THE EFFECT OF APPLYING 3-2-1 STRATEGY ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

SKRIPSI

Submitted Partial Fulfillment of the Requiretments
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

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MEDAN

2019

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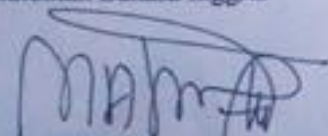|		
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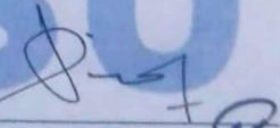
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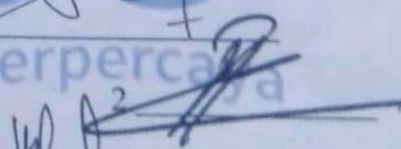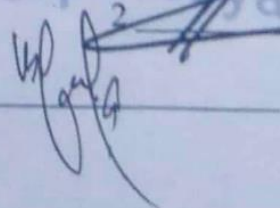
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Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
30/08-2019	Chapter 1		
	Chapter 2 } final Revision		
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06/09-2019	Chapter 4		
	- Writing System		
	- Data analysis		
	- Data finding		
17/09-2019	Chapter 4		
	- Discussion		
	- conclusion & suggestion (chapter 5)		
19/09-2019	Abstract and acknowledgement		
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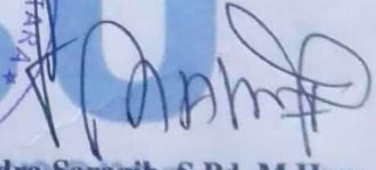Disetujui oleh:
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ABSTRACT

Nada, Mastura. 1502050135. "The Effect of Applying 3-2-1 Strategy on Students' Reading Comprehension of Narrative Text". Skripsi: English Education Program Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2019.

The objective of this research was to investigate the effect of applying 3-2-1 strategy on students' reading comprehension of narrative text. This research applied experimental research. Population of this research is taken from eight grade of SMP Cerdas Murni Tembung academic year 2019/2020 with the total population 367 students. The researcher just took two class as the sample. The sample was taken by using purposive sampling technique. The sample consisted of 38 students in class VIII-2. The experimental group was taught by applying 3-2-1 strategy on students' reading comprehension of narrative text. While in class VIII-1 groups are taught using traditional methods in reading comprehension. The instruments of collecting data was multiple choice test which consisted of 20 items. The experimental group was given pre-test and post-test. After the data had been collected, these were analyzed by using t-test formula. The result of analysis showed that t-observe (to=5.929) was higher than t-table with the level of significant α= 2,024. The final hyphothesis showed that Ho was rejected and Ha was accepted. It means that there was a significant effect of applying 3-2-1 strategy on students reading comprehension of narrative text.

Keywords: **effectiveness, reading comprehension, 3-2-1 strategy.**

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Assalamu'alaikum Wahmatullahi Wabarakatuh,

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CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is taught as a compulsory subject from elementary up to university level. There are four skills of language to master in learning English, namely listening, speaking, reading, and writing. One of the very important skills to master is reading skill. Compared to the other skills, reading may be considered as the most frequently used skill in school. The students are expected to read information which is mostly written in English. According to Sesilia, Susilawati, Husin, (2016) "Reading is a skill that must be acquired by students because it helps them to find many useful information. Reading skill was learned by the students since junior high school". Therefore, after reading can make the essence of the reading.

While According to Juliantina, lestari (2018) "Reading is an active process which has interaction between the reader and the writer in which the writer conveyed the information from the text and interprets it into their own language". So we can conclude that reading is when someone looks into a written text and starts to absorb the information from the written linguistic message. According to Harmer (2007: 99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Most of students find that reading is difficult because, they have low motivation, interest and self- confidence in reading. However, based on researcher's experience during teaching practice on eight grade students, most of the students face some problems

related to reading skills. For the example in eight grade students of SMP Cerdas Murni Tembung. First, They have difficulties in comprehending reading text, especially related to understanding main idea of the text. Second, the students are lack of vocabularies and they feel confused in understanding the passage, and the last teaching techniques that used by the teacher are monotonous. While in curriculum there are some type of texts that have to be learned by the students. They are descriptive text, recount text, procedure text, and narrative text. So, reading narrative text is one of the texts that must be learned and taught in junior high school. According to Rolland Barthers cited in Herman (2009:7) "Narrative is first and foremost a prodigious variety of genres, themselves distributed language, spoken or written, fixed or moving images, gestures, and the ordered mixture of all these substance; narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, stained glass windows, cinema, comics, news item, conversation". The Purpose of Narrative Text is to amuse or to entertain the reader with a story. Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story. Tells the beginning of the problems which leads to the crisis (climax) of the main participants. Therefore, English teacher should be more creative in teaching reading. They should use various methods, techniques, or strategies, in teaching reading to develop the students' interest. The ultimate goal is to have students using the trained strategies autonomously, skillfully, appropriately, and creatively. Therefore, the researchers choose the 3-2-1 strategy to help the students in learning reading comprehension. There are many strategies that can be applied in english language

teaching. One of them is 3-2-1 strategy. It is a strategy to help students in self-monitor comprehension, identify important details in the text, or lesson where understanding is uncertain. There are three component of the 3-2-1 strategy. First, students summarize important point from the text. Second, st udents share insight about what aspect of the passages are most interesting or intriguing to them, and make one question from the text, and the finally step is to conclude.

In this research the writer will apply 3-2-1 strategy in teaching reading skills at the eight grade students of SMP Cerdas Murni Tembung. The researcher chooses that strategy because 3-2-1 strategy is the most appropriate strategy that can help the students improve their reading comprehension skills.

Based on the explanation above, the writer was conduct a research entitled **"*The Effect of Applying 3-2-1 Strategy on Students' Reading Comprehension of Narrative Text.*"

B. The Identification of the Problem

Based on the above explanation, there were many problems that was identified, they were:

1. The students are lack of vocabularies so they feel confused in understanding the passage.

2. The teaching techniques that use by the teacher or monotonorus.

3. The students have difficulties in comprehending reading text.

C. The Scope and Limitation

From the idea of the problem above, the researcher limits the research focuses of teaching and learning process of reading comprehension in Narrative text by using 3-2-1 strategy. The kind of Narrative Text is Fairy Tale. This study was taken from students of eight grade at SMP Cerdas Murni Tembung in academic year 2019/2020.

D. The Fo rmulation of the Problem

In line with the limitation of the problem above, the writer formulates the problem questions as follow: Is there any significant effect using 3-2-1 strategy on students' reading comprehension of narrative text at the eigth grade students at SMP Cerdas Murni Tembung in academic year 2019/2020?

E. The Objectives of the Study

The purpose of this research is to find out the significant effect of applying 3-2-1 strategy on the students' in reading comprehension.

F. The Significance of Study

The finding of this research would be expected to be giving out the theoretical and practical significance. The significance could be described as following :

1. Theoretically

As theoretical, this research is useful and interesting strategy in teaching reading comprehension through 3-2-1 strategy.

2. Practically

For researcher, for the english teachers, to help the students' problem in reading comprehension by using the 3-2-1 strategy. Then, for the students, it is to improve their understanding in reading comprehension through the application of 3-2-1 strategy in teaching learning process. Finally, the further researcher who will do the same research, it can be used as input to make education policy in teaching English.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading

1.1 Definition of Reading

Reading is one of the important capabilities that need to be paid interest to analyze the process. Reading can be challenging, specifically when the material is unfamiliar to students. In addition, by using reading, the students open their idea and refresh their information each and every time. Actually the essence of reading is the reader necessity to work via them to interpret the textual content and get the meaning of what the creator needs to bring.

