

**THE EFFECT OF USING 3-2-1 TECHNIQUE TOWARDS  
STUDENTS' READING COMPREHENSION ON  
REPORT TEXT OF THE SECOND YEAR  
AT STATE SENIOR HIGH SCHOOL  
1 TEMBILAHAN HULU**

Thesis

Submitted as Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education

(S.Pd.)



By

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PEKANBARU  
1435 H/2013 M**

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## CHAPTER I

### INTRODUCTION

#### A. Background

Reading is one of the most important skills for learning and developing knowledge. For most of learners, it is the most important skill to master in order to be success in academic area. Not only learning English, but also in learning in any content class when reading in English is required.<sup>1</sup> By reading the text, the reader will get much knowledge, broaden minds, and refresh thought. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and text.<sup>2</sup>

Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.<sup>3</sup> Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.<sup>4</sup> Comprehension entails three elements:<sup>5</sup>

1. The *reader* who is doing the comprehending
2. The *text* that is to be comprehended
3. The *activity* in which comprehension is a part.

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<sup>1</sup> David Nunan, *Practical English Language Teaching*. Sydney : Mc Graw Hill, 2003, p.69

<sup>2</sup> Jeremy Harmer, *How To Teach English*. .Malaysia. Pearson Education Longman.2001.p.80

<sup>3</sup> Neil Anderson, "What is Reading", in David Nunan, *Practical English Language Teaching*, Sydney: McGraw Hill, 2003, p.68

<sup>4</sup> Sharon Vaughn and Sylvia Linan-Thompson, *Research Based-Method of Reading Instruction Grade K-3*. Alexandria: ASCD, 2004, p.98

<sup>5</sup> Catherine Snow, *Reading for Understanding: Toward A Research and Development Program in Reading Comprehension* , Santa Monica: RAND, 2002, p.11

Based on School Based Curriculum ( KTSP ), reading is one of the skills which is provided in learning process. State Senior High School 1 Tembilahan Hulu is one of the schools that applied school based curriculum (KTSP) as its guidance in teaching and learning process. Based on syllabus of SMAN 1 Tembilahan hulu, the standard competence of reading English refers to capability to comprehend the meaning of short written functional text and simple essay either report, narrative and analytical exposition. For English Subject, the passing score was 70. In fact, students still have some difficulties in comprehending the text. It was seen from the following symptoms:

- a. Some of the students are not able to find factual information on report text.
- b. Some of the students are not able to find the main idea on report text.
- c. Some of the students have limited vocabularies which cause difficulties in understanding report text.
- d. Some of the students are not able to identify reference on report text.
- e. Some of the students are not able to make inference on report text.

Based on the symptoms above, writer think that there should be changing in teaching reading to the students. It should take an appropriate technique to solve students' problem in comprehending text. There is a technique called 3-2-1. 3-2-1 is a reading technique which gives students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still

uncertain.<sup>6</sup> Based on the explanation and the problems experienced by the students above, writer was interested in conducting a research entitled: **“The Effect of Using 3-2-1 Technique towards Students’ Reading Comprehension on Report Text of the Second Year at State Senior High School 1 Tembilahan Hulu.”**

## **B. Definition of the Term**

To justify some terminologies, the writer presented the definition of the terms as follows:

### 1. 3-2-1 Technique

3-2-1 technique is a reading technique that gives students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain.<sup>7</sup> In this research, 3-2-1 technique has students to find out three things of the text, two interesting things, and one question which is related to the text.

### 2. Reading Comprehension

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself

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<sup>6</sup> Rick Wormeli, *Summarization in Any Subject; 50 Techniques to Improve Student Learning*. Alexandria: ASCD, 2005, p.39

<sup>7</sup> Ibid

(interest in text, understanding of text types).<sup>8</sup> So in reading activity, a reader should be able to understand what she or he reads about. In other words, to do reading successfully, we should comprehend the text.

### 3. Report Text

Report text is a kind of text to describe the way things are, with reference to arrange natural, man-made and social phenomena in our environment.<sup>9</sup> The stages of a report are context -specific and relate very closely to its purpose.

## C. The Problems

### 1. The Identification of Problems

Based on the background and the phenomena of reading comprehension of the second year students at State Senior High School 1 Tembilahan Hulu, students still have difficulties in comprehending report text. The problems in this research were identified as follows:

- a. Why do some of the students unable to find factual information on report text?
- b. Why do some of the students unable to find the main idea on report text?
- c. Why do some of the students unable to locate the meaning of vocabularies on report text?
- d. Why do some of the students unable to identify reference on report text?
- e. Why do some of the students unable to make inference on report text?

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<sup>8</sup> Jannete K. Klingner, *Teaching Reading Comprehension to the Student with Learning Difficulties*, New York: The Guilform Press, 2007, p.8

<sup>9</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, Sydney: Gred Stabler, 1994, p.196

## **2. The Limitation of Problems**

It is necessary for the writer to limit the problem, therefore the writer focused this research on 3-2-1 Technique towards Students' Reading Comprehension on Report Text of the Second Year at State Senior High School 1 Tembilahan Hulu.

