THE EFFECTIVENESS OF THREE MINUTE PAUSE STRATEGY IN TEACHING READING COMPREHENSION TO THE TENTH GRADE STUDENTS OF SMK NEGERI 2 PALEMBANG

THESIS

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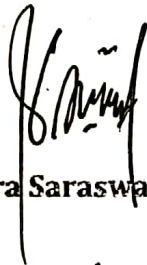Dr. Tri Rosita Sari, M.Pd.

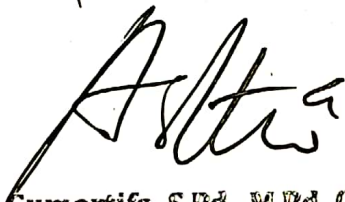Palembang, 11 April 2023
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Menyatakan bahwa skripsi berjudul:

The Effectiveness of Three Minute Pause Strategy In Teaching Reading Comprehension to the Tenth Grade Students of SMK Negeri 2 Palembang, beserta seluruh isinya adalah benar merupakan karya saya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

   Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 12 April 2023

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MOTTO AND DEDICATION

Motto :

Understandng is an art and not everyone is an artist.

Dedication :

I would like to dedicated this thesis for people who always be special in my heart and who always there for me, they are :

- My beloved parents, my father Alpian, my mother Ayunis (deceased) and my lovely mom Siti Sopiah. Thank you for everything.
- My beloved brothers and sister, who always give me support.
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ABSTRACT

Anjelina Putrisia, 2023. *The Effectiveness of Three Minute Pause Strategy in Teaching Reading Comprehension to the Tenth Grade Students of Smk Negeri 2 Palembang.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Advisors: (1) Dr. Tri Rositasari, M.Pd. (2) Dwi Rara Saraswaty, S.Pd., M.Pd.

Keywords: *Teaching, Reading Comprehensiony, Three Minute Pause.*

The objective of this research was to find out whether teaching reading comprehension using three minute pause strategy in reading comprehension significant or not. The method used in this research was quasi experimental method. The population of this research was all the tenth grade students of SMK Negeri 2 Palembang. The total number of population was 750 students. The samples took out were 60 students from 750 students by using purposive sampling method. They divided into the experimental and control group. The data were collected by using written test, those were pretest and posttest. The result of the test was analyzed by independent sample t-test. The analyses provide that teaching reading comprehension using three minite pause strategy on reading help students in understanding the reading text better. The mean in posttest of experimental group was 72.71, it was higher than the mean posttest of the control group which was 62.13. The result of T-Test obtained significance (sig. 2 tailed) was 0.008, which less or lower than 0.05. Since the sig. 2 tailed was less than 0.05, so the null hypothesis H_o was rejected and the alternative hypothesis H_a was accepted. It means that there was significant difference on students reading comprehension taught using Three Minute Pause Strategy than those who are not.

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Palembang, April 2023
The Researcher

AP

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CHAPTER I
INTRODUCTION

This chapter presents: (A) Background of the Research, (B) Formulation of the Problem, (C) Objective of the Research, (D) Significance of the Research , and (E) Hypotheses of the Research.

A. Background of Research

English is one of the subjects that include in school curriculum in Indonesia. As a human being, people need to communicate to each other. In learning English there are four skills namely: speaking, writing, listening and reading (Hamid et al., 2017, p. 97). In this sense the researcher especially discuss about reading because it can cover the three other skills. As stated by Basaraba (2013, p. 3), reading is a complex process that requires different building-block skills. To comprehend the text, the students must be able to construct the meaning internally from interacting with the material.

As stated by Dalman (2014, p. 5) reading is an activity or cognitive process that seeks to find various information contained in writing. It means that reading is a thought process to understand the content of the text read. Therefore, the use of an interesting strategy in teaching reading would make the students become motivate for the activities in the learning process. Furthermore, Nurhayati (2013) reading is one of the basic skills that the students should master them at the end of their learning process in educational levels. By reading we can communicate with other people and reading will be influenced by reading strategy (p. 13).

The common fact in Indonesia is that most students undergo low mastery of English competence as EFL. The above exposure is in line with education policy and strategic direction. Reading becomes a tool for learners to recognize, understand and apply science in their daily lives. Reading is the ultimate goal of deep psychological revolution education. Reading skills are required. It is grounded in the competencies of the 21ˢᵗ century, which require critical, creative, communication and collaborative skills from

everyone. Basic literacy is a 21st century skill that should be practiced by all countries of the world (Yulianti, 2022, p. 2).

The Prague declaration (UNESCO, 2003) defined the importance of literacy information is the ability to seek out, understand, evaluate in a way critical, and managing information becomes a useful knowledge to the development of his personal and social life. In the 21st century's demands, information is a very important thing. The Alexandria declaration in 2005 it asserts that information literacy is the ability to realize information waste, identify and find that information is needed, evaluate information critically, and communicate the information is effective, legal, and ethical.