Carrell and Grabe (2010) and Janzen (2007) Reading is generally viewed as the foundational skill for success in academic learning. As suggested in the distinction that is sometimes made between 'learning to read' and 'reading to learn'. Learning to read involves mastery of both bottom-up and top-down skills. Freebody and Luke (2003) argue that in the process of developing these skills learners need to adopt four 'reader roles', enabling them to move towards becoming fully competent and skilled readers.

Reading is the process of getting information from the written text; from the writer to the reader. The goal of all reading is the comprehension of meaning that is conveyed in the written text. So, we can conclude that reading is when someone looks into a written text and starts to absorb the information from the written linguistic message.

1.2 Reading Comprehension

According to Brown (2004, p. 229), there are some strategies of reading comprehension: (1) identify your purpose in reading a text. (2) Applying spelling rules and conventions for bottom-up decoding. (3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meanings. (4) Guess at meaning (of words, idiom, etc). When you aren't certain. (5) Skim the text for the gist and for main ideas. (6) Scan the text for specific information (names, dates, key words). (7) Use silent reading techniques for rapid processing. (8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information. (9) Distinguish between literal and implied meanings. (10) Capitalize on discourse markers to process relationships.

In effective teaching of reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom. Slavin (2005) has also noted that effective instruction is not a simple matter of one person with more knowledge transmitting knowledge to another.

From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension understands all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

1.3 Teaching Reading

Brown (2004:7) says that "teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning". Meanwhile learning is getting the knowledge or the acquisition of the knowledge. From the definitions above, we can define teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

1) Teaching Reading Comprehension

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2004: 306-311) there are ten strategies which can be applied in the teaching reading comprehension in the classroom as follow:

a) Identifying the purpose in reading by knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts.

b) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners) At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with

final silent "e" such as (late, time, bite, etc).

c) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels) in advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

d) Skimming the text for the main ideas Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas.

e) Scanning the text for specific information Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details

f) Using semantic mapping or clustering Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text.

g) Guessing when you are not certain means that guess are an extremely

broad category. Learners can use guessing to their advantages to: (1) guess the meaning of a word, (2) guess grammatical relationship (e.g., a pronoun reference), (3) guess a discourse relationship, (4) infer implied meaning ("between the lines"), (5) guess about a cultural reference, and (6) guess content massages, Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

2) The Principles of Teaching Reading

In teaching English, teacher as the center and facilitator to the students in the classroom needs to prepare some teaching strategies and principles to teach the students so that they can understand well what the teacher teach in the classroom.

According to Richards and Renandya (2002: 16), there are ten teaching principles that may be appropriate in teaching reading that is summarized below.

a. Lowering Inhibitions

In the classroom, students need some activities to decrease their difficulties in studying English. The teacher can apply these activities, those are, playing guess and communication games, doing role-replay and skits; sing a songs, using group work, laughing with the students, having them share fears in small groups.

b. Encouraging risk-taking

When students feel afraid in making mistakes in studying or doing exercises, some efforts can be applied in the classroom, those are, praising students for making science efforts to try out language, using fluency exercises where errors

are not corrected at that time, giving outside-of-class assignments to speak or write or to try out the language.

c. Building students' self-confidence

Teacher need to build the students' confident in studying English because self-confident is one of important factor which influents the students' success in studying English. To do that, teacher should tell students explicitly (verbally and nonverbally) that he or she do indeed believe in them that their students can do their job. Teacher should ask them make lists of their strengths of what they know or what they have accomplished so far in the course.

d. Helping students develop intrinsic motivation

Developing intrinsic motivation can help students to improve their achievement in studying English. Some efforts that can be done by the teacher are reminding students explicitly about the rewards for learning English, describing students that many jobs requires English, playing down the final examination in favor of helping students to see rewards for themselves beyond the final exam.

e. Promoting cooperative learning

In studying English in the classroom, teacher needs explain that cooperative learning in the class is more important than competition between the students. Some activities can be done in cooperative learning are directing students to share their knowledge in a group, asking the students to think of themselves as a team so that the students who have a good ability in learning can help the students who do not have it.

f. Encouraging students to use right-brain processing

In studying English, teacher should insist that learning is not only doing

exercises and decide the right and the wrong answer but the teacher also needs some activities to develop the students' creativity in learning English. Some activities which can be done are using movies and tapes in class, having students read passages rapidly, doing skimming exercises, doing rapid 'free writes', doing oral fluency exercises where the object is to get students to talk or to write a lot without being corrected.

g. Promoting ambiguity tolerance

Making the classroom is enjoyable and comfortable is a good way to make students feel relax in studying English. Some activities can be done are encouraging the students to ask you and each other, questioning when they do not understand something, making your theoretical explanations very simple and briefly by doing translation into a native language to clarify a word or meaning.

h. Helping students use their intuition

Making the students not depend to the teacher is a good way to building their intuition. Some strategies can be done by the teacher are praising the students for good guesses, doing not always give explanation of errors, letting a correction suffice and correcting only selected errors.

i. Getting students to make their mistakes work for them

Teacher does not need to correct and always explain why the students make errors in their learning. Asking the students to do self-learning activities is the good way for them. Some activities can be done are recording students' oral production and getting them to identify their errors, letting students catch and correct each other's errors, encouraging students to make lists of their common errors and to work on them on their own.

   j. Getting students to set their own goals setting the students' own goals are good way to improve their study.

  The activities are asking them to make list of what they will achieve on their own particular week, getting students to make specific time commitments at home to study the language, and giving "extra credit" work. These are the ten principles which can be implemented in the teaching reading in the classroom. Teacher can select one or two appropriate principles as the need of the students because the appropriate principle influences the students' achievement.

  Based on the kinds of reading above, the writer focuses on one kind that is intensive reading. In intensive reading, the writer will research how the students can determine the main idea of paragraph.

3) Paragraph

  A paragraph is a group of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentences explain the writer"s main idea (most important idea) about that topic. When the writer wants to write about a new main idea, he/she begins a new paragraph. According to Dorothy E. Zemach and Carlos Islam, Oxford: Macmillan, p. 9 (2005), said that a paragraph can give information, tell an opinion, explain something or even tell a short story. In written form English is devided into paragraph to distinguish one main idea from other main ideas. There are four different kinds of paragraph, and each one having a different purpose:

   a) Introductory: usually the first paragraph in an essay, it gives the necessary background and indicates the main idea, called the thesis

   b) Developmental: a unit of several sentences, it expands on an idea.

c) Transitional: a very brief paragraph, it merely directs the reader from one component on the topic.

d) Concluding: usually the last paragraph in an essay, it makes the final component on the topic.

4) Main Idea

According to Lee Brandon and Kelly Brandon, Boston: Wadsworth (2011: 72) Finding the main idea or theme of a written piece is one of the most important aspects of good reading comprehension. It is, however, easy to confuse the main idea or theme with the subject. Basically, the subject of a piece of writing is what that piece is generally about, plain and simple the facts and information. However, when you look past the facts and information to the heart of what writers are trying to say, and why they are saying it, that's the main idea or theme. For example, the subject of this introduction is about distinguishing between a subject and a main idea or theme; the main idea or theme is why it's important to be able to recognize that difference.

