

## THE EFFECT FOR STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT WITH APPLYING 3-2-1 STRATEGY

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### **ABSTRACT**

*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 group were 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 observed ( $t_o=5.929$ ) was higher than t-table with the level of significant  $\alpha= 2,024$ . The final hypothesis showed that  $H_0$  was rejected and  $H_a$  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.*

## INTRODUCTION

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 components of the 3-2-1 strategy. First, students summarize important points from the text. Second, students share insight about what aspect of the passages are most interesting or intriguing to them, and make one question from the text, and the final step is to conclude. In this research the writer will apply 3-2-1 strategy in teaching reading skills at the eighth 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.

## LITERATURE REVIEW

### 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 ideas and refresh their information each and every time. Actually the essence of reading is the reader's 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 'read 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.

### 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

### **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.

### **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:

- 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.
- Using graphemic rules and pattern 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

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.

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 sounds such as (bat, leg, wish, etc) and the sound words with final silent "e" such as (late, time, bite, etc).

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.

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 message, and possibly some of the developing or supporting ideas.

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

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.

Guessing when you are not certain means that guesses 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 messages. 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.

### **Narrative**

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).

The purpose of narrative text is to amuse or to entertain the readers with actual or imaginary experiences in different ways.

Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

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

#### **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).

#### **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.

#### **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).

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

#### **Conceptual Of 3-2-1 Strategy**

The 3-2-1 strategy is one of reading strategy proposed by Zygouris-Coe, Wiggan 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, Prezler (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.

### **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.

### **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:

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. 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.

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. 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).

### **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.

- 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.

- 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.

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 offers some supports for this research.

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.

### 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.

### METHOD

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.

### RESULT AND DISCUSSION

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 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
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	

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

**Table 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

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
<b>To</b>	<b>860</b>	<b>2795</b>	
<b>tal</b>			

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 1 and 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. By using analyzing of the data, it is clearly stated that there was an effect of applying 3-2-1 strategy on students' reading comprehension 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 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%.

## **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  $t_{\text{observed}} > t_{\text{table}}$  or  $5,929 > 2,024$ . To test the hypothesis, the formula of ttest and the distribution table of observed were applied. The facts showed that t-critical ( $t_c$ ) value was higher than the  $t_{\text{table}}$  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.

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