## **3. The Formulation of Problems**

The formulation of this research can be formulated in the following research questions:

- a. How is students' reading comprehension on report text who are taught by using 3-2-1 technique of the second year at State Senior High School 1 Tembilahan Hulu?
- b. How is students' reading comprehension on report text who are taught without using 3-2-1 technique at State Senior High School 1 Tembilahan Hulu?
- c. Is there any significant effect of using 3-2-1 technique toward students' reading comprehension on report text of the second year at State Senior High School 1 Tembilahan Hulu?

## **D. Objective and Significance of The Research**

### **1. Objective of The Research**

Based on research question above, these the objectives of this research are as follows:

- a. To find out students' reading comprehension on report text who are taught by using 3-2-1 technique of the second year at state senior high school 1 Tembilahan Hulu.
- b. To find out students' reading comprehension on report text who are taught without using 3-2-1 technique of the second year at state senior high school 1 Tembilahan Hulu.
- c. To obtain whether there is a significant effect of using 3-2-1 technique toward students' reading comprehension on report text of the second year at state senior high school 1 Tembilahan Hulu.

### **2. Significance of The Research**

- a. To give positive contribution related to the process of teaching and learning English, especially in term of the effect of using 3-2-1 technique toward students' reading comprehension on report text.
- b. As a guidance for those who intend to conduct similar topics of further research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Teaching Reading

Reading is an essential skill for learners of English as a second language. For most of those learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class when reading in English is required.<sup>1</sup> It means by reading, the learners will make greater progress and development in all other areas of learning.

Moreover, reading is also useful for other purposes. Any exposure to English (provide students understand it more or less) is a good thing for language students. Reading text also provides good models for English. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and text.<sup>2</sup>

According to Jeremy Harmer there are six principles behind the teaching of reading :

Principle 1 : Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, the reader have to understand what the words mean, understand the arguments, and use background knowledge.

Principle 2 : students need to be engaged with what they are reading

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<sup>1</sup> David Nunan, *Practical English Language Teaching*. Sydney : Mc Graw Hill, 2003, p.69

<sup>2</sup>Jeremy Harmer, *How To Teach English*. .Malaysia. Pearson Education Longman.2001.p.80

As with everything else in lessons, students who are not engaged with the reading text – not actively interested in what they are doing- are less likely to benefit from it.

Principle 3 : students should be encouraged to respond to the content of a reading tet, not just to the language.

The teacher must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic.

Principle 4 : Prediction is a major factor in reading

When teacher read texts in our own language, teacher should predict what is next. Predicting will make them better and more engaged readers.

Principle 5 : Match the task to the topic

Teacher needs to choose good reading tasks – the right kind of questions. The most interesting text can be undermined by asking boring and inappropriate questions; the most common place passage can be made really exciting with imaginative and challenging tasks.

Principle 6 : Good teachers exploit reading texts to the full

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

In conclusion, teaching reading by using suitable teaching strategy or technique can help students overcome their problem in order to comprehend the reading text. Also in teaching reading, the writer teaches the students to deal with

students' text book and prior knowledge by supplement materials that are still correlated with syllabus by applying 3-2-1 technique.

## 2. Definition of Reading Comprehension

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>3</sup> It is resulted when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose.<sup>4</sup> Karen explained that comprehension is a process, not a product. Readers filter understanding through the lens of their motivation, knowledge, cognitive abilities, and experiences.

Reading comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectation, skills, and prior knowledge.<sup>5</sup> Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message as well as background knowledge, information from the context and intentions.<sup>6</sup>

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<sup>3</sup>Jannete K. Klingner, *Teaching Reading Comprehension to the Student with Learning Difficulties*, New York: The Guilford Press, 2007, p.8

<sup>4</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English As Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p.115

<sup>5</sup>Judih Westphal Irwin, *Westphal, Teaching Reading Process*, New Jersey, Pentice – Hall. p.7

<sup>6</sup> Jack C. Richards, Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Fourth Edition, Great Britain: Pearson Education 2010, p.108

Comprehension is the center of reading.<sup>7</sup> Effective readers have a purpose for reading, and use their background knowledge and experiences to relate to the text.<sup>8</sup> Beatrice stated that comprehending what you read is more than recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know.<sup>9</sup> Meanwhile, Sharon mentioned reading comprehension includes the following:<sup>10</sup>

- a. Applying one's knowledge and experiences to the text,
- b. Setting goals for reading, and ensuring that they are aligned with the text,
- c. Using strategies and skills to construct meaning during and after reading,
- d. Adapting strategies that match the reader's text and goals,
- e. Recognizing the author's purpose,
- f. Distinguishing between facts and opinions,
- g. Drawing logical conclusions.

Based on the ideas of some experts, the writer concluded that when readers read, they will make a connection between their background knowledge and the new information from the text. Reading needs comprehension on it, so the readers need to connect their background knowledge with the text which they read. In other words, comprehension means thinking while you read.