1.4 Purpose of Reading

There are some purposes of reading as follow:

a. Pleasure and enjoyment. We can choose the topic for the purpose of enjoying ourselves.

b. Practical application is to gain information we can use in a practical situation.

c. To get an overview is to get a general feel for the topic, to determine whether it is useful and to get a sense of how the topic is treated by the writer.

d. To locate specific information is what we are looking for but do not know where to find it.

e. To identify the central ideas of theme is to extract the essence of what the topic is trying to convey.

f. To develop a detailed and critical understanding.

2. Narrative Text

2.1 Definition of Narrative Text

Narratives are stories about individual or a group of people overcoming troubles (Joyce & Feez, 2000: 24). They additionally provide an explanation for that narratives show how humans react to experiences, discover social and cultural values and entertain the audience. It aims to entertain, to get and hold the interest of the reader or listener of the story (Joyce & Feez, 2000).

Thomas S. Kane (2000: 363-364) stated that "a narrative is a meaningful sequence of events told in words." It is sequential in that the events are ordered, not merely random. Barwick (2006: 5) states that a story that qualifies as a narrative should have the following elements: a setting, characters, atmosphere, a plot, conflict, (and event eventual resolution), and a theme. Besides the elements, there are at least three stages in a narrative text; they are orientation, complication, and resolution.

Furthermore, like any other texts that have their personal linguistic features; Joyce & Feez (2000) also endorse that narratives have some linguistic points as listed below:

a) Specific regularly character individuals with defined identities. Major

contributors are human, or now and again animal with human characteristic.

b) Mainly use motion verb (material processes), that describe what happens.

c) Many narratives additionally use wondering verbs (mental processes) that offers us statistics about what individuals are thinking or feeling, such as wondered, remembered, thought, felt, disliked.

d) Normally use past tense.

e) Dialogue frequently consists of and uses a quantity of announcing verb (verbal process) such as said, asked, and replied. The hectic might also trade to the existing or future in the dialogue. Sometimes these pronouncing verbs additionally point out how something is said.

f) Descriptive language is use to enhance and develop the story with the aid of developing photograph in the reader's mind.

g) Can be written in the first character (I, We) or third individual (he, she, they).

2.2 Purpose of Narrative Text

The purpose of narrative text is to amuse or to entertain the readers with actual or imaginary experiences in difference ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

2.3 Types of Narrative Text

Narrative Text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both. In various sources Narrative Text can be found in the form:

a. Folktale

It is very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *The Mighty.*

b. Fairy tale

It is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g., *Cinderella.*

c. Fables

It is traditional short stories that teach moral lesson, especially one with the animals as characters; these stories are considered as one group of animal stories, e.g., *The Lion and the Mouse*

d. Myth

It is a story from ancient times, especially one that was told to explain about natural events or to describe the early history of place or people, e.g., *Tower of Babel*

2.4 Generic Structure of Narrative Text

Text on the Narrative Text, its shape is as follows:

1) Orientation

Name to introduction of the form: a story about (what is the story about), who the actors in the story (who is the participant), of the story

(where is the location setting) and the story when it took place (when is the time settings).

2) Complication or problem

In this paragraph which grew to become the core of the narrative text. Without any problems, this text is only one structure of publicity to activities that followed with every other event. Problems that occur can be amazing:

a) Natural Conflict

Natural conflict means the troubles that arise due to the fact of the perpetrator stories dealing with the forces of nature.

b) Social Conflict

Social conflict means the issues that occur due to the fact the perpetrators were going through each other. They met at the identical time with distinctive interests.

c) Psychological Conflict

Psychological conflict means the issues that occur when dealing with the perpetrators of the story itself.

3) Resolution

In Narrative text, any problems that appear to be no solution, can be closed with a completely happy ending (happy ending) or not barely ended tragically, the unhappy (sad ending).

4) Re-Orientation (It is an optional closure of event)

2.5 Language Features of Narrative Text

There are six language features of narrative text as follow:

1) Past tense (killed, drunk, etc)

2) Adverb of time (Once upon a time, one day, etc)

3) Time conjunction (when, then, suddenly, etc)

4) Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)

5) Action verbs. A verb that shows an action. (killed, dug, walked, etc)

6) Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

2.6 Example of Narrative Text

Cinderella

Orientation: One upon a time there was a girl named Cinderella. She lived with her bad step mother and two step sisters. She had to do the entire household.

Complication: One day, The King invited all the ladies in the kingdom to go to the hall in the place. He wants to find the Crown Prince a wife. The step sisters went to the hall that night with their mother. Cinderella was left alone. Shi cried because she actually wanted to go to the hall too.

Climax: Just then after fairy godmother came. With her magic wand, she gave Cinderella a coach, two house, and footmen. She also

gave Cinderella a lovely dress to wear to the ball and pair of glass slippers. She told Cinderella to come home before midnight. At the ball Cinderella danced all night with the prince. The prince felt in love with her. At midnight, Cinderella ran home. Unfortunately, one of her glass slippers slipped of the door. She did not have time to put it back on. The prince was said as he could not find Cinderella again that night. The next day, the prince and his man brought along the glass slipper. They went all over the kingdom to search for the owner.

Resolution: After searching for a long time, finally, they come to the Cinderella's house. The slipper fitted her. The prince was very happy to find Cinderella again. They got married and lived happily ever after.

3. Conceptual Of 3-2-1 Strategy.

3.1 The Nature of 3-2-1 Strategy

The 3-2-1 strategy is one of reading strategy proposed by Zygouris-Coe, Wiggin and Smith (2005) as the strategy that requires the students to participate in summarizing ideas from the text and encourage them to think independently. Moreover, Preszler (2006: 9) defined that 3-2-1 Strategy gives the students the opportunity to pause and review. The strategy requires students to consider what they have learned and to process the information they have been exposed to during a lesson. In addition, when they apply this strategy to their learning, they automatically synthesize information and formulate questions they still have

regarding the topic of study.

3.2 The Procedure of 3-2-1 Strategy

According to Sesilia, Susilawati and Husin (2016) the process of using 3-2-1 chart printed out were. First, students should find the generic structure of the text. Second, the students are allowed to express and share their understandings three (3) things of the text by writing or explaining meaning in their own words. Third, students share insights about what aspects of passages are most interesting or intriguing to them. It means the students are asked to read and find two (2) things they regard as the most interesting thing. Finally, students are given opportunities to ask one (1) gap, misunderstood events, or unclear explanations in text.

3.3 The Example of 3-2-1 Strategy Chart

3-2-1 STRATEGY CHART

Student Name   : …………………………….

Topic/book/text   : …………………………

3 Make main point   : …………………………

2 Looking for interesting things : …………………………

1Question   : ………………………

3.4 Advantages Of 3-2-1 Strategy

Good strategy has to give significant advantages, so that the teacher can reach the goal of the strategy and get the best result as a implementation from this strategy. Here are several benefits of the strategy:

a) Based from the purposes that 3-2-1 strategy develops students" critical thinking about the text that they read. In this strategy students demanded to read entire the text not only for the first sentence like the students read commonly.

b) 3-2-1 strategy is a simple and easy process reading strategy to apply at young learner. In this strategy, the students are guided by some easy steps to understand the text.

c) Then it uses complied question to guide learner and improve what is the main problem. Some guiding questions are to cover the text that students read.

d) It helps the teacher determine whether or not the students understood the main point of lesson. 3-2-1 strategy also serves informative assessment and a collection of ongoing data for the teacher. This determines the beginning of the lesson for next day, how much re-teaching the teachers have to do before move on (Wiggins, 2005: 383).

