THE EFFECT OF USING 3-2-1 STRATEGY TOWARD STUDENTS' READING COMPREHENSION ABILITY AT SMP N 34 PADANG

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Abstract

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan siswa SMPN 34 Padang terhadap pemahaman membaca. Strategi konvensional dalam pengajaran membaca yang digunakan guru kurang tepat dalam meningkatkan keterampilan membaca pemahaman. Oleh sebab itu perlu diterapkan sebuah strategi pengajaran membaca yang berguna untuk meningkatkan kemampuan pemahaman membaca siswa. Dalam penelitian ini, peneliti menggunakan strategi 3-2-1 pada kegiatan membaca. Penelitian ini bertujuan untuk melihat dampak penggunaan strategi 3-2-1 dalam kegiatan membaca terhadap pemahaman siswa dalam membaca. Penelitian ini merupakan penelitian kuasi eksperimen dengan desain *Nonequivalent Control Group Post Test Only Design.* Populasi penelitian adalah siswa kelas VIII SMPN 34 Padang tahun pelajaran 2016-2017 yang terdiri dari delapan kelas. Sampel penelitian yang diambil dengan menggunakan teknik *cluster sampling* ini terdiri dari dua kelas yaitu VIII 7 sebagai kelas experimen dan VIII 6 sebagai kelas control. Masing-masing kelas memiliki jumlah siswa 32 orang. *Instrument* yang digunakan adalah *Reading Test* yang terdiri dari tiga puluh butir soal dalam bentuk pilihan ganda. Tes tersebut dilakukan dua kali yaitu *pre-test* dan *posttest*. Setelah memberikan *post-test* didapat data berupa nilai *reading test* oleh kedua kelompok sampel yang kemudian dianalisis secara statistik dengan menggunakan rumus *t-test*, dan ditemukan bahwa t-*hitung* sebesar 4.45, sedangkan t-*tabel* sebesar 1.998, yang berarti t-*hitung* > t-*tabel.* pada taraf signifikasi 0.05. Berdasarkan hasil hitungan ini, disimpulkan bahwa penggunaan strategi 3-2-1 dalam pembelajaran membaca memberikan pengaruh yang lebih baik terhadap pemahaman siswa dalam membaca.

Kata Kunci : strategi 3-2-1, strategi konvensional, pemahaman membaca

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A. INTRODUCTION

One of the important skills to be mastered by students when learning English is reading skills. By having a good skill in reading, the students can gain information and expand their knowledge. Although reading is important, there are still many students who have a low ability in reading a text. As a matter of fact, the students can not answer the questions well after reading a text. The result of the preliminary research showed that many students failed in reaching the minimum standard gifted that is 77. Based on the condition above, in order to improve the students' ability in reading, knowing the problem first is worthy.

Based on observation conducted by the researcher at SMP 34 Padang, it is found that there are some problems in teaching and learning process of reading class. *Firstly*, it is hard for students to comprehend the text well. As Anderson and Nunan (2008:3) state that comprehension is an activity to get the meaning from the text. In fact, while reading a text, many students assume that the author's intended meaning lies in the words of the text so that reading is nothing more than the process of finding the translation of the word in the text. They tend to look up the dictionary to find the word that they do not know. Therefore, the students spend a lot of time to translate sentence by sentence.

Secondly, the students are not really familiar with the text. In other words, the students just do not know what to do when they are given a text. They do not know how to find the content or information from a text. In fact, the students do not know how to answer the question even though the information has already explained in the text they read.

Thirdly, the use of teachers' conventional strategy can be one problem that makes students' reading ability still low. The teacher has difficulty to choose the proper strategy in order to cover the students' problems so that they apply the conventional strategy. They usually ask students to read a text from English textbook, find the meaning of difficult vocabularies and answer questions provided in the textbook. The activities in this strategy make students bored because they just read the text.

Related to the problem above, the use of effective reading comprehension strategy is needed to help students to improve their reading comprehension. McNamara (2009:36) states that "reading comprehension strategies are essential, not only to successful comprehension but also to overcoming reading problems and becoming a better reader and comprehender". From this statement, it is known that by giving an effective reading strategy to the students, it will help students to comprehend their reading.

Discussing an effective reading strategy, there are many strategies that can be applied in teaching reading. One of the strategies has been studied by Zahra (2017) who researched about the application of metacognitive strategy: RAP (Read, ask, paraphrase). However, the teacher has to find the proper strategy in order to solve the students' comprehension problem. By

comparing some strategies, the teacher can find the more suitable strategy. *First,* Free Voluntary Reading Strategy (FVR) is a strategy that improves students' attitude toward reading (Krashen: 2001). Therefore, this strategy is not effective for junior high school students. The rationale why this strategy is ineffective is because students may have no idea what they want to read. Moreover, it may cause many students reluctant to present what they have read in the class or they do not read the text at home.

