

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study, including the background of the study, problem identification, research limitation, research question, the objective of the study, and significance of the study (theoretical significance and practical significance).

1.1 Research Background

Reading is the most important skill which should be mastered by EFL students. It is considered as the basis for the development of all English language skills, such as speaking, listening, and writing (Mohaidat, 2018). Reading is the process of gaining information or knowledge from written text (Gilakjani & Sabouri, 2016). Anggeraini et al. (2020) further explained that reading is not a simple process since it requires students to construct meaning from text, process the information contained in the text, and relate it to their prior knowledge or experiences to interpret the information or messages conveyed by the writer of the text. In reading activities, students are needed to be able to comprehend the whole information contained in texts that they have read. Specifically, in teaching reading to EFL students, reading comprehension is a significant aspect to be emphasized by EFL teachers. Mohaidat (2018) explained that reading comprehension is the ability of students to construct the meaning of a text in the target language by connecting their prior knowledge and experience with the reading text so that they can build up a mental representation of the information from the text. In line with that statement, Lambe (2017) stated that reading

comprehension is a process of obtaining and understanding the whole information presented in the text. Therefore, it can be inferred that fostering students' reading comprehension is essential to be done by EFL teachers in teaching reading in EFL classes since reading comprehension will encourage the development of students' language learning.

EFL students in Indonesia often face some difficulties in reading comprehension. The difficulties which usually faced by EFL students include difficulty in determining the main idea of the text, identifying specific information contained in the text, making inferences about the text, understanding vocabulary meaning based on its context, and also understanding sentence structure found in the text (Dambayana et al., 2021; Utami, 2017). It makes teaching reading in EFL classes more challenging for teachers.

The difficulties found by EFL students in reading comprehension can be caused by some factors. When reading English text, students still struggle to comprehend the information or ideas in the text because they find a lot of unfamiliar vocabulary (Satriani, 2018; Sianturi et al., 2020). If the amount of unfamiliar words found by the students is greater than the familiar ones, it will be harder for them to get the point of the text since there is a strong relationship between students' vocabulary knowledge with reading comprehension. Sianturi et al. (2020) further stated that poor grammar mastery also becomes another factor that makes the students even more difficult to comprehend the text being read. Kasim & Raisha (2017) and Mubarok & Sofiana (2018) added that most students feel uninterested in reading because the teachers only use a conventional method to teach them. When the teachers use a conventional method in teaching

reading for EFL students, they usually only give a reading text to the students and ask them to read it themselves. After that, students are asked to answer some questions about the text to measure their reading comprehension. If teachers always use the conventional method in teaching reading, it makes the students get bored easily and less motivated in reading so that they cannot comprehend the whole information in the text being read well. Another factor that also influences the success of students' reading comprehension is reading motivation. Dambayana et al. (2021) explained that Indonesian EFL students' motivation in reading is still low. This statement is supported by the Program for International Student Assessment (PISA) survey in 2018. Based on Schleicher (2019) as cited in Dambayana et al. (2021), the survey revealed that the students' reading comprehension in Indonesia is still regarded as very low because it sits in the 72nd position out of 77 surveyed countries. The low motivation in reading will make the students not read the text well and have difficulty in comprehending the information presented in the text. Moreover, due to the occurrence of the Covid-19 pandemic, all teaching and learning processes in Indonesia are conducted through online mode. As a result, the difficulties faced by EFL students in reading English texts will be greater.

Based on the preliminary observation which had been done in *SMP Negeri 4 Busungbiu*, the main difficulties faced by most of the students in comprehending English texts were determining the main idea of the text given and making inferences about the text. Besides that, it was also found that the students still had low motivation in reading. They only read the text when the teacher asked them to read and answer some questions about the text given. The English

teachers in *SMP Negeri 4 Busungbiu* usually teach reading comprehension in English classes using a conventional method, namely scientific approach. The use of the scientific approach continuously in teaching reading makes the students not actively engaged and easily feel bored during the reading activities in the class since the strategy is too monotonous for them. It indicates that the teacher needs to implement another strategy in teaching reading comprehension as a variation or combination. During the Covid-19 pandemic, English teachers in SMP Negeri 4 Busungbiu taught reading materials such as narrative text, recount text, descriptive text, and other types of text in English classes through online learning. The reading activities through online learning increase the unwillingness of students to read the English text given properly.