3.5 Disadvantages Of 3-2-1 Strategy

This mastering method is solely possible for students who have the capability to hear and listen well, for students who do now not have such competencies need to use another strategy.

a) This method is unlikely to be able to serve the variations of every person each variations in abilities, knowledge, interests, and talents, as well as variations in learning styles.

b) Because greater strategies are given via text, it will be hard to increase students' skills in phrases of socialization skills, interpersonal relationships, and integral wondering skills.

B. Relevant Study

Many relevant researches had previously been performed dealing with reading comprehension strategies. However, not many researches with specific implementation of 3-2-1 strategy were held. The following are two relevant researches that had conducted similar study on using 3-2-1 strategy and offer some supports for this research. With its significance findings and results, the two relevant researches are: first, a study done by Hasyem Ahmad Alsamadani (2011), entitles "*The effect of 3-2-1 reading strategy on EFL reading comprehension*" in. This research is aimed to test 3-2-1 strategy as one of the reading comprehension strategies and that he confirmed his research to be the first study held to examine the effectiveness of 3-2-1 on reading comprehension. His samples were a random college EFL student (42 students in experimental, 43 in control) of King Abdul Aziz University whose English ability was categorized in low intermediate level. The research that was held for six weeks instruction revealed a significant statistical difference in reading comprehension between the groups trained with 3-2-1 and the other groups who was not trained with the same strategy. He also suggested this strategy to be one of reading strategies that is proven to help boost

students' reading comprehension if appropriately used.   This positive result with his detail explanation on the procedures in implementing the strategy becomes a reference and supports the researcher to investigate the same strategy to EFL learners in different place, different educational level and samples. However, this research does not specifically prove in what reading text type does 3-2-1 strategy is effective. Therefore, this research would like to further investigate whether or not 3-2-1 strategy is effective specifically on reading comprehension of hortatory exposition text type that is considered the most difficult text by the samples of this research. Second, another relevant research is conducted by Kusiska Rini, Clarry Sada and Urai Salam with research title "Using 3-2-1 Strategy in Reading Comprehension to Improve Students' Involvement in Active Learning." The research took place at SMP Negeri 2 Sungai Raya Kabupaten Kubu Raya in academic year 2013/2014 with 29 participants from the eighth grade students. Having students with low reading comprehension skill, also passive learners and are not engaged to be involved reading classes, attempted the researchers to implement 3-2-1 reading strategies and successfully. Supported by observation sheet, focus group interviews and reading scores, this classroom action research (CAR) reveals that the assigned reading task of narrative text by using 3-2-1 strategy have made learners achieve great improvements in reading comprehension as well as help made them become active learners. Although, the researchers recommended that an engaging presentation on the use of the strategy is important to make students interested and become active learners.

Overall, beside improvements found in reading comprehension, the idea of making students as active learners has encouraged this research to implement 3-21

strategy. With many considerations including the difficulty of the text type, poor reading comprehension and low interest and motivation in English reading, the researcher predicted that serving students with interesting reading strategy and making them active learners may be the first key to engage students in reading and make improvements in their reading comprehension skill.

C. Conceptual Framework

Reading comprehension is the intellectual manner by using which readers take the phrases encoded by using author use to construct an interpretation of what they think the writer supposed to convey. Reading is a system of activating prior information to help a reader in understanding certain text. In junior high school, there are twelve types of genre that be introduced. Every genre has its personal characteristics. It is differentiated into the social function and customary structure. So the get higher understanding a form of texts, the readers must understand what is the most gorgeous method must be used to recognize the textual content easier. Strategy in instructing ought to be in concord with the problem and fabric as well. The instructors are demanded to choose the excellent ones. Improvements in language teaching will come as the result of upgrades in the fine of method in teaching.

The researcher chooses 3-2-1 strategy for teaching reading because this strategy is very appropriate to help the students understand the material well. 3-2-1 strategy can give more chance for the students to learn reading without under pressing situation. It develops a curiosity on the subject in the text and gets them interested to learn more. Seeing at how interesting 3-2-1 strategy, the writer

assumes that 3-2-1 strategy is also able to make the students more independent in learning reading and their level of task engagement will increase and they will be able to monitor and regular their own academic performance 3-2-1 strategy used for Narrative Text.

D. Hypothesis

The hypothesis of this research is:

Ho   : There is a significance effect of applying 3-2-1 strategy on students' reading comprehension of narrative text.

Hi   : There is not a significance effect of applying 3-2-1 strategy on students' reading comprehension of narrative text.

CHAPTER III

RESEARCH METHODOLOGY

A. Location

This research was conducted at SMP Cerdas Murni Tembung at Jalan Beringin Pasar 7 No. 33 Tembung academic year 2019/2020. The reason of choosing this school was because the researcher found that many students' problems in learning process especially in learning reading narrative text. The research was conducted from March 2019 to August 2019.

B. Population and Sample

1. Population

The population of this research was taken from eight grade of SMP Cerdas Murni Tembung academic year 2019/2020. Which consisted of two classes, There are : VIII-1, VIII-2, and VIII- 3. Class VIII-1 consisted of 38 students, class VIII-2 consisted of 38 students, and class VIII-3 consisted 0f 30 students. The distribution of the students and classes were presented in the table 3.1 below:

Tabel 3.1

The Population

No	Class	Population
1	VIII-1	38
2	VIII-2	38
3	VIII-3	30
Total		106

2. Sample

So, purposive sampling technique was applied in this research. VIII-1 and VIII-2 was taken as the sample of this research. It was caused because the teacher had interviewed and observed on the school. The students of these classes were very weak in reading comprehension. The sample can be seen in table 3.2.

Table 3.2
The Population and Sample

No	Class	Population	Sample
1	VIII-1	38	✓
2	VIII-2	38	✓
3	VIII-3	30	-
	TOTAL	106	76

C. Research Design

The experimental quantitative research design was applied in this research. It was used to see the effect of applying 3-2-1 strategy on students' reading comprehension of narrative text. In this case, there was two classes for this study, one as an experimental group and one as a control group. In the experimental group was taught by using 3-2-1 strategy as the treatment, meanwhile in control group was not taught by using 3-2-1 strategy. The explanation can be seen in table 3.3

Table 3.3
Design of Research

Class	Pre-Test	Treatment	Post-Test
Experimental Group	✓	3-2-1 Strategy	✓
Control Group	✓	Traditional Method	✓

VIII-2 was experimental group who was taught by applying 3-2-1 strategy in reading comprehension, and VIII-1 who was taught by applying traditional method in reading comprehension.

1. Pre Test

After getting the result of try out test, the researcher was conducted the pre-test. The purpose of the test was to know how far the students was understood about the narrative text before the treatments was given. The type of the test was conducted multiple choices in which the students ask to choose one correct answer from the options a, b, c, d. In this pre-test the students were given 20 test items of multiple choices with four options of each item. One of the options was the correct answer and the rests were as distracters. The total score was 100 points, so if the students answered the whole questions correctly they will get 100 point.

2. Treatment

The experimental and control group was taught with the same material, that is reading comprehension of narrative text. The experimental group was taught by applying 3-2-1 strategy on students' reading comprehension of narrative text, while the control group was taught by applying Traditional Method. The steps of treatment in the experimental and control groups can be seen in table 3.4.

