

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

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.

Celce – Murcia said 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<sup>1</sup>.

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.

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<sup>1</sup> Celce-Murcia, *Teaching English as a Second of Foreign Language (TOFL)*, Third Edition, (New York: Eunice Yeates-Fogle. 2001)p.56

Sharon and Sylvia 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<sup>2</sup>. 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.

Based on researcher’s preliminary study at eight grade of Madrasah Tsanawiyah Sabilul El-Muhtadin, 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) they had difficulty in understanding the text to get information

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<sup>2</sup> Sharon Vaughn and Sylvia Linan-Thompson, *Research-based methods of reading instruction, grades K-3*, (United States: Association for Supervision and Curriculum Development. 2004) p.14.

because they did not know the meaning, the students were lack of English vocabulary 2) they did not have confidence in reading English text 3) they did not have enough time to practice reading comprehension 4) the students were not able to describe detail information and the most important thing was there no sufficient teaching strategy to practice reading comprehension. From those problem, the writer found several problems in the teaching activity there are the teaching method was not appropriate with material, the evaluation management of teacher was less effective

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 Ogle 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<sup>3</sup>. Furthermore, 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 “**Using Three Column Notes Strategy In Teaching Students Reading Comprehension**”.

## **B. Identification of the Problem**

Based on the background of the problem above, the researcher identified several problems in teaching and learning of reading comprehension.

1. The students get difficulties in comprehending the reading narrative text.
2. The students have difficulties in English lesson especially in reading comprehension narrative text.
3. The students do not know if there is a strategy in learning reading which make students and entirely understand the content of the text.

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<sup>3</sup> Donna Ogle, Ron Klemp, Bill McBride. *Building Literacy in Social Studies*. (Alexandria: Association for Supervision and Curriculum Development. 2007).P.58

### **C. The Limitation of the Problem**

Based on the problem were related above, the problem of this research was limited on using Three-Column Notes Strategy in teaching students reading comprehension thought narrative text at eight grade of Madrasah Tsanawiyah Sabilul El-Muhtadin.

### **D. Statement of the Problem**

Based on the limitation of the problems stated above, thus, the problems of this research can be stated in the following research questions:

1. How is students' reading comprehension at eight grade of Madrasah Tsanawiyah Sabilul El-Muhtadin?
2. How is the effectiveness of Three-Column Notes Strategy student reading comprehension?

### **E. Objective of the Research**

Based on the statement problem above, the objective of this study are:

1. To describe the students' reading comprehension at eighth grade of Madrasah Tsanawiyah Sabilul El-Muhtadin.
2. To investigate the effectiveness of Three-Column Notes Strategy in teaching reading comprehension.

## **F. The Significant of the study**

Theoretically, there are many references except this study that conduct about teaching reading but this also able to guide the researcher for the further study as the previous study.

Practically, the result of this research is excepted to give some contributions for those who concern in language teaching and learning, especially in English they are:

### **1. For the teacher**

The researcher expect this research can provide contribution and inspiration to be the one of the various method in teaching reading especially reading comprehension by using Three-Column Notes Strategy.

### **2. For the students**

This research gives positive insight to the students as foreign language learners. Hopefully, the results of the research are useful for the students as information to know their reading comprehension, so they can improve it, because of its important to communicate with others, especially to speak in the English language..

### 3. For the other researcher

The researcher expect this study will helps the other researcher who want to conduct the same research in the future.

## G. Hypothesis

In this research study, the writer assumes that the alternative hypothesis of research as follow:

(H<sub>a</sub>): Three-Column Notes Strategy is effective in teaching students' students' reading comprehension at eighth grade of Madrasah Tsanawiyah Sabilul El-Muhtadin

(H<sub>o</sub>): Three-Column Notes Strategy is not effective in teaching students' students' reading comprehension at eighth grade of Madrasah Tsanawiyah Sabilul El-Muhtadin

## H. Previous Study

1. Mina Rahmani (2011) entitled “ The effects of Note Taking Strategy training on Iranian EFL learners' comprehension Year 2011”. In her research, she present study examined the process and product effects of Note Taking Strategy training on Iranian EFL learners' comprehension and retention of written material, with gender as a moderating variable. Intermediate undergraduate EFL learners (N = 108) were assigned to experimental and control groups. The

Experimental (intervention) Group received training on how to take notes, using graphic organizers as a guide, while the Control Group did not receive any instruction. A multiple-choice reading test as well as two immediate and delayed written recalls (in combination with reviewing the notes) was used to measure note-taking effectiveness.

The results of two-way ANOVA suggested that the Experimental Group performed significantly better on both comprehension and recall tests. No statistically significant effect of gender was found on students' performance in the comprehension and retention tests. Analysis of written recalls also showed that the Experimental Group remembered more important ideas, and better identified the relationships between ideas.

2. Riswanto, Risnawati and Detti Lismayanti (2014). conducted research, they focused on the effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement. they found that the mean score of students reading comprehension achievement in experimental group which was taught by using KWL (Know, Want, Learned) Strategy that the post-test score was higher than the pre-test score. There is positive improvement from pre-test and post-test in experimental group. The mean score of students reading comprehension achievement showed that



there was a significant difference in reading comprehension achievement between the students who were taught by using KWL strategy and those who were not, the result of post-test scores of reading comprehension achievement in the experimental group and the control group were compared by using independent sample t-test.

Based on the explanation above, the researcher concluded that the similarities between the relevant research and this research are focused on the strategy that use the same graphic organization which consisted on three column chart to improve student's reading comprehension

## **I. The organization of writing**

The paper is systematically divided into three chapters. This following is short description about each chapter:

Chapter I is introduction that consists of background of study, limitation of the problem, statement of problem, the purpose of study, significance of study, hypothesis, previous study, and the organization of the writing.

Chapter II is theoretical review. it consists of definition of reading, types of reading, reading comprehension, teaching reading, assessing reading,, the The Concept of T Three -Column Note Taking Strategy, The Procedure of Using Three-Column Note Taking

Strategy The Advantages of Using Three -Column Note Taking  
Strategy The Importance of Using Three -Column Note Taking  
Strategy.

Chapter III is methodology of the research that consisted research method, place and time, population and sample, the research instrument, and the technique data analysis.

Chapter IV is result and discussion, it covers description of data, analyzing the data, and t-test.

Chapter V is conclusion and suggestion, it covers, conclusion and suggestion.