Teaching reading in the 21st century in EFL classes requires the EFL teachers to apply an innovative and effective teaching strategy. It means that teachers can not just simply give the text and ask the students to read it by themselves. Asking students to read the text from the beginning until the end cannot guarantee that they will gain a good comprehension of the text that has been read. The teachers need more effort to provide clear guidance to the students in constructing the meaning of the text to achieve successful comprehension. One of the innovative and effective teaching reading strategies that can be implemented in teaching reading in EFL classes is 3-2-1 strategy. The 3-2-1 strategy is a reading strategy that consists of three components (Putri et al., 2017; Zygouris-Coe et al., 2004). These components require students to summarize three important ideas of the text, find out two interesting things or information from the text, and formulate a question about the text to clarify certain

information that is still confusing or poorly understood. The 3-2-1 strategy can provide clear guidance for students about what aspects should be given attention when reading a text.

The 3-2-1 strategy has some advantages in its application. The implementation of the 3-2-1 strategy in teaching reading can increase students' participation and engagement in reading comprehension activities, help students to be more concentrate on the text being read, guide students to get a better understanding of the information contained in the text which they read, and also develop students' critical thinking about the text (Misnawati & Novita, 2019; Zygouris-Coe et al., 2004). Besides that, they also asserted that the 3-2-1 strategy can be used as a formative assessment by the teacher in teaching reading to the students and can be adapted to any reading situation depending on the learning objectives, curriculum, and reading purposes.

Several studies have been conducted to investigate the effectiveness of using 3-2-1 strategy for teaching reading in EFL classes. A study conducted by Putri et al. (2017) showed that there was a significant effect of implementing the 3-2-1 strategy on the eighth-grade students' reading comprehension achievement in *SMP Negeri 4 Padang*.

A study also had been conducted by Juliantina & Lestari (2018) to analyze whether the use of 3-2-1 strategy can have a significant effect or not on the tenth-grade students' reading comprehension on recount text in *SMA Negeri 1 Bahorok*. The result of the study showed that the mean score of students' reading comprehension on recount text in the experimental class after being taught reading using the 3-2-1 strategy was higher than the mean score of students'

reading comprehension in the control class which taught reading using the conventional method.

Zainurrahman & Djabir (2020) found that implementing the 3-2-1 strategy in teaching reading could significantly improve the eighth-grade students' reading comprehension achievement in Islamic Junior High School 1 in Ternate. Additionally, they also found that the students showed positive responses toward the use of the 3-2-1 strategy in reading text because of some reasons, such as the 3-2-1 strategy helped the students to escape from boredom while reading, gave them a new learning experience, and helped them to maintain their focus and concentration on the text being read.

Furthermore, Deliany et al. (2020) also revealed that there was a significant effect of using the 3-2-1 strategy in teaching reading towards the eighth-grade students' reading comprehension achievement on the narrative text in *SMP Negeri 5 Jember*. The research also found that the 3-2-1 strategy can increase students' engagement in reading activities in the class.

The previous studies on the implementation of 3-2-1 strategy in teaching reading were mostly conducted in the schools which located in the cities outside Bali and in the context of EFL offline classes. The findings of those previous studies had proven that 3-2-1 strategy was effective to be used in teaching reading in EFL classes since the implementation of the 3-2-1 strategy gave a significant effect on the students' reading comprehension. Regarding the previous explanation, theoretically, the 3-2-1 strategy can help students comprehend the text better since it provides clear guidance about what aspects should be given attention while reading. However, the implementation of this strategy is still

hardly found in Bali, especially in the Buleleng regency. Moreover, during the Covid-19 pandemic situation, all teaching and learning processes are conducted through online learning. Therefore, it is crucial to conduct research on the implementation of 3-2-1 strategy in teaching reading through online learning in EFL classes.

This current research aims at investigating whether or not the implementation of 3-2-1 strategy in teaching reading through online learning in EFL classes give a significant effect on the eighth-grade students' reading comprehension in *SMP Negeri 4 Busungbiu*. The English teachers in this school never implemented 3-2-1 strategy in teaching reading comprehension. In addition, the school is located in a remote area in Bali where students sometimes face trouble in terms of internet connection during the online learning process. Therefore, *SMP Negeri 4 Busungbiu* was chosen by the researcher as the research setting to investigate whether the implementation of the 3-2-1 strategy in teaching reading through online learning in EFL classes in the remote area school can give a significant effect on students' reading comprehension as good as the effect of the implementation of 3-2-1 strategy in teaching reading found in the previous studies.