Table 3.4

Treatment in Experimental and Control Group

Experimental Group	Control Group
1. Teacher explains about narrative text to the students.	1. Teacher explains about narrative text to the students.
2. Teacher gives example of narrative text.	2. Teacher gives chance to the students to ask about the narrative text.
3. Teacher explains about the generic structure and language feature of narrative text.	
4. Teacher asks students to find out the generic structure and language future in narrative text.	3. Teacher gives the example of narrative text.
	4. Teacher gives the explanation about the narrative text.
5. Teacher explains 3-2-1 strategy, the procedure of 3-2-1 strategy.	5. Teacher asks some questions based on the sample of narrative text.
6. Teacher asks the students to decide a topic which the students interested.	
7. Teacher asks the students to decide what questions will be investigated in the topic they are interested.	6. Teacher reviews about the narrative text.
	7. Teacher asks the students to write an narrative text based on the topic given
8. The teacher guides the students in identifying the information that they have and the information they want related to their topic.	8. Teacher collects the students' work.
9. Teacher monitors the students in the	

exploration of the students about topic area that they are interested. 10. Teacher guides the students in organizing the information that the students gather in the exploration process. 11. Teacher asks students to write a narrative text based on the information has been organized by the students. 12. Teacher collects the students' work 13. Teacher asks the students to make a summary based on the investigation they have made.	

3. Post Test

After doing treatment, the researcher gave a post-test to the students. . It meant to know whether the treatment was given effect to the students' ability in reading especially how to think reading comprehension. This type of post-test is a multiple-choice test. Each post-test item was related to the material students have learned. This has the same difficulties as the pre-test. The scoring system and the pre-test difficulty level were similar to the post-test because both items were used to measure students' ability to read comprehension through by 3-2-1 strategy.

D. Instrument of Collecting Data

This instrument is used to collect data to answer research questions. The instrument of this research is a reading test using narrative text. The reading test consists of two types, pretest and post-test. In giving the treatments, the researcher used the reading tests. Reading texts are taken from English books for junior high school students to collect student data.

1. Validity

The measure the validity of the test item, validity process was conducted by using the following formula Arikunto,S (2002). The validity of each test was calculated by using person's product moment formula as follows:

$$Rxy = \frac{N \, \varSigma XY - (\varSigma X)(\varSigma Y)}{\sqrt{\{N\varSigma x^2 - (\varSigma x)^2\}\{N\varSigma y^2 - (\varSigma y)^2\}}}$$

Where:

Rxy   = the correlation of the scores on the two halves of the test,

N   = the number of the students in each group,

X   = the score of each text,

Y   = the sum of all text' score,

XY   = the multiplication of the X and Y scores,

$\varSigma$X   = the sum of total X score in each group,

$\varSigma$Y   = the sum of total score from each students,

$\varSigma$XY   = the sum of multiple of score from each student with the total score,

$\varSigma$X2   = the sum of the square score in each text, and

ΣY2   = the sum of all texts' square

2. Reliability

The reliability of each test was calculated by using theory of Arikunto,S (2002) product moment formula as follows:

$$r = \frac{N\left(\Sigma\,XY\right)-(\Sigma X)(\Sigma Y)}{\sqrt{[N(\Sigma\,x^2)-(\Sigma\,x)^2][N(\Sigma y^2)-(\Sigma y)^2\,]}}$$

Where:

r   = the reliability of the test

ΣX   = sum of the X scores

ΣY   = sum of the Y scores

Σx^2 = sum of the squared X scores

ΣY^2 = sum of the squared Y scores

ΣXY   = sum of the products of paired X and Y scores

N   = number of paired scores

3. Difficulty Level

The difficulty level of a test is indicated by the percentage of the student who gets the item right. The more difficult an item is, the fewer was the students who select the correct option. To know the difficulty level, the writer used the formula:

$$TK = \frac{B}{JS}$$

Where:

TK   = The difficulty of the index

B   = The number of the students who answer an item correctly

JS   = The total number of the students

E. Techniques for Collecting Data

In collecting the data, some steps will apply as follows:

1. Giving pre-test to the control group.

2. Giving treatment to the control group by using traditional method

3. Giving pre-test to the experimental group

4. Giving treatment to the experimental group by using 3-2-1 strategy

5. Listing the scores of pre-test and post-test into table for the experimental group and control group.

F. Technique of Analyzing Data

In this research, Narrative Quantitative technique was applied to analyse the data, and the steps are :

1. Correct the students' answer.

2. Score the students' answer.

3. List the students' score into tables, first for the experimental group's score and the second for the control group's score.

4. Calculate the total of the score.

    a. Koefisien of correlation :

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i{}^2 - (\sum x_i)^2\}\{n \sum y_i{}^2 - (\sum y_i)^2\}}} \quad \text{(Sugiyono, 2015:255)}$$

b. Test of Significant :

$$t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$ (Sugiyono, 2015:259)

c. Test of Linear

Y = a + Bx

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$ (Sugiyono, 2015:262)

d. Test of The Effect

D = (rxy)^2 x 100 %

e. Test of Sample Related

$$t= t = \frac{x1 - x2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$ (Sugiyono, 2015:273)

Note :

t   = test

X_1 = Average of variable 1 (Experimental Group)

X_2 = Average of Variable 2 (Control Group)

S_1^2 = Standard deviation squire (variants) of sample 1 (Experimental Group) and

sample 2 (Control Group)

n   = Total of Sample

n_1 = Number of cases for variable 1 (Experimental Group)

n_2 = Number of cases for variable 2 (Control Group)

1   = Number Consonant

r   = Correlation of product moment between X_1 and X_2

G. Statistical Hypothesis

Based on the literature and framework above, in this study the researcher formulates to alternatives of hypothesis as tentative answer to the problem in the research as following:

Ha : $P \neq 0$ there was any significant effect of applying 3-2-1 strategy on students' reading comprehension of Narrative Text.

Ho : $P = 0$ there was not any significant effect of applying 3-2-1 strategy on students' reading comprehension of Narrative Text

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this research was students' answer from multiple choice test consisting of twenty questions. There were 76 students as sample involved in this research. Samples were divided into two groups, namely the experimental group and control group. Each group was given a pre-test and post-test. The description could be seen in the following table:

Table 4.1

The Result of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score of Test	
		Pre-Test	Post-Test
1	AF	40	85
2	AS	30	90
3	AFP	20	95
4	AIS	40	95
5	ADB	30	90
6	AND	20	95
7	CRP	30	95
8	DM	40	95
9	FI	35	90

10	FA	35	90
11	FNA	40	95
12	GG	20	95
13	KA	30	95
14	MAR	20	95
15	MAP	30	90
16	MAC	30	90
17	MF	40	95
18	MNK	50	95
19	MR	40	85
20	NR	40	90
21	NZ	30	95
22	NAP	40	95
23	RNP	20	95
24	RQN	20	90
25	RAS	20	95
26	SAF	20	90
27	SKN	40	95
28	TFA	40	90
29	TG	40	95
30	VA	40	95

No	Students' Name	Score of Pre-Test	
		Pre-Test	**Post-Test**
31	W	35	95
32	WA	40	95
33	WF	30	95
34	WP	30	95
35	YA	20	90
36	YC	35	95
37	Z	20	95
38	ZP	35	95
Total		**T₁ = 1215**	**T1 = 3535**

