

IMPROVING THE STUDENTS' ABILITY IN MASTERING READING COMPREHENSION THROUGH THREE-TWO-ONE (3-2-1) STRATEGY (A Collaborative Classroom Action Research)

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ABSTRACT

This thesis entitled “*Improving the Students' Ability in Mastering Reading Comprehension through Three-Two-One (3-2-1) Strategy (A Collaborative Classroom Action Research to the First Year Students of MAN Gandapura)*”. From the title above, the researcher put two problems of this research with the questions; first, how is the Three-Two-One (3-2-1) strategy improve the students' ability in mastering reading comprehension? Second, how does the students' respond toward the implementation of Three-Two-One (3-2-1) strategy in teaching reading comprehension?. The purposes of the research were; To find out Three-Two-One (3-2-1) strategy improve the students' ability in mastering reading comprehension and to know the students' respond toward the implementation of Three-Two-One (3-2-1) strategy in teaching reading comprehension. To answer the research questions, the researcher used collaborative classroom action research as methodology of the research. Therefore, the researcher did collaboration with English teacher to do the research. This research was conducted at MAN Gandapura. The subject of the research consisted of twenty nine students. This research was qualitative research. The researcher used test, observation sheet, questionnaires, and field notes as the instrument of the research. The researcher and teacher got the mean score of students' test in the cycle I was 55.03, and test in the cycle II was 71.16. Therefore, the researcher concluded that Three-Two-One (3-2-1) strategy had improve students' ability in reading comprehension, this strategy can solve the students' problems in learning reading comprehension in the classroom, and also this strategy brings the new situations for the students to be active in reading comprehension in the classroom.

Key words: Reading Comprehension, Three-Two-One (3-2-1) Strategy.

1. INTRODUCTION

Reading Comprehension is the ability of the students in understanding written text and to get the important information from reading text. Reading comprehension is one of the most important things in English and communication or used as a tool to understand among the nations in all over the world and should be mastered by the students at Junior High School level. The goal of learning reading for students is to understand or comprehend the material of the text because reading comprehension is a bridge to understand what they read. So, in learning reading comprehension the students have involving their guessing, predicting knowledge, and deep comprehending on the reading text to improve their ability in understanding information from a text.

Based on School Based Curriculum (KTSP) of MAN Gandapura, the students not only are expected to understand written text or to get the important information from reading text but also the students have comprehend some types of text in

learning reading comprehension. For example descriptive text, procedure text, recount text, narrative text, report text, and etc. The teachers are hopefully can improve the student ability in reading comprehension by applying good strategies in teaching and learning process.

Based on the observation done by the researcher at the second year students of MAN Gandapura, the researcher found some problems were faced by the students and the teachers in teaching learning reading comprehension in the classroom. Problems were caused by the teachers, such as; First, the teacher had difficult in preparing a good reading material for students, Second, the teacher had difficult in giving reading material because there is no effective media to support the teaching and learning reading in the classroom. Third, the teacher still used the conventional ways in the classroom. These problems made the students' had low score in reading achievement, the reading lesson becomes monotonous and boring, and the students low motivation in learning

reading.

Meanwhile, the researcher also found some problems were faced by the students in teaching reading comprehension in the classroom. such as; First, the students had difficult in understanding the important information from reading text especially in comprehending a text. Second, the students had difficult in identify the element of anecdote text including setting, main character, conflict or problem, the goal and resolution in the text. Third, the students had low motivation in learning reading because the teacher rarely to implemented an effective strategy in teaching reading comprehension in the classroom.

Based on the consideration above, the researcher used Three-Two-One (3-2-1) as one of effective teaching strategy in teaching reading. The researcher hopes that this strategy can help the student to improve their reading skill and can achieve the Minimum Score Criteria (KKM) about 70% in learning reading, and also make the students are able to comprehend the components of the anecdote text or to understand the main idea of the anecdote as well.

Three-Two-One (3-2-1) is a strategy that requires students to participate in summarizing the ideas from text. It encourages students to think independently and invites them to become personality engaged in the text. Students can use the 3-2-1 as a strategy while they read a textbook, a novel, an article, or other instructional text, and use it as a post-reading activity. 3-2-1 strategy also can extract specific information, to confirm expectation, to know the general comprehension, and to improve the skill about detailed comprehension.

There are three vital components of the 3-2-1 strategy. First, students summarize important points from text. Second, students share insights about what aspects of passages are most interesting or intriguing to them. Third, students are given opportunities to ask questions about the text. In addition, when students apply this strategy to their learning, they automatically synthesize information and formulate questions they still have regarding the topic of text.

