TEACHING READING COMPREHENSION BY USING 3-2-1 STRATEGY TO THE TENTH GRADE STUDENTS OF SMA ETHIKA PALEMBANG

Lili Marlini
UIN Raden Fatah Palembang

Abstract: The objective of the study is to find out the whether or not there is a significant difference on reading comprehension achievement who are taught by using 3-2-1 strategy than those who are taught by using teacher strategy to the tenth grade students of SMA Ethika Palembang. The population of this study consisted 130 of tenth grade students of SMA Ethika Palembang in academic 2013/2014. The sample selected using convenience sampling. There were two groups, the class X1 as the experimental group and X2 as the control groups, each of groups which consisted of 30 students. The data were collected by using multiple choice reading tests. The data obtained were analyzed by using the match t-test. The t-obtained was 8.3 at significance level of 0.05 in two-tailed testing and df 58, the critical value 2.045.Since the value of t-obtained was higher than the t-table. So, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In other words, the students in the experimental group got better scores than the students in control group. The result showed that 3-2-1 strategy gives a significant difference on students' reading achievement at tenth grade students of SMA Ethika Palembang. Therefore, the writer recommended that 3-2-1 strategy to be used by the teachers of English at SMA Ethika Palembang in teaching reading comprehension.

Keywords: Reading, 3-2-1 strategy

Introduction

English is the most widely used in the world, because English as an international language is used in written communication, for example as the medium of information on education, science, economy, law, technology, art, culture, international journal and other are written in English. English also used in spoken communication in most international events. As Richards (2007: 2) stated that, English is the language of globalization, international communication, commerce and trade media and pop culture, different motivation for learning it come in to play language. So it is important for people to learn English, because English is used in every aspect of the society life.

In learning English there are four skills that must be mastered by the students they are listening, speaking, reading, and writing. Siahaan (2008: 3) states that There are various skill in mastering of language: *productive skill,* speaking (it is the skill of speaker to communicate information to listener) and writing (it is skill of writer to communicate the information to reader or group of readers), a *receptive skill*, listening (it is the skill of listeners or group of istener interpret the information tranfered by speaker), and reading (it is the skill of reader or a group to interperet information transfered by a writer). Productive skills means uderstand the spoken language while respective skill means understand the written language.

In this reseach the writer focused on teaching reading. Because, reading is the key of learning in all of aspect of life ; it provides access to get the information, knowledge, facilitates life-long learning, and open doors to opportunity (McShane, 2005: 7). For instance, by having the reading ability, the students can increase their knowledge, improve their thingking do assignment, make notes, write letters, solve problems and many other things. Reading is also important because, English is in the National examination, still focused on reading skills. According to Depdiknas (2004:2), in reading skills, the students are required to understand the text or dialogue by determining the implicit information, overview and main idea and interpreting the meaning of words, phrases and sentences. It can be assumed that, the reading skill gets the most attention in English teaching in Indonesia.

Although reading skill gets the most attention in English teaching in Indonesia, reading English is still difficult for many people. As Hamra and Syatriana (2010: 34) state that as the most prioritized skill, many students in Indonesia assume that reading skill is very difficult. The problem also occurs to the tenth grade students of SMA Ethika Palembang when reading a text. Many students are unable to get the meaning of the words, difficult to find explicit and implicit information in a text. Most of students are not able to comprehend English text well, such as summrizing the important idea from the text, searching interesting or important of information, and

also the students were passive and not creative,(Informal interview to the English teacher of SMA Ethika).

Dealing with the problems of the tenth grade students of SMA Ethika Palembang, the teacher must select the appropriate technique or strategy to teach reading material. The writer tried to apply 3-2-1 strategy in teaching reading, the writer used the strategy to help the students found the important of ideas, searched interest or important of information and made students active in teaching learning process, especially to improving student's reading comprehension achievement.

