

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language which becomes a communication tool to do interaction with others around the world. In Indonesia, English is one subject which should be learned by the students from elementary school until University. It is taught in the school is expected that students are able to mastery four basics skills in English, namely listening, speaking, reading and writing. Among those four skills, reading becomes one important skill to be mastered. According to Urquhart and Weir in Grabe, they state that “Reading is the process of receiving and interpreting information encoded in language form via the medium of print.”¹ It means that reading is an active process which has interaction between the reader and the writer in which the writer conveyed the information through text and reader catches the information from the text and interprets it to their own language. Through reading we can access new information and expand our knowledge. Besides, reading also useful to improve students’ vocabulary, pronunciation and the students’ ability in writing. Therefore, teaching reading is very important.

The objective of teaching reading in senior high school is the students are expected to understand and comprehend kinds of functional text, such as Descriptive, Recount, Narrative, Report, News item, Spoof and Hortatory Exposition text. So that, in teaching reading,

¹ William Grabe, *Reading in a second language: Moving from theory to practice* (United States of America: Cambridge University Press, 2009), 14.

the most important thing that must be achieved by the students is comprehension. Koda in Grabe said that “Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known.”² From this view, it can be stated that reading comprehension is the process to construct the information from the text by combining the text and what the reader already known about the text.

Someone who is able to master reading comprehension will be able to get the information from the text than those who do not have ability in reading comprehension. But, for mastering reading comprehension is not easy thing to be done because actually most of students at senior high school still face some problems related to the reading comprehension skills. As what has been mentioned before that the objective of teaching reading in senior high school is the students are expected to understand and comprehend kinds of functional text and one of them is report text. In report text, the students usually asked to determine main idea and find some information from the text. Based on the result of observation and writer’s experience, the eleventh grade students in SMAN 5 Kota Serang still got low score in reading comprehension test and have difficulties in comprehending a text especially report text which related to determining main idea and finding information from the text either explicit or implicit information. Moreover, most of students are not interested in reading and considered that reading is boring activity.

² William Grabe, *Reading in a Second Language Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), 14.

The problems above may be caused by the lack of motivation, vocabulary, knowledge about strategy in reading which make the students still have difficulties in understanding the meaning, determining main idea and finding information from the text. Moreover, the teacher does not apply strategies that can make the students more understand and interested in reading. The lack of strategies used in teaching will lead the students to become passive readers that will make them difficult to improve their ability in reading comprehension. Sometimes, the teacher just asks the students to read a text and then answer the questions. The teacher does not encourage the students by using appropriate strategies that can make the students are more interesting in reading. That is the reason that makes students' achievement in reading are still low. That is similar with the opinion given by Ngalim Purwanto, he states that:

There are two kinds of factor that can influence students' learning achievement. Those are students' internal factors which include intelligence, motivation, personal factors etc., and students' social factors which include family, teachers and his/her way in teaching, the tools used in teaching and learning, environment, opportunities and social motivation.³

As the factor that is considered having big influence toward students' learning achievement, a teacher who becomes students' facilitator in the classroom should be more creative in teaching reading. They should be carefully in selecting the appropriate teaching strategy, technique or method that can be used in teaching reading that can improve students' interest in reading. The teacher should also be able to

³ Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: Remaja Rosdakarya, 2013), 102.

create engaging atmosphere by using good strategy in teaching reading comprehension in order to support students' reading success.

The selection of a good strategy in reading would be directly proportional to the significance mastery of reading, but in general learners have not implemented specific strategy in reading. So that, it becomes the duty for the English teachers to encourage and motivate students to read by using appropriate strategy to improve students' ability in reading comprehension. As we know, there are many strategies that can be used in teaching reading comprehension. One of them is the 3-2-1 Strategy. The 3-2-1 Strategy is a strategy that can be used to help students comprehend what they are reading by summarizing ideas from the text they read. The reason why use this strategy because this strategy allows students to summarize ideas from the text, in which by summarizing ideas from the text the students can determine the main idea from the text and find some information from the text quickly.

Based on the background of the study above, the writer is interested to conduct the study on ***the Effectiveness of the 3-2-1 Strategy towards Students' Reading Comprehension Ability on Report text*** (A *Quasi-Experimental Study at the Eleventh Grade Students of SMAN 5 Kota Serang* in the academic year 2016/2017).

In this study, the writer chooses the report text, because report text is one kind of functional text which has to be mastered by the eleventh grade students of senior high school and to differentiate with the previous study that used narrative text.

B. Statements of the Problem

Based on the background of study above, the writer identifies the problem, as follow:

1. How is the students' ability in reading comprehension at the eleventh grade students of SMAN 5 Kota Serang?
2. How is the effectiveness of the 3-2-1 Strategy towards students' reading comprehension ability on report text at the eleventh grade students of SMAN 5 Kota Serang?

C. The Aims of the Study

The objectives of the research that the writer will carry out are as follow:

1. To know the students' ability in reading comprehension at the eleventh grade students of SMAN 5 Kota Serang.
2. To know the effectiveness of the 3-2-1 Strategy towards students' reading comprehension ability on report text at the eleventh grade students of SMAN 5 Kota Serang.

D. Assumption and Hypothesis

1. Assumption

Based on the previous research of using 3-2-1 Strategy in teaching reading comprehension, the writer assumes that 3-2-1 Strategy can improve the students' ability in reading comprehension especially on report text at the eleventh grade students of SMAN 5 Kota Serang. The assumption will be investigated by using quasi experimental study. The researcher will collect the students' score in reading comprehension before and

after treatment by holding pre-test and post-test. The treatment of this research is using the 3-2-1 Strategy. At the last, all the scores between both classes will be analyzed by using T-test formula.

2. Hypothesis

A hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation.⁴ In experimental research, we traditionally look at two distinct types of hypotheses: the *null hypothesis* and the *alternative hypothesis*. The alternative hypothesis is the one we want to be true, the null hypothesis is the opposite.⁵ Based on the background study above, the writer proposes research hypothesis, as follow:

- H_a : There is a significant influence of using the 3-2-1 Strategy on students' reading comprehension ability on report text.
- H_o : There is no a significant influence of using the 3-2-1 Strategy on students' reading comprehension ability on report text.

E. Clarification of the Terms

Based on the title of the research, there are some terms need to be defined. The terms of this study are defined as follows:

1. Teaching reading is a set of teaching activity done by the teacher to improve students' skill in reading.
2. Reading is an active process done by the reader to obtain information or knowledge from what they read.

⁴ Daniel Muijs, *Doing Quantitative Research in Education* (London: SAGE Publications, 2004), 8.

⁵ Daniel Muijs, *Doing Quantitative Research in Education* , 16.

3. Reading comprehension is an active process which involves interaction between the reader and the text in constructing the information from the text.
4. The 3-2-1 Strategy is a strategy that can be used by struggling readers to help them comprehend what they are reading by summarizing ideas from the text.