The advantages of Three-Two-One (3-2-1) strategy is makes students can identify the important information from text. Students should know when and how the role of text begins. As students develop this skill, they should be able to provide specific evidence or points in the text where the rising action concludes or justify the point in the anecdote story where their thinking is supported and it can make students relax and fun to learning reading.

Some researchers had been applied Three-Two-One (3-2-1) strategy in teaching reading comprehension, such as; the first was conducted by Ramadhani, under the title “Teaching Reading Comprehension by Using 3-2-1 Strategy (2008)”. The result shown that by using of Three-Two-One (3-2-1) strategy in teaching reading comprehension, it can be solve the students difficult in comprehend the elements of text including setting, character, conflict or problem, describing one event, and resolution of the text.

The second was conducted by Dewi, under the title “The Application of Three-Two-One (3-2-1) strategy to Improves the Students Reading Comprehension (2010)”. The result also shown that the Three-Two-One (3-2-1) strategy can help the students in identify important information from reading text.

The last was conducted by Susanti, entitled “Three-Two-One (3-2-1) as Alternative Technique in Teaching Reading Comprehension (An Action Research Given to the First Grader at SMP N 5 Bendosari-Boyolali, 2010)”. The result shown that the students of SMP N 5 Bendosari had difficulties in identify important information in narrative text after conducted the reading activity through Three-Two-One (3-2-1).

Based on the consideration above, the researcher chooses the titled of this thesis is “*Improving the Students Ability in Mastering Reading Comprehension through Three-Two-One (3-2-1) Strategy (A Collaborative Classroom Action Research to the First Year Students of MAN Gandapura)*”.

Based on the problem above, the researcher formulates the problem in this research as follows:

1. How is the Three-Two-One (3-2-1) strategy improve the students' ability in mastering reading comprehension?
2. How does the students' respond toward the implementation of Three-Two-One (3-2-1) strategy in teaching reading comprehension?

Based on the research problems, the purpose of this research can be drawn as follows:

1. To find out Three-Two-One (3-2-1) strategy can improve the students' ability in mastering reading comprehension.
2. To know the students' respond toward the implementation of Three-Two-One (3-2-1) strategy in teaching reading comprehension.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Extracting meaning is to

understand what an author has stated explicitly or implicitly in a reading text. Constructing meaning is to interpret what an author has said by bringing ones capacities, abilities, and experiences to bear on what the learner is reading. According to Elizabeth et al (2003:14), comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge; it involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

On the other hand, Klingner et al (2007:2), argues that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency. In reading comprehension instruction can be define into three steps procedure. First, mentioning it is means teachers would mention the skill that they wanted students to use. Second, practicing it is means teachers would give students opportunities to practice that skill through workbooks or skill sheets. And finally, assess whether or not they used the skill successfully.

Kennedy (1991:12) also states that comprehension is facilitated reading appropriate materials, intellectual curiosity, and desire to learn. Comprehension also as the ability of pupils to finds, interpretation, and uses the ideas to comprehend the texts. In comprehending the topic of reading text, the reader usually interact with the text related to their ideas or experience to get information on the text.

Based on the consideration above, the researcher concluded that reading comprehension generally has at the core some variations of constructing meaning from the text. For example, as intentional thinking during which meaning is constructed through interactions between text and reader. Reading comprehension also as a dynamic construction of meaning, it means that result of the combination of the text input the reader prior knowledge, manipulation of lexis, making inferences and relating though, and the reader should be creatively in comprehend information in a text. Reading comprehension is not only a matter of understanding the print on page but, it is the creation of meaning by combining what the print tell with what the reader already possesses as knowledge.

According to National Center for Study of Adult Learning and Literacy (2005:79), in teaching

reading the teacher have understand some components (types) of reading skill, that are;

1. Decoding

Decoding is the process of sounding out or analyzing individual letters and words, example of decode is learn the name of letter, learn the sound of letter, learn to break (decode) words into sounds, learn to blend the sound back together, and learn words by sight.

2. Fluency

Fluency is the ability to read a text accurately and quickly. Fluent readers read aloud effortlessly and with natural expression, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word, in a choppy manner. Reading fluency consists of precision and speed. Precision is the percentage of words read correctly and speed is the number of words read per minute. According to Pikulski and Chard (2003), reading fluency is refers to rapid, efficient, accurate word recognition skill that permit a reader to construct the meaning of text. Fluency is also manifested in accurate, rapid expressive oral reading and is applied during silent reading comprehension.