According Coe, at. al (2005: 383), 3-2-1 strategy is devided into three steps. First, the students found **3** things of discovered in text or the important ideas of the text independently. So, students are encouraged particular attention to what students read by identifying keys word of the text and sharing, the students understandings of the text by writing and explaining in students own words. Next, students also write or identifying **2** interest important of information in the text, students can write every thing that students interest, in this step also give students opportunities to share what the students enjoy most about what students read. Finally, students write **1** question about conceptual gaps, misunderstood events, or unclear explanations in text. This strategy can be used while reading a variety of texts to actively and meaningfully engage students with the text.

Based on what was discussed in the introduction, the problem identification can formulated in the following question: "Is there a significant difference on students' reading achievement who are taught by using 3-2-1 strategy than who are taught by using teacher's strategy to the tenth grade students of SMA Ethika Palembang?"

Concept of Teaching

Teaching are all the activities of providing education to other, interaction between teacher and students, process give knowledge or skills to students, train

behavior. Such as, teaching and learning process in the class. According to Brown (2007: 8), teaching is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge, causing to know or understand. Moore (2005: 4) stated that teaching as actions of someone who is trying assist other to reach their fullest potential in all aspect of development. From those explanation, it can be concluded that teaching is an activity between teacher and students imparting knowledge, guided information how to do something to students, train students in learning process.

Concept of Reading Comprehension

Reading comprehension consist of two words, namely reading and comprehension. According to Siahaan (2008: 2), reading is receptive written language skill that reading is the skill of a reader or a group of reader to interpret information transferred by a writer. Julie and Jensen (1980: 207) said that reading is complex process get information from the printed page, ability to pronounce and comprehend printed word, interpreting sign, letter or symbols by assgning meanings of them, last receiving ideas and impession from an author via the printed word.

Comprehension according to Cooper (2000: 12), means a process by which the reader contruct or assign meaning by interacting with the text. Harrington and Koppenhaver (2010: 3) stated that comprehension is the ability to process the written of printed material from what has been read and to improve a construct if ideas in mind depend on the experience or prior knowledge of the reader and understand of the text idea.

So, reading comprehension is a complex process, the reader constructs meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text (Merisuo, 2006:1). Reading comprehension refers to reading for meaning, understanding and entertaiment, (Nunan, 2005:71). Based explanation, it can be assumed that, reading comprehension

is the ability to process the written or printed material from what has been read to develop and construct the main idea on the experience or prior knowledge of the reader. The purpose to get information, entertaimen, improve general language skill, and develope knowledge for the reader.

Concept of 3-2-1 Strategy

Coe, at. al (2005 : 381-382) stated that there are three vital components of the 3-2-1 strategy. First, students summarize 3 important points or the important ideas from text. Next, the students share 2 insights about what aspects of passages are most interesting or intriguing. the students can use the 3-2-1 chart as a strategy while they read a textbook, a novel, an article, or other instructional text, or use it as a postreading activity. The teacher must first model the use of the strategy to students and discuss their thinking processes, the meanings they constructed, and the ways they benefited from the strategy to them. Finally, students are given opportunities to ask questions about the text. Table 1 shows a basic 3-2-1 strategy chart.

Table 1

Student Name :	
Topic/book/text:	
3 Things you discovered	1 2 3
2 Interesting things	1 2
Question you still have	1

The detailed description of the 3-2-1 strategy, according to Coe, at. al (2005: 381-382), are as follows:

"3" things you discovered. An effective way for teachers to combat passive participation from students is by asking them to summarize portions of what they have read. During the first step of the 3-2-1 strategy, students summarize and cite three different key details they identified while reading the passage. By focusing on three discoveries made during reading, students are encouraged to pay closer attention to the text by identifying key facts and sharing their understandings of the text by writing and explaining meaning in their own words. Summarizing is beneficial to readers in several ways.

"2" interesting things. Acknowledged that giving students opportunities to share what they enjoy most about what they read is an important part of guiding students toward making reading a part of their everyday lives. Students can share their own attitudes on texts, thus becoming more engaged in readings during the second portion of the 3-2-1 strategy. In this step, students list two things that stood out as being interesting to them.