Second, "Say Something" strategy is the strategy that interrupts a students' reading of a text and the reader are given a chance to think about what they are reading (Kathy: 2002). However, this strategy has many discussion. The classroom management may become a problem. If students do not give their attention to their friend who says something, the students will get nothing. Students may be doing some other activities like talking or thinking what they will say about the text while their friend read and say something. Further, the students may do not interested saying something because of lacking in the idea, anxiety and nervous.

Besides these two strategies, there is a strategy that is suitable for junior high school students in reading class. The strategy is the 3-2-1 strategy. This strategy is proposed by Coe et al (2004), as the strategy that can help students interact meaningfully with and develop understanding of a text. There are three activities to implement the strategy. First, students summarize the important points from the text. Second, students share the aspects of passages that are most interesting or intriguing to them. Finally, students have the opportunity to build up a question about the text.

Based on previous research about this strategy, it is proved that this strategy effective to boosting reading comprehension. Alsamadani (2011) has done a quasi-experimental study to the Saudi EFL college level students. The strategy proves to be effective in improving reading comprehension. Moreover, there are several strengths of this strategy according to Coe et al (2004). The first strength is helping the students to get the meaningful reading. During the 3 things you discovered steps, students are encouraged to pay closer attention to the text by identifying key facts and share their understanding of the text. Second, students can build knowledge of the text. In the final step that is 1 question you still have, students ask a question about conceptual gaps, misunderstood events or unclear explanation in text. Third, this strategy guides students what to do with the text since this strategy require students in 3-2-1 steps. Overall, the 3-2-1 strategy has several strengths which can assist students to improve their reading ability.

Besides its strengths, there one reason why it is worth conducting other research dealing with the use of 3-2-1 strategy in relation with teaching reading comprehension. The reason is no studies has been done yet in junior high school students on using 3-2-1 reading strategy as the previous studies focus on college students and senior high school students. The 3-2-1 strategy can also be used in junior high school in a different way. In junior high school, according to Weimer (2014), the 3-2-1 strategy chart can be used as a guide. To clarify, the students do not have to summarize by their own words,

but they can complete the chart by copying the sentence that they think three key facts and two interesting things.

Based on the explanation above, the researcher is interested in doing a research on another teaching reading strategy called 3-2-1 as the strategy used in reading. The researcher wants to know how effective the 3-2-1 strategy in the junior high school at SMP N 34 Padang.

B. RESEARCH METHOD

This kind of research was an experimental research. According to Gay (2009:240), experimental research is the only one of research that may test the hypothesis to discover a cause and effect relation. The type of experimental research used in this research was quasi-experimental design because the entire classroom was chosen to treatment, not the individual (Gay, 2009:259). Then, the Nonequivalent Control Group Design was used in this research. According to Gay, the Nonequivalent Control Group Design involves random assignment or treatment of intact groups not a random assignment of individuals.

The population of this research was the students of grade VIII of the first semester of SMP N 34 Padang in academic year 2016/2017. There are 240 students from 8 classes. In order to select the sample, cluster random sampling technique was used. The sample of this research was students of class VIII6 and VIII7 of junior high school grade VIII at SMP Negeri 34 Padang. Each class consists of 32 students.

In this research, the instrument used was the reading test. In constructing the test, the researcher had to consider the indicators of the test administered. The researcher made the indicators of the test based on the Brown's theory of reading comprehension: topic, main idea, details and vocabulary in contex.

In order to collect the data, the researcher taught in experimental class and control class. Then the researcher conducts pretest and post-test to collect the data. Those tests were conducted for both control class and experimental class in order to figure out the significance of the differences between the control group and experimental class. Both pre-test and post-test were administered for 60 minutes. The pre-test was conducted to determine the samples of the research, and it was conducted before the researcher gave the treatment. The after giving the treatment for 5 meetings, the researcher conducted post-test to both experimental and control class in order to see the ability of the students after the treatment was given. After giving the post-test, the researcher calculated the score of the students and compared the score of experimental class and control class to see the effectiveness of the strategy used experimental class. After collecting the data, the researcher analyzed the normality, homogeneity, and hypothesis testing.

C. RESULT AND DISCUSSION
Result
a. Experimental Group

The result of the students' posttest scores in the experimental group was 93 as the highest one, and the lowest score was 63.