As stated by Yulianti (2022, p. 3) the ability of reading must be accompanied by the ability to understand the text. In Indonesia, reading still becomes a problem for the student. The program for International Student Assessment (PISA) 2018 reported that the students' reading ability in Indonesia lower than the PISA results in 2015. This 2018 study assessed 600.000 children aged 15 years old from 79 countries which conducted in three years (Tohir, 2019, p. 1). As stated by Tahmidaten & Krismanto (2020, p. 5) the factors causing low reading ability and culture of students in Indonesia are misperceptions about the concept of reading ability in most people including students and teachers, the development of reading skills is still perceived as part of the responsibility language subject only, the infrastructure and services of the school library as a center for developing students' reading skills are not yet maximal, the school learning process still does not utilize models, methods, strategies and media diverse learning and suitable for learning reading comprehension, and reading materials of learning activities and practice/evaluation questions in the teaching materials in schools tend to still dwell on low-level thinking skills (low order thinking).

One of the genres which learned by the tenth grade students of SMK Negeri 2 Palembang in reading according to the current curriculum (kurikulum merdeka) is narrative text. Narrative text is a text or story of an interrelated series of events presented in order from beginning to end of the

story both by word and by writing, and/or by pictures (moving) that are also presented in sequential (chronological) and the purpose of the narrative text is to entertain the reader. Teaching reading narrative text is one of the problems that students face in teaching English. In some cases, when students were asked to read a narrative text, they have difficulty in comprehending the text. Furthermore, Nurbaeti1 & Apsari (2022) the majority of students had difficulty understanding a text because they lack vocabularies in reading narrative text; they spend a lot of time struggling to figure out what words mean in order to gain information (p. 1).

The most often become to complain is the teachers ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. Based on the researchers observation at SMK Negeri 2 Palembang, teacher used discussion model because of that many student are not interest in learning English. Therefore, the teacher of English suggested in order to be able mastering of method, such as (Sulaiman, 2021) notices that "a good teacher is a teacher who is not only well-prepared but also keen on the students' needs because every student is unique and has different learning interests, styles and purposes" (p. 2).

Related to the problems above, the teacher should use the strategy in teaching reading therefore that they make teaching and learning interesting for teachers and students. Some strategies can chose in teaching reading. One of the strategies is *Three Minute Pause strategy*. Therefore, the researcher chose to teach reading by using the Three Minute Pause strategy. Three minute pause is a strategy that was help students easier to understand the text. This strategy is easy to apply and the students can follow and use this strategy effectively in reading activities.

Three minute pause strategy provides pauses, to give a chance for student to stop, reflect on the concept and ideas that have just been introduced, it make connection to prior knowledge or experience, and seek clarification The human brain is not designed for continuous learning, because the brain needs processing the time and down time away from directed, focused learning. The students need break down material into their

various parts and determine how this part related to each other and to the whole. The students need to evaluate and make judgment. To create, they need to recognize elements into a new pattern or structure. In short, by pausing during reading the students can get and the store the information of the reading text.

Regarding to the condition, the researcher conducted a research to solve the problems using *Three Minute Pause* in order to help students improve their reading comprehension achievement. As stated by Regier (2012, p. 19) three minute pause strategy is a strategy that allows students to stop and reflect on learning, make connections to personal experiences, and ask for further information or clarification. It means after they read the text teacher gave students time to break for three minutes and we ask students for make summarize the main points of the text. Three minute pause is a strategy that could help students easier to understand the text. This strategy is easier to apply to students because students ask for time to break to understand the material.

Therefore, based on the previous related studies, the researcher observation and interview with the teachers of English at SMK Negeri 2 Palembang, the researcher found the main problem in teaching and learning reading comprehension. Students have difficulties in comprehending the text especially on narrative text, less interest, lack of vocabulary, students have difficulty in understanding the text because the text was too long. As stated by Tahmidaten & Krismanto (2020, p. 5) the factors causing low reading ability and culture of students in Indonesia are misperceptions about the concept of reading ability in most people including students and teachers, the development of reading skills is still perceived as part of the responsibility language subject only. Considering the problems, the researcher conducted the research under the title "**The Effectiveness of Three Minute Pause Strategy in Teaching Reading Comprehension to the Tenth Grade Students of SMK Negeri 2 Palembang.**

A. Problem of the Research

The problem of this research was formulates in the following question: is it effective to teach reading comprehension of narrative text by using three minute pause strategy to the tenth grade students at SMK Negeri 2 Palembang?

B. Objective of the Research

The objective of this research was to find out whether or not effective to use three minute pause strategy in teaching reading comprehension to the tenth grade students at SMK Negeri 2 Palembang.

C. Significance of the Research

The research expected to bring out some significance information about the result of reading comprehension by using three minute pause strategy the following parties as follows:

1. Teachers of English

   It will help the English teachers to fix their teaching English using Three Minute Pause strategy in order to improve students reading skill especially for learning process in the classroom.

2. Students

   The use of Three Minute Strategy in reading can make the students are more enjoyable in doing their task associated with reading material. Thus, it can improve and raise their reading mastery.

3. Other Researchers

   This research will be source of material in conducting similar research in the future.

D. Hypothesis of the Research

As stated by Sugiyono (2014), "hypothesis is a temporary answer to the formulation of the research problem, where the formulation of the research problem has been stated in the form of question sentence"(p. 96). In

this research, there were two kinds hypothesis, they are alternative hypothesis (ha) and null hypothesis (ho).

(H_a): It was effective to teach reading comprehension of narrative text by using *three minute pause* strategy to the tenth grade students of SMK Negeri 2 Palembang.

(H_o): It was not effective to teach reading comprehension of narrative text by using *three minute pause* strategy to the tenth grade students of SMK Negeri 2 Palembang

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