3. Vocabulary

Vocabulary is refers to words and the meaning or knowing what word means is often as important as knowing how to say it. Reading vocabulary refers to words we need to know to understand what we read, that is, words the reader recognizes in print. There is growing scientific consensus that breadth of vocabulary increases comprehension and facilitates further learning. Vocabulary experts agree that adequate reading comprehension depends on a person already knowing between 90 and 95 percent of the words in a text (Nagy & Scott, 2000). Knowing that percentage of words allows the reader to get the main thrust of what is being said and therefore to guess correctly what the unfamiliar words probably mean.

According to Elizabeth et al (2003), vocabulary is the basic skill in order to understand a text and to know the meanings of individual words and the reader construct an understanding of the text by assembling and making sense of the words in context.

4. Comprehension

Comprehension is the understanding what the reader read and to get information, be entertained, and communicates with other people. According to Elizabeth et al (2003), comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Comprehension is not a passive process but an active one, and it involves drawing inferences from the words and expression

that writer use to communicate information, ideas and viewpoints.

Coe and Wiggins (2004), states that Three-Two-One strategy is an effective reading strategy that can help the students to make sense on the text and become purposeful readers and active because there are several easy steps to be implemented by the teacher in reading comprehension activity. Through the steps, the students are demanded to be active to find the good meaning and conclusion from the text. Three-Two-One (3-2-1) is a strategy that requires students to participate in summarizing the ideas from text. It encourages students to think independently and invites them to become personality engaged in the text. Students can use the 3-2-1 as a strategy while they read a textbook, a novel, an article, or other instructional text, and use it as a post-reading activity. 3-2-1 strategy also can extract specific information, to confirm expectation, to know the general comprehension, and to improve the skill about detailed comprehension. In addition, Weimer (2008) also defines the goal of this strategy into several points. The first advantage is an ability to understand the general content of the text although you do not understand every word or concept in it. Three main points, ideas or problems that students should discovering contained in the text.

Moreover, Juggins (2006) explains the steps to do this strategy are; the idea is to summarize some key ideas, rethink them in order to focus on those that one is most intrigued by, and pose a question the reveal where understanding is still uncertain. The first step is finding 3 things that the students find in the text. It can be topic, main idea and problem in the text. The second step is the students are asked to find 2 interesting things from the text that have read. A third step is the students are asked make a question based on the text.

The steps to implementing of 3-2-1 strategy in teaching reading comprehension in the classroom, as follow:

1. Teacher prepared the topic material for the students. In this research, the teacher used narrative text.
2. Teacher divided the students into some groups.
3. Then, the teacher explained to students the reading activity that will help them to identify the elements of a text, which in turn will increase their comprehension.
4. After that, the students read the topic of the text carefully and discussing with their friends in group learning and the students can take the summary of the most important information in a text.
5. The teacher asked the students to identify all part the topic were given and the students can

describes the important information from a text which there were three vital components of the 3-2-1 strategy. **Steps one is 3 things you discovered**, the students should find 3 points that they found out of the text and students summarize important points from text. **Steps two is 2 interesting things**, students share insights about what aspects of passages are most interesting or intriguing to them. **In last step is 1 question you still have**, students are given opportunities to ask questions about the text. In addition, when students apply this strategy to their learning, they automatically synthesize information and formulate questions they still have regarding the topic of text.

6. After that, teacher evaluated the students' activity in the classroom. Teacher closing the teaching and learning process.

Based on the explanation above, the researcher concluded that Three-Two-One (3-2-1) strategy is makes students can identify the important information from text. Students should know when and how the role of text begins. As students develop this skill, they should be able to provide specific evidence or points in the text where the rising action concludes or justify the point in the anecdote story where their thinking is supported and it can make students relax and fun to learning reading.

2. METHODOLOGY

The research design of the present study was Classroom Action Research (CAR), which was a collaborative classroom action research through the implementation of Three-Two-One (3-2-1) strategy to improve the students' reading comprehension and the teacher quality in teaching process. In conducting the research, the researcher worked together with one of the English teachers of the school as her collaborator to solve students' problems in writing in order to improve their writing ability. This research was conducted by referring to the qualitative approach and using a descriptive approach for data collection. According to Asrori (2008:45), collaborative classroom action research is kind of classroom action research that involves some people like the principal, teacher, lecture simultaneously. It aims to improve teaching practically quality, contribute teaching theoretical development or educational and teacher career progression.