Class Interval Mark	Frequency	Percentage
63-68	4	12.5%
69-73	4	12.5%
74-78	3	9.375%
79-83	12	37.5%
84-88	6	18.75%
89-93	3	9.375%
Total	**N=32**	**100**

b. Control Group

The students' posttest score result showed that the highest score of the students in control group was 86, and the lowest score was 53.

Class Interval Mark	Frequency	Percentage
53-58	3	9.375%
59-64	5	15.625%
65-70	8	25%
71-76	10	31.25%
77-82	4	12.5%
83-88	2	6.25%
	N=32	**100**

The mean score of the posttest of students in the experimental group was 79.53 while the mean score of the posttest of students in control group was 70.5.

c. Normality Testing

The researcher analyzed normality test by using Liliefors testing for both control and experimental groups. Based on the formula used, it was found that the value of experimental group post-test was $L_{observed}$ 0.1109 < L_{table} 0.1566 (see appendix 9) . Thus, it can be concluded the data was normal. Then the value of control group post-test was $L_{observed}$ 0.0702 < L_{table} 0.1566 (see appendix 10). It means that the data was normal.

d. Homogeneity Testing

The result of homogeny of post-test of experimental and control group showed that $F_{observed}$ 1.142 < F_{table} 4.00 with the level of significant

0.05 (see appendix 11). Thus, it means that the two variance or the two groups, both control and experimental groups, were homogenous.

e. Hypothesis testing

After the data of post test was normal and homogenous, then the scores were calculated by using t-test formula. Based on the t-test formula, it was found that the $t_{observed}$ is 4.45 while t-table was 1.998. It means that there is a significant difference between the students' posttest scores in both experimental and control groups. It means that the hypothesis H_1 stated that "The use 3-2-1 strategy gives positive effect toward students' reading comprehension ability at SMP N 34 Padang" was accepted; H_0 stated, "The use of 3-2-1 strategy does not give positive effect toward students' reading comprehension ability at SMP N 34 Padang" was denied.

Discussion

Based on the findings, the mean score of the posttest of students in the experimental group was 79.53 while the mean score of the posttest of students in control group was 70.5. The different result of the two groups could be seen from the hypothesis testing. The value of t_{table} was bigger than $t_{observed}$ (4.45>1.998) in the level of significance 0.05. It means that the directional hypothesis (H_1) was accepted. Thus, it could be concluded that the students taught by using the 3-2-1 strategy had better reading comprehension than those who were taught by using the conventional technique used by the teacher in teaching English especially in teaching reading.

The students could improve their reading ability by giving them the treatment 3-2-1 strategy. This strategy effective because the 3-2-1 strategy is new, interesting and challenging for students. The strategy requires students to summarize the text for the purpose of comprehension. It is found out that when students discover 3 ideas from the text, they all try to find general information that covered the reading. Then, when students find 2 interesting things according to their own perception, they try hard to involve their own interest and knowledge with the text. Furthermore, when students write 1 question, they explore their understanding of current knowledge from the reading which they relate to their background knowledge. Then by discussion, students become more confident to strengthen their understanding of the learning process. The students are motivated in the learning because the discussion is based on their ideas they found and brought in front of class.

Moreover, in order to minimilize the internal validity, the researcher condcted the pretest to see the homogenety of the samples. Therefore, the two groups were the same before the treatment given.

D. CONCLUSION AND SUGGESTIONS
1. Conclusion

Based on the findings and discussion, it was found that the purpose of this research that was to figure out whether the 3-2-1 strategy gives positive effect toward reading comprehension ability of junior high school students

at SMP N 34 Padang Students Grade VIII was reached. In addition, the findings in the previous chapter proved that using the 3-2-1 strategy gives positive effect toward students' reading ability. It was proved by the mean score of the students' post-test. After giving the treatment to the experimental group, the mean score of the students was 79.53. Meanwhile, in the control group, the mean score of the students was 70.5. Based on the hypothesis testing, the value of $t_{observed}$ was bigger than the value of the t_{table} at the level of significance 0.05 ($t_{observed} > t_{table} = 4.45 > 1.998$).

To sumarize, the difference in students' reading ability between the two groups was significant. From that result, it was decided that H_0 was rejected while H_1 was accepted. Finally, it can be said that the use of 3-2-1 strategy in teaching reading for VIII grade students at SMPN 34 Padang gave significant effect towards students' reading comprehension ability.

2. Suggestions

Based on the findings of the research, it is suggested that:

1. the English teachers to use the 3-2-1 strategy since this strategy was proven to be an effective strategy that gives positive effect toward students' ability in reading.
2. the English teacher of SMP N 34 Padang to apply the 3-2-1 strategy in their teaching reading activity.

the next researcher to use other kinds of text in implementing the 3-2-1 strategy in order to see how effective this strategy can be used in teaching reading.

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