"1" question you still have. The final component of the 3-2-1 strategy is for students to write a question that they still have about the text. Beck and noted that learning facts that are embedded in written pieces does not equal understanding, but active questioning engages readers while serving to build knowledge of texts. In this final step of the 3-2-1 strategy students can ask questions about conceptual gaps, misunderstood events, or unclear explanations in text.

According to Preszler (2006: 20), the 3-2-1 strategy gives students the opportunity to pause and review. This strategy requires students to consider what they have learned and to process the information they have been exposed during a lesson. In addition, when students apply this strategy to their learning, they automatically synthesize information and formulate questions they still have regarding a topic of study. Based on the explanation the writer assumed that, 3-2-1 strategy requires that students summarize what they have reading and elaborate on their personal

connections to the text. The 3-2-1 strategy is applicable to many situations and is easy for students to master and remember.
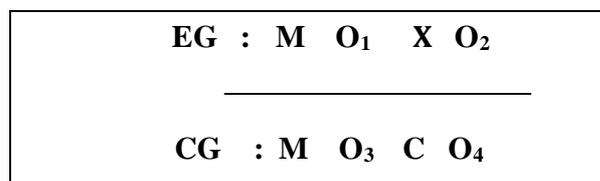
Adventages of 3-2-1 strategy

According to Coe, at. al (2004: 382-383), the adventages 3-2-1 strategy are as follows:

a. This strategy flexible nature, there are saveral ways to extend the strategy to better facilitate specific teacher curricular and intructional objective.

b. Set up 3-2-1 chart concentate on certain portions of text. This approach will be especially helpful students who have difficulty identifying focal point in the text.

c. The 3-2-1 strategy can also be modified to facilitate reading comprehension of struggling readers by asking them to provide evidence from text to support their discoveries, interests, and questions as show in the table chart 1.

d. The 3-2-1 strategy is one way to actively and meaningfully engage students with the text, and last,

e. Students are motivated because the discussion is based on the ideas that they found, addressed and brought to class.

Research Design

In this study, the writer used a quasi-experimental the matching only pre-test and post-test control design: the basic scheme of this study as a folllow:

$$
\begin{array}{l}
\text{EG} \ : \ \text{M} \quad O_1 \quad X \quad O_2 \\
\rule{4cm}{0.4pt} \\
\text{CG} \ : \ \text{M} \quad O_3 \quad C \quad O_4
\end{array}
$$

Where:

_____ : Line presents that experimental and control group that not been equated by randomization

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M	: Matched Subjects in experiment and control group
0_1	: Pre-test for experimental
0_3	: Pre-test for control group
X_1	: Treatment Experimental groups (3-2-1 Strategy)
C	: Treatment control groups (Teacher's Strategy)
0_2	: Post-test for experimental
0_4	: Post-test for control group (Fraenkel and Wallen 1990: 243)

Population and Sample

The population of this study will be all the tenth grade students of SMA Ethika Palembang. The total number of the population is **130** students. In this study the writer used convinience sampling, the sample of this study are choosen by head master, those are X.1 and X.2 tenth grade students of SMA Ethika Palembang. Because both of classes had same English teacher teacher and has same of the total number of students. The writer selected experimental group and control group by flipped a coin. After that, the writer got class X.I for experimental group and X.2 for control group, the total sample of the study were 88 students from the population, 44 students as experimental group and 44 students as control group. Finally, the writer found same pairs that have the same scores then the writer matched it is from pretest sco and they were as sample in this study.

Validity Test

According to Fraenkel and Wallen (1990: 127), validity has been defined as referring to the appropriatness, meaningfulness, and usefulness of the specific inferences researches make based on the data they collect. There are three ways to check validity of the test by, construct validity, one short validity technique and

content validity. In this research the writer uses one short technique and content validity.