This research was done at MAN Gandapura. The Subject of this research is the second year students of the school. There are many parallel classes of the first year class at the school but the

researcher only took one class as the subject of the research. The class was I/2 which consisted of 27 students.

3. RESEARCH FINDING AND DISCUSSION

The first meeting was held on Thursday. In teaching reading comprehension by using Three-Two-One (3-2-1) strategy, the teacher passed it through the three teaching phases as described below:

At the beginning of the class, the teacher used five minutes of the session to prepare the class for English subject. These five minutes were also used to greet and check the students' roll, For example: the teacher said good morning everybody! How are you today? then the students answered good thank and you? then the teacher also answered "I am fine and you are welcome".

In main teaching activity, the teacher prepared the topic material for the students it used narrative text about the topic of "Cinderella". Teacher divided the students into group learning. There are 6 group learning and every group consisted of 4 students. Then, the teacher explains to students the reading activity that will help them to identify the elements of a text, which in turn will increase their comprehension. After that, the students read the text carefully and discuss with their friends in group learning.

3 (three) = In this step, the students read the topic of "Cinderella" and the students can take the summary of the most important information in a text and got three discovered from the text. Then, the teacher asks the students to understand the important information from text. The teacher asked the students to identify all part the topic of "Cinderella" text, and the students can describes the important information from a text, such as the main character, the setting, the problems, major events in the plot, and resolution. After that, the students can writes the conclusion after identifying all part about narrative text. During the teaching and learning process, the teacher controls the student reading activity in the classroom.

After that the teacher asked the students to find **2 (two)** interesting thing based on the text was given and **last step was I (one)**, in this step, the teacher asked the students to prepared one question according to the text above. After all the activities were done the teacher asked to the students to read their conclusion about narrative text in front of the class. The students can asked some questions to the teacher if they had the difficulties about the narrative text material. Teacher evaluated the students' activity in the classroom. The teacher

gave the homework for students. Finally, the teacher closed the teaching and learning process.

The second meeting was held on Monday. In teaching reading comprehension through Three-Two-One (3-2-1) strategy, the teacher also passed it through the three teaching phases as done in the first meeting:

In pre-teaching activity, firstly, the teacher used five minutes to greet and check the students' attendance list. Having done greeting the students and checking the attendance list, the teacher reviewed the previous lesson by asking some questions to the students for example; Teacher:"Do you still remember the previous reading topic we learn?" Students: Yes. It was about "Cinderella" Teacher: Good. Where do you live? Students: I live in Gandapura. Teacher: How many people live in your family? Students: six people live in my family.

In main teaching activity, the teacher began to introduce other narrative text. In this meeting, the teacher used the narrative text with the title "Snow White". And the students read the topic of "Snow White" text carefully and discussing with their friends in group learn. **3 (three)** = In this step, the students read the topic of "Snow White" and must got three discovered from the text and the students can take the summary of the most important information in a text. Then, the teacher asks the students to understand the important information from the topic of "Snow White" text. The teacher asks the students to identify all part the topic of "Snow White" text, and the students can describes the important information from a text, such as the main character, the setting, the problems, major events in the plot, and resolution. After that, the students can writes the conclusion after identifying all part about narrative text. During the teaching and learning process, the teacher controls the student reading activity in the classroom.

After the first activities were done by the students, the teacher asked the students to find **2 (two)** interesting thing based on the text was given in this meeting and **last step was I (one)**, in this step, the teacher asked the students to prepared one question about snow white text. After all the activities were done the teacher asked to the students to read their conclusion about narrative text in front of the class. The students can asked some questions to the teacher if they had the difficulties about the narrative text material. Teacher evaluated the students' activity in the classroom. The teacher gave the homework for students. Finally, the teacher closed the teaching and learning process.

In the last activity in cycle 1, the students did a post-test. The activities could run well. The

students came forward one by one and got the turn in discussing about narrative text. The students performed the discussion that given in three previous and filled up the questionnaire. The researcher recorded the students' activity through observation sheet and distributed the questionnaire. The researcher also noted the students' scores for each indicator of assessment.

The post-test activity included some activities such as, making lesson plan based teaching and learning activity, preparing the instrument and materials, the teacher distributed the narrative text for students, students performed the narrative text, and also teacher recorded the test and noted the score for each category. The result of post-test can be seen on the table below:

The purposes of post-test were to know how far the students' ability in identifying and answer the question based on a text. The post-test in cycle 1 was done to find the mean score of the students' ability in reading comprehension through Three-Two-One (3-2-1) strategy after the class was treated by the action of implementation the strategy.

