 70. This score also included as scoring for reading subject. However, based on the data from the English teacher at this public school, there were only 7 (18%) students out of thirty could pass the passing grade. It means that 23 (81%) students failed. Even though the students had been taught reading in English for three years at Elementary School, three years at Junior High School and another three years at Senior High School. It seems the method was still insufficient for the students to master reading English texts. Their reading comprehension was still far from the expectation as required by the curriculum.



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Based on researcher's preliminary study at the State Senior High School, it is clear that some of the students still faced a lot of problems and difficulties in learning English, especially in reading comprehension. There are some problems faced by students as follows:

1. Some of the students were not able to find the main idea in reading text.
2. Some of the students had lack of vocabulary mastery.
3. Some of the students could not mention the generic structure of the text.
4. Some of the students were not able to determine communicative purpose of the text.
5. Some of the students were not able to identify language features of the text.

Based on the problem described above, the research assumed that some students did not know how to comprehend the text. It is necessary for language teacher to foster students' comprehension in reading analytical exposition text. In case, teacher needs an appropriate strategy or technique to improve the students' reading comprehension better. The use of appropriate strategy or technique is expected to be a solution for the students to solve their problems. Therefore, the key of being successful in language teaching learning process especially in English is the use of appropriate teaching and learning strategy.

To solve the problems above Donna Olgle, *et.al* (2007) offers a strategy that will help students' reading comprehension. The strategy is called, "Three Column Notes Strategy." Three Column Notes is a strategy that helps



readers preview the information in a textbook section. The graphic also provides a space for them to organize their notes. Furthermore, Donna Ogle, *et.al* (2007) points out the practical strategies for teaching students to comprehend the materials they read, including textbooks, primary and secondary sources, and newspapers and magazines.

Based on the explanation and problem above, the researcher was interested in conducting a research entitled: **The Effect of Using Three Column Notes Strategy on Students' Reading Comprehension at State Senior High School 1 Kampar..**

B. Problem

1. Identification of the Problem

Based on the problems above, the writer can identify the problems as follows:

- a. What factors made some of the students unable to find mind idea in reading analytical exposition text?
- b. What factors made some of the students have lack vocabulary to grasp ideas in reading analytical exposition text?
- c. What factors made some of the students not mention the generic structure in reading analytical exposition text?
- d. What factors made some of the students unable to determine communicative purpose of the text?
- e. What factors made some of the students unable to identify language features in reading analytical exposition t text?



2. Limitation of the Problem

Based on identification of the problems above, it is clear that, the problems of this research are limited to two items: (1) Genre text, in which the text used is analytical exposition text; (2) The effect of using Three Column Notes strategy on students' reading comprehension at State Senior High School 1 Kampar.

3. Formulation of the Problem

Formulation of the problem is a term that refers to the research questions for which of being prominent to be formulated before conducting the research. Therefore, this research addressed four major questions regarding the mean of posttest scores of both experimental and control groups after interventions were carried out, the significant difference of the posttest scores of the two groups, and the magnitude of the signification as a result of the effect given by teaching strategy's interferences on students' reading comprehension in analytical exposition text. The researched questions are as follows:

- a. How is the students' reading comprehension of analytical exposition text taught by using Three Column Notes strategy at the State Senior High School 1 Kampar?
- b. How is the students' reading comprehension of analytical exposition text taught without using Three Column Notes strategy at the State Senior High School 1 Kampar?



- c. Is there any significant difference of students' reading comprehension of analytical exposition text taught by using and without using Three Column Notes strategy at the second year of State Senior High School 1 Kampar?
- d. Is there significant effect of using Three Column Notes strategy on students' reading comprehension of analytical exposition text at the second year of State Senior High School 1 Kampar?

C. Objectives and Significance of the Research

1. Objectives of the Research

Pertaining to formulation of the problems above, the objectives of this research are stated as in the following:

- a. To find out how the students' reading comprehension of analytical exposition text taught by using Three Column Notes strategy at the State Senior High School 1 Kampar.
- b. To find out how the students' reading comprehension of analytical exposition text taught without using Three Column Notes strategy at the State Senior High School 1 Kampar.
- c. To find out whether there is any significant difference of students' reading comprehension of analytical exposition text taught by using and without using Three Column Notes strategy at the second year of State Senior High School 1 Kampar.
- d. To find out whether there is a significant effect of instruction using Three Column Notes strategy on students' reading comprehension of



analytical exposition text at the second year of State Senior High School 1 Kampar.

2. Significances of the Research

In conjunction with the objectives of the research above, the significances of the research are as follows:

- a. Hopefully, this research is able to benefit the writer as a novice researcher, 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 the State Senior High School 1 Kampar to be a constructive consideration in their teaching and learning process in the future.
- c. These research findings are also expected to be the practical and theoretical information to the development of the theories in language teaching.

D. Definition of the Terms

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

1. Effect

Jack C Richards and Richard Schmidt (2002), “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 Three-Column Notes Strategy for the students in the teaching of reading comprehension of analytical exposition text.



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2. Three Column Notes Strategy

According to Donna Ogle, *et.al* (2007), Three Column Notes is a strategy that helps learners preview the information in a textbook section. The graphic also provides a space for the learners to organize their notes.

3. Reading Comprehension

According to Jennett (2007), reading comprehension is a multicomponent, 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).

Furthermore, Transkerley (2003), mentions that reading comprehension is the process of constructing meaning from a text that is defined as the level of understanding of a written text. So, reading comprehension is the process of constructing the meaning, information through interaction between the reader and the author. However, getting the meaning and information in a text, the reader needs to have prior knowledge and skill.

4. Analytical Exposition Text

According to M. Syafi'i, (2007), an analytical exposition is popular among science, academic community and educated people. In addition, an expository text gives information such as: explaining something, giving direction, and showing how to do something to the reader. The generic

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structures of analytical exposition are: thesis, arguments, and reiteration or conclusion.

E. Reasons for Choosing the Title

There are some reasons why the researcher is interested in carrying out this research as follows:

1. The writer wants to find how large the effect of Three Column Notes Strategy on student's reading comprehension is.
2. The title of this research is relevant to the writer's status as a student of English Education Department.
3. The problems of this research are not yet investigated by other previous researchers.