Table 4.2

The Result of Pre-Test and Post-Test in Control Group

No	Students' Name	Score of Pre-Test	
		Pre-Test	**Post-Test**
1	A	20	60
2	ARR	20	80
3	AD	20	70
4	AFZ	30	75
5	AH	30	70
6	BA	35	70
7	CDK	20	70

8	DA	30	65
9	DPS	25	75
10	FAN	25	70
11	FAR	25	70
12	HAS	15	65
13	KEA	10	75
14	MAA	20	70
15	MF	25	80
16	MRA	25	65
17	NS	30	75
18	NRSP	15	75
19	NW	35	75
20	NSKT	10	70
21	NA	15	80
22	NC	40	75
23	R	20	70
24	RA	25	75
25	RA	30	70
26	SWG	25	80
27	SWG	20	80
28	SPS	15	70

29	SS	20	70
30	SND	25	75
31	TP	20	80
32	TS	25	80
33	UP	20	75
34	WS	20	75
35	WP	15	75
36	Y	20	80
37	YS	20	80
38	ZN	20	80
Total		**860**	**2795**

Based on the data in the table above, the students' initial and the students' score in the pre-test and post-test of two groups could be seen in the table 4.1 and 4.2. In the pre-test, the highest score in the experimental group was 50 and the lowest was 20 with the total score of pre-test was 1215. While the highest score of post-test was 95 and the lowest was 85 with the total score of post-test was 3535.

From the control group, the highest score of pre-test in control group was 40 and the lowest score was 10 with the total score of pre-test 860. While the highest score of post-test in control group was 80 and the lowest score was 60 with the total score of post-test was 2795.

B. Data Analysis

From all the data of the pre-test and post-test of experimental group and control group obtained, then the reseacher analyzed the data to find out the differences of the sample's score between pre-test and post-test in the experimental group.

1. The Effect of Applying 3-2-1 Strategy on Students' Reading Comprehension of Narrative Text

Based on the table above, the following table 4.3 and 4.4 showed the difference scores between pre-test and post-test of both experimental group and control group.

Table 4.3

The Differences Score of the Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score				
		Pre-Test (T_1)	$T_1{}^2$	Post-Test (T_2)	$T_2{}^2$	T_2-T_1 (X1)
1	AF	40	1600	85	7225	45
2	AS	30	900	90	8100	60
3	AFP	20	400	95	9025	75
4	AIS	40	1600	95	9025	55
5	ADB	30	900	90	8100	60

6	AND	20	400	95	9025	75
7	CRP	30	900	95	9025	65
8	DM	40	1600	95	9025	55
9	FI	35	1225	90	8100	55
10	FA	35	1225	90	8100	55
11	FNA	40	1600	95	9025	55
12	GG	20	400	95	9025	75
13	KA	30	900	95	9025	65
14	MAR	20	400	95	9025	75
15	MAP	30	900	90	8100	60
16	MAC	30	900	90	8100	60
17	MF	40	1600	95	9025	55
18	MNK	50	2500	95	9025	45
19	MR	40	1600	85	7225	45
20	NR	40	1600	90	8100	50
21	NZ	30	900	95	9025	65
22	NAP	40	1600	95	9025	55
23	RNP	20	400	95	9025	75
24	RQN	20	400	90	8100	75
25	RAS	20	400	95	9025	75
26	SAF	20	400	90	8100	70

27	SKN	40	1600	95	9025	55
28	TFA	40	1600	90	8100	50
29	TG	40	1600	95	9025	55
30	VA	40	1600	95	9025	55
31	W	35	1225	95	9025	60
32	WA	40	1600	95	9025	55
33	WF	30	900	95	9025	65
34	WP	30	900	95	9025	65
35	YA	20	400	90	9025	70
36	YC	35	1225	95	9025	60
37	Z	20	400	95	9025	75
38	ZP	35	1225	95	9025	60
Total		$\sum T_1 =$ 1215	$\sum T_1^2 =$ 41525	$\sum T_2 =$ 3535	$\sum T_2^2 =$ 330100	$\sum(X1) =$ 2325

The data in the table 4.3 showed the difference scores between pre-test and post-test in the experimental group. From the result of the test previously, the data was calculated to find out whether applying 3-2-1 strategy had significant effect on students' reading comprehension of narrative text. The collected data were analysis t-test formula. In experimental group, pre-test was 1215 and post-test was 3535. The differences of the pre-test and post-test were T2 – T1 = 2325.

The Calculation in Experimental Group

1. The calculation for total in pre-test and post-test in experimental group

a. Mean

$$M1(X1) = \frac{\sum(T2 - T1)}{N1}$$

$$= \frac{2325}{38}$$

$$= 61{,}18$$

b. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\sum(T_2 - T_1)_2}{N}}$$

$$= \sqrt{\frac{(2325)_2}{38}}$$

$$= \sqrt{\frac{5405625}{38}}$$

$$= \sqrt{142.253{,}289}$$

$$= 377{,}164$$

2. The calculation for pre-test in experimental group

a. Mean

$$MT_1 = \frac{\sum T1}{N}$$

$$= \frac{1215}{38}$$

$$= 31{,}97$$

b. Variances

$$S^2 = \sum T_1{}^2 - \frac{(\sum T1)2}{N}$$

$$= 41525 - \frac{(1215)2}{38}$$

$$= 41525 - \frac{1476225}{38}$$

$$= 41525 - 38.848,0$$

$$= 2.677$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T12}{N}}$$

$$= \sqrt{\frac{41525}{38}}$$

$$= \sqrt{1.092,76}$$

$$= 33,05$$

3. The calculation for post-test in experimental group

a. Mean

$$MT_2 = \frac{\sum T2}{N}$$

$$= \frac{3535}{38}$$

$$= 93,02$$

b. Variances

$$S^2 = \sum T_2{}^2 - \frac{(\sum T2)2}{N}$$

$$= 330100 - \frac{(3535)2}{38}$$

$$= 330100 - \frac{12.496,225}{38}$$

$$= 330100 - 328,848$$

$$= 1.252$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T22}{N}}$$

$$= \sqrt{\frac{330100}{38}}$$

$$= \sqrt{8.686,84}$$

$$= 93,20$$

Table 4.4

The Differences Score of The Pre-Test and Post-Test in Control Group

No	Students' Initial	Score				
		Pre-Test (T$_1$)	T$_1{}^2$	Post-Test (T$_2$)	T$_2{}^2$	T$_2$-T$_1$ (X1)
1	A	20	400	60	3600	40
2	ARR	20	400	80	6400	60

3	AD	20	400	70	4900	50
4	AFZ	30	900	75	5625	45
5	AH	30	900	70	4900	50
6	BA	35	1225	70	4900	35
7	CDK	20	400	70	4900	50
8	DA	30	900	65	4225	35
9	DPS	25	625	75	5625	50
10	FAN	25	625	70	4900	45
11	FAR	25	625	70	4900	45
12	HAS	15	225	65	4225	50
13	KEA	10	100	75	5625	65
14	MAA	20	400	70	4900	50
15	MF	25	625	80	6400	55
16	MRA	25	625	65	4225	40
17	NS	30	900	75	5625	45
18	NRSP	15	225	75	5625	60
19	NW	35	1225	75	5625	40
20	NSKT	10	100	70	4900	60
21	NA	15	225	80	6400	65
22	NC	40	1600	75	5625	35
23	R	20	400	70	4900	50