The Analysis of the Teaching and Learning Process of the Cycle I.

The Analysis of teaching and learning process consisted of the evaluation of the researchers performance in teaching reading comprehension through Three-Two-One (3-2-1) strategy and the students' performance in learning reading through Three-Two-One (3-2-1) strategy. Based on the result of observation checklists for the teacher, it showed that the process of teaching reading through Three-Two-One (3-2-1) strategy was not properly. It could be seen in the result of observation was in level 2 (fair). Furthermore the result of observation checklists for the students in learning reading through Three-Two-One (3-2-1) strategy was also in level 2 (fair). It mean that most of the students were not very actively involved in learning reading through Three-Two-One (3-2-1) strategy.

After implementing some actions in cycle 1, it did not really showed the satisfied achievement because the students' average score in reading test was 55.03 while the qualified average score demanded in the criteria of success was higher than 65. There were only 14 students who reached the qualified score while the other did not. It meant only 45,16 % from the total number of the students got the qualified score. Furthermore based on the questionnaires distributed to the students, it showed that only 19 students answered that they were motivated in learning reading through Three-Two-One (3-2-1) strategy, while the other 16 students

answered that they were not motivated in learning reading through Three-Two-One (3-2-1) strategy.

Based on the table above, the researcher found the students' mean score in the test in the first cycle was 55.03 and the researcher concluded that the students' mean score was categorized low. In other word, the students mean score in mastering reading skill did not meet with the criteria of success proposed in this research. Because the mean score proposed in this research was 70.

The Analysis of the Teaching and Learning Process of the Cycle II.

The first meeting of the second cycle was conducted Monday. In this meeting, the students looked more eager to learn. In this meeting, the teacher also did three teaching phases as described below:

In pre-teaching activity, as usual, the teacher began the class by greeting and checking students' attendance list. Having done greeting the students and checking the attendance list, the teacher reviewed the previous lesson by asking some questions related to the previous lesson.

In main-teaching activity, the teacher asked the students still sat in groups and explained to the students that Three-Two-One (3-2-1) strategy more deeply. It means that in learning reading through Three-Two-One (3-2-1) strategy the students have to cooperate and help each other in doing their task that given by teacher. After that, the teacher distributed the narrative text material to the students. In this meeting, the teacher used the short story with the title "Malin Kundang". Next, the teacher explained the description of the text to the students. Then, the teacher read the text and encouraged the students to visualize the characters, settings and events as they listen to the text. **3 (three)** = in this step, the students read the text and must got three discovered from it text and the students can take the summary of the most important information in a text. Then, the teacher asks the students to understand the important information from the topic of "Malin Kundang" text. After that, the teacher asked the students to discuss the main idea of narrative text. Then, the teacher explained the way of making the conclusion from narrative text to the students. Finally the teacher gave the chance to the students by individuals or groups to illustrate the text and the teacher asked each student to retell the main point of text in front of the class.

2 (two) = In this step, the students reads the topic of "Malin Kundang" 2 interesting thing based on the text and the students can take two the interesting points in a text. Then, the teacher asks the students to understand the two of two

interesting from the topic of “Malin Kundang” text. During the teaching and learning process, the teacher controls the students’ activities in the classroom. After that, the students can write it down the teacher asked the students to write **1 (one)** question as the last step in comprehending the text about “Malin Kundang”.

In the post-teaching activity, the teacher corrected the mistakes done by the students during the reading activity and then teacher and students closed the class by praying together.

In the last meeting in the cycle 2, the researcher focused on gave a test and questionnaires for the students. The purpose of post-test was to know how far the students ability in reading comprehension. The students came forward one by one and got the turn to answer the question about narrative text. The students give their opinion that given in three previous and filled up the questionnaire. The researcher recorded the students’ activity and distributed the questionnaire. It was conducted on Monday, October 27th, 2014. The post-test in cycle 2 was also held to find the mean score of the students’ ability in reading comprehension by using Three-Two-One (3-2-1) strategy.

The Analysis of teaching and learning process consisted of the evaluation of the researcher performance in teaching reading comprehension through Three-Two-One (3-2-1) strategy and the students’ performance in learning reading comprehension through Three-Two-One (3-2-1) strategy. Based on the result of observation checklists for the teacher, it showed that the score for the teacher in teaching reading through Three-Two-One (3-2-1) strategy was in level 3 (good). Furthermore the result of observation checklists for the students in learning reading through Three-Two-One (3-2-1) strategy was also in level 3 (good). It means that most of the students were actively involved in learning reading through Three-Two-One (3-2-1) strategy.