1.2 Problem Identification

Based on the background of the study above, reading is one of the important English skills that should be mastered by EFL students. Unfortunately, most Junior High School students in Indonesia have low motivation in reading, especially in reading English texts. They usually do not read the text well when the teacher asks them to read. As a consequence, they cannot understand the text

well. They also feel bored easily during the reading activity in the class since the teacher always uses the conventional method to teach them. Moreover, during the online learning process which conducted lately due to the occurrence of the Covid-19 pandemic in Indonesia, Junior High School students mostly feel more difficult in comprehending English texts given by the teacher. They face difficulty in determining the main idea of the text, finding specific information about the text, making inferences about the text, and also understanding the meaning of certain words or phrases contained in the text. Based on the preliminary observation, the students in *SMP Negeri 4 Busungbiu* had low motivation in reading. Besides that, the students in this school mostly find difficulty in determining the main idea of the text and making inferences about the text in comprehending English texts. Moreover, during the online learning process, those difficulties become more often faced by the students of *SMP Negeri 4 Busungbiu* in reading comprehension of English texts. It can happen because the teacher usually just gives or sends the text to the students, then instructs the students to read the text given by themselves and answer some questions about it without applying appropriate teaching reading strategy which could help them comprehend the whole information of the text. As a result, the students cannot comprehend the information presented in the text given well. It indicates that English teachers need to implement a more effective and appropriate strategy in teaching reading in Junior High School.

The use of innovative strategies in teaching reading in Junior High School can help to motivate students in reading activities and minimize students' miscomprehension about the content of the reading text given. One of the

teaching reading strategies that can be applied is 3-2-1 strategy. Here, the 3-2-1 strategy can be used to help students comprehend the reading passage more easily since it consists of three main steps which give clear guidance for students to be more focused on what they read. However, it is still difficult to find evidence about the effectiveness of using the 3-2-1 strategy in teaching reading comprehension in EFL classes in Bali. It can be seen from the limited evidence of the study about it that was conducted in Bali. It means that the 3-2-1 strategy is still rarely applied by EFL teachers in Bali to teach reading comprehension in EFL classes, especially in the context of the online learning process. Thus, it is crucial to conduct research that aims at investigating the effect of the implementation of 3-2-1 strategy in teaching reading through online learning in EFL classes in Junior High School. This research was conducted in *SMP Negeri 4 Busungbiu* because from the preliminary observation which had been done by the researcher, English teachers in this school never implemented 3-2-1 strategy in teaching reading comprehension to the students in English classes.

1.3 Research Limitation

This research focused on investigating the effect of the implementation of 3-2-1 strategy in teaching reading through online learning in EFL classes on students' reading comprehension. The research was limited to the eighth-grade students of *SMP Negeri 4 Busungbiu* in the academic year of 2021/2022. The online learning platform used to teach reading using the 3-2-1 strategy in this research was restricted to Google Meet. Besides that, this research only focused on the reading comprehension of recount text.

1.4 Research Question

Based on the research background above, the research question is formulated as follows:

1. Is there any significant effect of implementing 3-2-1 strategy in teaching reading through online learning in EFL classes towards the eighth-grade students' reading comprehension in *SMP Negeri 4 Busungbiu*?

1.5 Research Objective

Based on the research question stated previously, the objective of this study is to investigate whether the implementation of 3-2-1 strategy in teaching reading through online learning in EFL classes give a significant effect on the eighth-grade students' reading comprehension in *SMP Negeri 4 Busungbiu*.

1.6 Research Significances

The significance of this research generally can be classified into two, namely theoretical significance and practical significance.

1.6.1 Theoretical Significance

The result of this study is expected to enrich the existing literature on the theories about strategy for teaching reading in EFL classes. Specifically, the study provides information about the effect of implementing the 3-2-1 strategy in teaching reading through online learning in Junior High School.

1.6.2 Practical Significance

- a. For EFL Teachers

The result of this study is expected to provide useful information for EFL teachers about the effect of implementing the 3-2-1 strategy in

teaching reading through online learning towards students' reading comprehension. Hopefully, EFL teachers can use it as a consideration in choosing an effective, innovative, and appropriate strategy for teaching reading.

b. For Students

This study is expected to give a positive impact and improvement on the students' reading comprehension achievement. Hopefully, the students will also learn and experience how they can comprehend reading texts effectively through the use of 3-2-1 strategy.

c. For School

This study is expected to provide valuable input for the school about the importance of implementing an effective and innovative teaching reading strategy to improve the students' reading comprehension in EFL classes.

d. For Other Researchers

The result of this study can be used as a reference for other researchers in conducting a further study related to the use of 3-2-1 strategy in teaching reading comprehension.