24	RA	25	625	75	5625	50
25	RA	30	900	70	4900	40
26	SWG	25	625	80	6400	55
27	SWG	20	400	80	6400	60
28	SPS	15	225	70	4900	55
29	SS	20	400	70	4900	50
30	SND	25	625	75	5625	50
31	TP	20	400	80	6400	60
32	TS	25	625	80	6400	55
33	UP	20	400	75	5625	55
34	WS	20	400	75	5625	55
35	WP	15	225	75	5625	60
36	Y	20	400	80	6400	60
37	YS	20	400	80	6400	60
38	ZN	20	400	80	6400	60
Total		$\sum T_1 = 860$	$\sum T_1{}^2 =$ 21100	$\sum T_2 =$ 2795	$\sum T_2{}^2 =$ 206575	$\sum(X1) =$ 1945

The Calculation in Control Group

1. **The calculation for total test in pre-test and post-test in control group**

a. Mean

$$M1(X1) = \frac{\sum(T2 - T1)}{N1}$$

$$= \frac{1945}{38}$$

$$= 51{,}18$$

c. Standard Deviation (SD)

$$SD_t = \sqrt{\frac{\Sigma(T2-T1)2}{N}}$$

$$= \sqrt{\frac{(1945)2}{38}}$$

$$= \sqrt{\frac{3.783025}{38}}$$

$$= \sqrt{99.553{,}2895}$$

$$= 315{,}52$$

2. The calculation for pre-test in control group

a. Mean

$$MT_1 = \frac{\Sigma T1}{N}$$

$$= \frac{860}{38}$$

$$= 22{,}63$$

b. Variances

$$S^2 = \Sigma T_1{}^2 - \frac{(\Sigma T1)2}{N}$$

$$= 21100 \ - \frac{(860)2}{38}$$

$$= 21100 \ - \frac{739.600}{38}$$

$$= 21100 - 19463$$

$$= 1637$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\Sigma T1^2}{N}}$$

$$= \sqrt{\frac{21100}{38}}$$

$$= \sqrt{555{,}26}$$

$$= 23{,}56$$

3. **The calculation for post-test in control group**

a. Mean

$$MT_2 = \frac{\Sigma T2}{N}$$

$$= \frac{2795}{38}$$

$$= 73{,}55$$

b. Variances

$$S^2 = \Sigma T_2{}^2 - \frac{(\Sigma T2)2}{N}$$

$$= 206575 \ - \frac{(2795)2}{38}$$

$$= 206575 - \frac{7.812,025}{38}$$

$$= 206575 - 205.579$$

$$= 996$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{T2^2}{N}}$$

$$= \sqrt{\frac{206575}{38}}$$

$$= \sqrt{5.436,18421}$$

$$= 73,73$$

Table 4.5
The Calculation Table

No	X	Y	X²	Y²	XY
1	60	85	3600	7225	5100
2	80	90	6400	8100	7200
3	70	95	4900	9025	6650
4	75	95	5625	9025	7125
5	70	90	4900	8100	6300
6	70	95	4900	9025	6650
7	70	95	4900	9025	6650

8	65	95	4225	9025	6175
9	75	90	5625	8100	6750
10	70	90	4900	8100	6300
11	70	95	4900	9025	6650
12	65	95	4225	9025	6175
13	75	95	5625	9025	7125
14	70	95	4900	9025	6650
15	80	90	6400	8100	7200
16	65	90	4225	8100	5850
17	75	95	5625	9025	7125
18	75	95	5625	9025	7125
19	75	85	5625	7225	6375
20	70	90	4900	8100	6300
21	80	95	6400	9025	7600
22	75	95	5625	9025	7125
23	70	95	4900	9025	6650
24	75	90	5625	8100	6750
25	70	95	4900	9025	6650
26	80	90	6400	8100	7200
27	80	95	6400	9025	7600
28	70	90	4900	8100	6300

29	70	95	4900	9025	6650
30	75	95	5625	9025	7125
31	80	95	6400	9025	7600
32	80	95	6400	9025	7600
33	75	95	5625	9025	7125
34	75	95	5625	9025	7125
35	75	90	5625	9025	6750
36	80	95	6400	9025	7600
37	80	95	6400	9025	7600
38	80	95	6400	9025	7600
Total	2795	3535	206575	330100	260125

The table 4.5 above, calculating table that explained formula of post-test in experimental and control group was implemented to find t-critical value both group as the basis to the hypothesis the research.

C. Testing The Hypothesis

Testing the hypothesis should be done in order to know whether the hypothesis is accepted or rejected.

a. The Equation of Linier Regression

Y = a + b was getting by

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$a = \frac{(3535)(206575) - (2795)(260125)}{38(206575) - (2795 .2795)}$$

$$a = \frac{730242625 - 727049375}{7849850 - 7812025}$$

$$a = \frac{3193250}{37825}$$

$$a = 84,42$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{38(260125) - (2795)(3535)}{38(206575) - 7812025}$$

$$b = \frac{9884750 - 9880325}{7849850 - 7812025}$$

$$b = \frac{4425}{37825}$$

$$b = 0,11$$

Y = a + bx

= 84,42 + 0,11x

b. **Coeficient r²**

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{38(260125) - (2795)(3535)}{\sqrt{\{38 \sum 206575 - (2795)^2\}\{38(330100 - (3535)^2\}}}$$

$$r_{xy} = \frac{9884750 - 9880325}{\sqrt{\{7849850 - 7812025\}\{12543800 - 12496225\}}}$$

$$r_{xy} = \frac{4425}{\sqrt{\{37825\}\{47575\}}}$$

$$r_{xy} = \frac{4425}{4229}$$

$$r_{xy} = 1{,}04$$

c. Examining The Statistical Hypothesis

Ha : P#0 there was any significant effect of applying 3-2-1 strategy on students' reading comprehension of narrative text.

H0 : P=0 there was not any significant effect of applying 3-2-1 strategy on students' reading comprehension of narrative text.

With the criteria examination, Ha was accepted if t $\{1 - 1a\} < t < t$ $\frac{\{1-1a\}}{2}$

where t $\frac{\{1-1a\}}{2}$ was getting by t distribution with dk = n -2. dk = 40 − 2 = 38. a = 5 % = 0,05. In the other way, H0 was rejected.

$$t_{hitung} = t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{1{,}04\sqrt{40-2}}{\sqrt{1-(1{,}04)^2}}$$

$$t = \frac{6410}{\sqrt{1081}}$$

$$t = 5{,}929$$

$$t_{tabel} = \left(1 - \frac{1}{2} . a\right)(38)$$

$$= \left(1 - \frac{1}{2} . 0{,}05\right)(38)$$

$$= t_{0,9975}(38)$$

$$= 2,024$$

The conclusion from the calculating above, it showed that $t_{hitung} > t_{table}$ or 5,929 > 2,024. So, H0 was rejected. It meant that Ha was accepptable or "there was any significant effect of applying 3-2-1 strategy on students' reading comprehension of narrative text.

d. The Validity

Table 4.6

The Analysis Item for The Test of Validity

No	X	Y	X²	Y²	XY
1	85	60	7225	3600	5100
2	90	80	8100	6400	7200
3	95	70	9025	4900	6650
4	95	75	9025	5625	7125
5	90	70	8100	4900	6300
6	95	70	9025	4900	6650
7	95	70	9025	4900	6650
8	95	65	9025	4225	6175
9	90	75	8100	5625	6750
10	90	70	8100	4900	6300
11	95	70	9025	4900	6650
12	95	65	9025	4225	6175

