The Effect of Using 3-2-1 Strategy toward Students' Reading Comprehension Ability at SMP N 34 Padang

THESIS

Submitted as Partial Fulfillment of the Requirement to Obtain Strata One (S1) Degree

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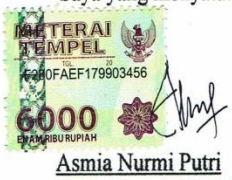

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ABSTRAK

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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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CHAPTER I
INTRODUCTION

A. Background of the Problem

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. Reading is not only the skills that support success in schools but also the skills that need to be owned by every individual in the life of society, both during the study and after completing the study. For example, reading skill is need to do well in school and to pass the exam during the study. Meanwhile, after accomplishing the study, reading is needed in society life such as understand the instruction on the medicine bottle, filling out applications, reading road or warning sign etc. In addition, a good reading ability is a requirement for everyone to play a role in modern life today. To sum up, reading skill is important to be owned.

Related to the idea above, 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. This is proven by the research on the students' ability conducted at SMP N 34 Padang (25th Oktober 2016) in class VIII 4 which consists of 31 students. The result of the preliminary research showed that many students failed in reaching the minimum standard gifted that is 77. The average score is 50. In short, the students' ability in reading needs to be improved.

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 (25th Oktober 2016), 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. It does not merely recognize word, letter, and sentence but it needs a further process to understand 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. Thus, despite all efforts, their reading comprehension remain poor.

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. For example, they just completely copy the sentence in the answer sheet without edit it out because they found the same word as stated in the sentence in the text and the question. By knowing this fact, it shows that there is a clear unfamiliarity of students with the text.

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. This strategy is considered not effective since the strategy focuses on words and the questions. It is proven by the students' score in the mid-semester term which is under the minimum standard gifted; 77 when using this strategy. In brief, the use of teacher's strategy is not effective yet in improving students' reading comprehension ability.

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. In other words, reading strategy is needed badly by the students to help them comprehending the text.

Discussing an effective reading strategy, there are many strategies that can be applied in teaching reading. However, the teacher has to find the proper strategy in order to solve the students' comprehension problem. The teacher, however, is required to choose the suitable reading strategy with the students' need. 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). They are free to choose the materials they want to read and can choose to or not to report in class on reading they have done and also free to read at home or not. 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 and usually the material has been planned in syllabus or lesson plan by the teacher. 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. It may cause the teacher has some difficulties to see the improvement of reading competence of their students. This strategy is better for college students.

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). In this strategy, students get into groups of two or three and take turns reading a text aloud. As they read, they pause to say something about what was read. The partner responds to what the first student has said and then different students continue to reading until the next time pause to say something. 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 teacher should work hard to motivate the students to say something. 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. In this strategy, the students require to participate in summarizing ideas from the text and encourages them to think independently. 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. First, 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. The other study, Marlini (2013) has done a study to senior high school students. The researcher proved that 3-2-1 strategy gives positive effects on students' reading comprehension achievement. In short, there are proves that the 3-2-1 strategy is a proper strategy to improve reading comprehension ability of students.

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. This step helps students to comprehend the text by knowing the important facts of the text. Moreover, this steps minimalized the activity of students which focus on the definition of words. 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. Active questioning indicates students' effort to build knowledge of the 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. Identification of the Problem

Based on the problem discussed above, there are several problems that can be identified in the process of teaching and learning of reading class. First, it is hard for students to comprehend the text well. Second, the students are not really familiar with the text. Third, the use of teacher's conventional strategy is not effective yet in improving students' reading comprehension ability.

C. Limitation of the Problem

Based on the identification above, the researcher limited the problem on the strategy used in teaching reading. In this case, the researcher limits the

problem to the use of the 3-2-1 strategy in teaching reading for junior high school at SMP N 34 Padang.

D. The Formulation of the Problem

Related to the limitation above, the problem of this research was formulated as follow: “Does the use of the 3-2-1 strategy give positive effect toward students’ reading comprehension ability?”

E. The Purpose of the Research

The purpose of this research is to figure out whether the use of the 3-2-1 strategy gives a better result on students reading comprehension ability of junior high school or not.

F. The Significance of the Research

Theoretically, the finding of the study will contribute to enhance valuable theories of reading, especially reading strategies. Practically, the finding of the research will be an input to the teachers in teaching reading. It is expected to give the contribution and information to the teacher about the effectiveness of the 3-2-1 strategy. Further, the teacher could use this strategy in teaching reading in order to improve students’ ability in reading.

G. Definition of Key Terms

In order to make the same interpretation with the readers about the terms used in this research, they are defined as follow:

1. The effect is the result of a particular influence.
2. The 3-2-1 strategy is a reading strategy that requires students to summarizing ideas by copying the sentence that they think three key facts and two interesting things.
3. Reading comprehension ability is the students' ability to get meaning from reading the text.