To find out validity of the each question item, the writer analyzed the items of test by doing try-out on Monday, 22th of July 2013 at 10.30- 11.15 a.m. The instrument of the test are 40 students (X.I) of tenth grade students at SMA Nurul Amal Palembang. There are 60 of multiple choice questions, the correct answer is label 1 and the wrong answer is label 0. The result of test are analyze using Pearson Correlation Coefficient (SPSS 16), the categories valid whenever the significance (2-tailed) of the r-output is higher than r- table product moment with N-sample 40 is 0.312.

The writer also analyzed content validity. Hughes (1982: 22) said that a test is said to have content validity if it is content constitutes a representative sample of language skill, structures, etc., with which meant to be concerned. To know contents of the test items should be made based on the curriculum and syllabus. In this reseach the writer used syllabus of Senior High School (SMA), there were 20 questions recount text, and 20 questions narrative text.

Reliability Test

According to Fraenkel and Wallen (1990: 133), reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. The concept of reliability is related to the consistency of the measurement when the testing procedure is repeated on a population of individuals or group. The writer analyze by using internal consistency realibility. to know wether or not the instruments reliable. To find out reliability test the writer analyzed the items of test by doing try-out on Monday, 29th of July 2013 at 10.30- 11.15 a.m. The instrument of the test are 40 students (X.I) of tenth grade students at SMA Nurul Amal Palembang.

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Normality Test

The writer used one-sample Kolmgrorov-Smirnov test to anayze the normality. The significance pretest in control group was 0.298, they are higher than 0.025 It can be stated that the students' pretest scores in control and was normal. The significance posttest in control group was 0.335, and the significance posttest in experimental group was 0.047. The significance value is greater than 0.025. It means that the data is in normally distributed population.

Homegeneity Test

For analyzing the homegeneity, the writer used Levene Statistic. The result of pretest in control and experimental groups shows that, the significance was 1000, it means that the pretest in control and experimental groups are considered homogeny. Because, the p-output was higher 0.05. in other words, the sample are in the same capability. The result of posttest in control and experimental groups shows that, the significance was 0.06 it means that the pretest in control and experimental groups are considered homegeny.

Hypothesis Testing

In this study, to measure the significance difference, the writer used matc t-test . there were 30 students responded to the experimental group, they have been on average (X_1=72.92). Mean while, there were 30 students responded to control group, and they have been average (X_2=67.58). The mean difference between posttest experimental and control groups were 5.34 point. Standard deviation both of experimental and control groups were 3.5

The result analysis of measuring a significant difference on the students' reading achievement by using 3-2-1 strategy than those who taught by teacher strategy that usually used by the teacher at SMA Etika palembang, it was found that t-obtain was 8.3. At the significance level of $p < 0.05$ in two-tailed testing and df= 29,

the critical value of t-table 2.045. Since the t-obtained exceeded the critical value of t-table, the nul hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. It could be that there was a significant difference on students reading comprehension achivement who are taught by using 3-2-1 strategy than who are taught by using teacher's strategy to the tenth grade students of SMA Ethika Palembang.

Conclusion

Based on the result of the data analysis and interpretations, it can be concluded that there is a significant difference on students reading comprehension achivement who are taught by using 3-2-1 strategy than who are taught by using teacher's strategy. While, the result of reading comprehension achivement in experimental group was significantly higher than conrol group. 3-2-1 strategy give positive effects on students' reading comprehension achivement. It can be seen from the result both of experimental and controls groups. Therefore, the writer assumed that 3-2-1 strategy has increased the score in students reading comprehension ability to the tenth grade students of SMA Ethika Palembang.

It indicates that 3-2-1 strategy brings advantages to teach English of SMA Etika Palembang. 3-2-1 strategy made students to be active in teaching and learning process, because they worked in group and share their opinions one each other in small group discussion, and the students also have motivated because the discussion is based on the ideas that they found, addressed and brought to class Next, the students has an opportunity to ask one questions about the text which is their did not uderstand yet. The 3-2-1 strategy is applicable to many situations and is easy for students to master and remember. Finally, the teacher and the students will pass on KKM of the subject.

EDUKASI
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