13	95	75	9025	5625	7125
14	95	70	9025	4900	6650
15	90	80	8100	6400	7200
16	90	65	8100	4225	5850
17	95	75	9025	5625	7125
18	95	75	9025	5625	7125
19	85	75	7225	5625	6375
20	90	70	8100	4900	6300
21	95	80	9025	6400	7600
22	95	75	9025	5625	7125
23	95	70	9025	4900	6650
24	90	75	8100	5625	6750
25	95	70	9025	4900	6650
26	90	80	8100	6400	7200
27	95	80	9025	6400	7600
28	90	70	8100	4900	6300
29	95	70	9025	4900	6650
30	95	75	9025	5625	7125
31	95	80	9025	6400	7600
32	95	80	9025	6400	7600
33	95	75	9025	5625	7125

34	95	75	9025	5625	7125
35	90	75	8100	5625	6759
36	95	80	9025	6400	7600
37	95	80	9025	6400	7600
38	95	80	9025	6400	7600
Total	**3535**	**2795**	**329175**	**206575**	**260134**

$$\text{Rxy} = \frac{N\ \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma x^2 - (\Sigma x)^2\}\{N\Sigma y^2 - (\Sigma y)^2\}}}$$

$$\text{Rxy} = \frac{38(260134) - (3535)(2795)}{\sqrt{\{38(329175) - (3535)^2\}\{38(206575) - (2795)^2\}}}$$

$$\text{Rxy} = \frac{9885092 - 9880325}{\sqrt{\{12508650 - 12496225\}\{7849850 - 7812025\}}}$$

$$\text{Rxy} = \frac{4767}{\sqrt{\{12425\}\{37825\}}}$$

$$\text{Rxy} = \frac{4767}{\sqrt{469975625}}$$

$$\text{Rxy} = \frac{4767}{2167}$$

$$\text{Rxy} = 2{,}199$$

It meant that 2,199 that the validity of the test was very high. It could be seen in the following range of validity based on Arikunto's statement :

1. 0,00 - 0,20   = validity is low

2. 0,21 - 0,40   = validity is sufficient

3. 0, 41 – 0,70   = validity is high

4. 0,71 – 1,00   = validity is very high

b. The Reliability

In this research, the test reliability was calculated by using Kuder and Richardson (KR_{21}) formula, the data were got from Appendix, and it was shown below :

No	X	X^2
1	25	625
2	23	529
3	23	529
4	21	441
5	23	529
6	23	529
7	22	484
8	20	400
9	22	484
10	22	484
11	24	576
12	23	529
13	24	576
14	18	324
15	17	289
16	15	225
17	15	225
18	23	529
19	23	529
20	25	625
21	22	484
22	22	484
23	17	289
24	17	289
25	12	144
26	18	324
27	22	484
28	24	484

29	18	324
30	24	576
Total	627	13343

From the data above, the next step was to find out the mean data, total variance, and to count the realibility of the test by using KR_{21} formula, as follow :

1. Total Mean

From the data above, it was known $\sum X_1 = 627$ and $N = 30$. So :

$$Mt = \frac{\sum X1}{n}$$

$$Mt = \frac{627}{30}$$

$$Mt = 20,9$$

2. Total Variance

Before calculating the total variance, $\sum X_t^2$ was calculated as below. It was known $\sum X_1^2 = 13526$, $\sum X_1 = 632$, and $N = 30$.

$$\sum X_t^2 = \sum X_1^2 - \frac{(627)^2}{30}$$

$$= 13343 - (20,9)^2$$

$$= 13343 - 436,81$$

$$= 12906,19$$

Based on the calcultaion above, $\sum X_t^2 = 12906,19$ and $N = 30$, to find the total variance (St^2) it was used :

$$St^2 = \frac{\sum Xt2}{n}$$

$$= \frac{12906,19}{30}$$

$$= 430,20$$

3. The calculation of the reliability of the test used this formula where :

N = 30, Mt = 21,06, and St$_2$ = 436,08

$$r_{11} \quad = \left(\frac{n}{n-1}\right)\left(1\frac{Mt\,(n-Mt)}{(n)(St2)}\right)$$

$$= \left(\frac{30}{30-1}\right)\left(1\frac{20,9\,(30-20,9)}{(30)(430,20)}\right)$$

$$= \left(\frac{30}{29}\right)\left(1\frac{20,9\,(91)}{1290600}\right)$$

$$= (1,034)(1-0,0014)$$

$$= (1,034)(0,99)$$

$$= 10,2$$

Based on the calculation above, the result of reliability of the test was 10,2. It meant that the reliability of the test is very good.

c, Difficulty Level

To know the difficulty level of the test, the writer used the formula :

$$TK \quad = \frac{B}{JS}$$

B = The number of the students who answer an item correctly.

S = the total number of the students

$$TK \quad = \frac{21}{30}$$

$$= 0,70$$

e. **Determining the percentage of the effect of X variable toward Y variable**

$D = (rxy)^2 \times 100\%$

$= 2,199^2 \times 100\%$

$= 4835 \times 100\%$

$= 48,35\%$

D. Discussion and Finding

By using analyzing of the data, it is clearly stated that there was an effect of applying 3-2-1 strategy on students' reading comperehension of Narrative Text. It was seen from the differences of mean score of Pre-Test and Post-Test in Experimental Class. They were 50 in pre-test and 95 in post-test of experimental class, the mean of pre-test increases after using applying 3-2-1 strategy on students' reading comprehension of Narrative Text from 50 to 95.

Based on the testing of hypothesis, the value of t*hitung* > t*table* was 5,929 > 2,024 It meant the there was a significant effect of applying 3-2-1 strategy on students' reading comprehension of Narrative Text. The value of the effect was about 48,35%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research t-test, the researcher gave a conclusion as follow :

There was a significant effect of applying 3-2-1 strategy on students' reading comprehension of narrative text. It was proven that t-observed > t-table or 5,929 > 2,024. T_0 test the hypothesis, the formula of t_{test} and the distribution table of observed were applied. The facts showed that t-critical (t_c) value was higher than the t_{table} on the level 2,024. Therefore, the null hypothesis was rejected and alternative hypothesis was accepted. So, the researcher concluded that the alternative hypothesis was accepted.

B. Suggestion

In relation to the conclusion above, the researcher gives some suggestions, as follows :

1. For English Teachers

To teachers who want to use 3-2-1 strategy in their English class in reading activities, it is important to introduce the use of strategy clearly. The teacher must also give guidance to the students especially in filling the 3-21 chart because beginners may think that the writing part is difficult. If students find the comfort of instructed and easy learning strategy, it will help teachers to implement them successfully in the

classroom. Besides, integrating with various learning strategies it can help to prevent bored students or the teachers can modify the same strategy according to the learning objectives.

2.   For Students

Students can use 3-2-1 strategy as an individual guidance to practice and improve their reading comprehension. For struggling readers, this strategy is also helpful by filling in the chart with parts of the text that have been understood and other parts that need more comprehension. With a continual practice using this interactive strategy, it is hoped that students' reading comprehension will eventually improve.

3.   For other researcher

Other researchers can apply the result of this research with different population or in different place. Furthermore, it is suggested that in the next research 3-2-1 strategy may be implemented in classrooms to help improve students writing skill instead of reading skill. Finally , it is important that the implementation of this strategy is started with a clear introduction of using the strategy in order to help students in the entire period of the learning process.

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