In the cycle 2, the students’ average score in reading test was 71.16 in which 31 students or 90,32 % of the number of the students had reached the qualified score as demanded in the criteria of success. Furthermore based on the result of questionnaires distributed to the students, it indicated that most of the student answered that they enjoyed and liked learning reading through Three-Two-One (3-2-1) strategy and they were so eager in the teaching and learning process.

Furthermore, the result of questionnaires that were distributed to the students indicated that 23 students or 74 % of the student answered that they were motivated learning reading through Three-Two-One (3-2-1) strategy, while 8 students or 26 %

of the students answered that they were not motivated learning reading comprehension through Three-Two-One (3-2-1) strategy.

The researcher used questionnaire besides to testing the students. The researcher had reasons for choosing questionnaire as her instrument. The reason are it can collect information from a large number of students, and the other side the students as respondents can complete and return it in certain period. Based on the result of questionnaire which were distributed to students after cycle 2 was fully accomplished, it was found that the students felt happy and were not burdened them when they were assigned in discussing about recount text, and also the students enjoy or fun with the Three-Two-One (3-2-1) strategy as a new technique in teaching reading comprehension in the classroom. The questionnaire was in *Bahasa Indonesia* so that the students could understand the question well.

Table 1 The Result of the Students Respond on Questionnaires

No	Variable Measured	Question naire Number	Total Score	Mean Score
1	Students show great motivation and be active in reading activity	2, 12	2.30	2.12
2	The students easy to comprehend the material and can improve their reading skill.	3, 7, 8, 9, 10, 11,15	13.20	6.32
3	The students were interested and not get bored in reading activity	1, 13, 4	4.20	2.10
4	The students able to found the information and summarized the reading text.	5, 6, 9,13,14	12.15	5.58
Total Score			31.85	16.12
Average Score			7.96	4.03

Based on the Table 1, it was found that the mean score for each variable from several items towards the maximum score can be interpreted as follows:

1. Students show great motivation and be active in reading activity with the mean score about 2.12.
2. The students easy to comprehend the material and can improve their reading skill with the mean score about 6.32.
3. The students were interested and not get bored in reading activity with the mean score about

- 2.10.
- The students able to found the information and summarized the reading text with the mean score about 5.58.

Total score on questionnaires about 16.12 and average score about 4.03.

4. CONCLUSION AND SUGGESTION

Conclusion

After the research had been completely conducted and the data needed had been gained and processed, the researcher concluded some important conclusion as follows:

- After analyzing the data that had been collected in the first cycle, the researcher found that the students' average score in reading test was 55.03 and it is classified into low category. In the second cycle, the researcher found that the students' average score in reading was higher than that in the first cycle. In the second cycle the students' means score was 71.16. Furthermore, Based on the observation done in this research, it was evident that Three-Two-One (3-2-1) strategy could productively motivate the second year students of MAN Gandapura in learning reading comprehension.
- The students had positive respond toward the implementation of Three-Two-One (3-2-1) strategy in teaching reading comprehension because this strategy gave the students more chances to read a narrative text in the classroom. Three-Two-One (3-2-1) strategy also could make the students become more confident and motivated in learning reading comprehension because of the teaching materials used were interesting and authentic.

Suggestions

The success of teaching and learning process does not always depends on the lesson program only, but more important is how the teacher presents the lesson and uses various technique to manage the class to be more lively and enjoyable. Regarding to the improving reading through Three-Two-One (3-2-1) strategy, the researcher gave some suggestions as follows:

- The teacher should choose the materials that are appropriate and not too difficult for the students and before implementing Three-Two-One (3-2-1) strategy and used it as an alternative strategy in teaching reading to the second year students of MAN Gandapura.
- The researchers also hopes that the students not to be shy in practicing the teaching

material given by the teacher in learning reading through Three-Two-One (3-2-1) strategy. The students also use English wherever they are especially when they are in English class although it is hard for them, but they have to try their best.

- The researcher is aware of many mistakes found in this thesis because there is none or nothing is perfect and neither is this thesis. Therefore, any correction, comments, and critics for the improvement of this final project are always open-heartedly welcomed.
- The researcher hopes that there are other researchers who would keep studying about reading because there are still many students especially students in Senior High School level who have low achievement in reading comprehension.

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