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<sup>7</sup>Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development*". USA: ASCD, 2003, p.90

<sup>8</sup>Karen Tankersley, *Literacy Strategies for Grades 4-12: Reinforcing The Threads of Reading*. USA: ASCD, 2005, p.108

<sup>9</sup>Beatrice S.Mikulecky, Linda Jeffries, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*, NY: Pearson Education, 2007, p.74

<sup>10</sup>Sharon Vaughn and Sylvia Linan-Thompson, *Research Based-Method of Reading Instruction Grade K-3*. Alexandria: ASCD, 2004,p.99

### 3. Types of Reading Comprehension

Different types of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading used<sup>11</sup>. They are:

- a. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.
- b. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring (inferencing).
- c. Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

Based on the explanation above, there are four types of reading comprehension which has different purpose of each type. Literal comprehension means reading to know information in general. At inferential comprehension, the reader aims to find specific information of the text. At the critical comprehension, the readers compare and conclude their own knowledge and values with the text. Meanwhile, appreciative comprehension brings the reader to go within an emotional response from a text.

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<sup>11</sup>Jack C. Richards, Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Fourth Edition, Great Britain: Pearson Education, 2010, p.443

#### 4. Four Level of Reading Comprehension

Peter stated that Reading comprehension is considered to occur at four levels of complexity<sup>12</sup>. They are:

- a. Literal level: At the literal level the basic facts are understood. For example, know general information. This information is contained explicitly within the text.
- b. Inferential level: At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions.
- c. Critical level: At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.
- d. Creative level: At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

In summary, level of reading comprehension has different complexity of each level. At the Literal level, the reader wants to know the general information of the text. At the inferential level, the reader tries to draw and add their own conclusion of the text. Then at the critical level, the reader assesses their thought of what they read. Meanwhile at the creative level, the reader creates and develops the information of the text which stimulates them to the new thinking.

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<sup>12</sup>Peter Westwood, *Reading and Learning Difficulties: Approach to teaching and assessment*, Victoria: Acer Press, 2001, p.21

## 5. Report Text

Report is factual text that presents information clearly and succinctly. Report text is a kind of text to describe the way things are, with reference to arrange natural, man-made and social phenomena in our environment.<sup>13</sup> The stages of a report are context -specific and relate very closely to its purpose.<sup>14</sup> It is always found in textbook, newspaper, article, encyclopedia, etc.

The purpose of report text is to systematically organize and record factual information and to classify and describe a whole class of things. Here are the following generic structures of report text<sup>15</sup>:

### a. General classification

It tells about what the phenomenon under discussion is

### b. Description

It tells about what the phenomenon under discussion is like in terms of parts (and their function), qualities, habits or behavior.,

Report text is also has the language features. They are as follows<sup>16</sup>:

- a. Using a formal and objective style.
- b. Using of simple present tense.
- c. Using linking verbs, e.g has a, is a, belongs to.
- d. Using some action verbs.
- e. Using descriptive language.
- f. Using generic terms.

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<sup>13</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, Sydney: Gred Stabler, 1994, p.196

<sup>14</sup> Rigby Heinemann, *Writing Resource Book*, Bassendean: Advance Press, 2004, p.85

<sup>15</sup> Linda Gerot and Peter Wignell, *Op.Cit*, p.196

<sup>16</sup> Rigby Heinemann, *Op.Cit*, p.110

g. Using appropriate language to compare, contrast, define or classify.

The writer concluded that report text is generally used to organize and store information. This information describes an entire class of living or non living things. It is clear that the reader can easily understand the report text through knowing the generic structure and the language features of report text.

## **6. The Factors that Influence Students' Reading Comprehension**

There are some factors that influence reading comprehension, whether it is on report text. Dorn and Soffos explained that comprehension is influenced by a range of internal factors; they are perception, belief, motivation, and problem solving strategies.<sup>17</sup>

Westwood mentioned there are eight factors that may influence the comprehension<sup>18</sup>. They are as follows:

- a. Limited vocabulary knowledge.
- b. Lack of fluency.
- c. Lack of familiarity with the subject matter.
- d. Difficulty level of the text.
- e. Inadequate use of effective reading strategies.
- f. Weak verbal reasoning.
- g. Problems with processing information.
- h. Problems in recalling information after reading.

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<sup>17</sup> Anthony V. Manzho, Ula Casele Manzho, *Content Area Reading: A Heuristics Approach*, Columbus, Toronto, London: Merrill Publishing Company, 1990, p.23

<sup>18</sup>Peter Westwood, *What Teacher Need to Know About Reading and Writing Difficulties*, Victoria: ACER Press, 2008, p.33

According to Tankersley, reading comprehension is influenced by four main factors<sup>19</sup>. They are as follows:

- a. Command on the linguistic structure of the text.
- b. Adequate the vocabulary in content area.
- c. Degree of metacognitive control of the text.
- d. Adequate domain knowledge.

Based on explanation above writer concludes that internal and external factors influence reading comprehension. It is better for the reader to know the factors that influence reading comprehension to minimize the struggle in comprehending the text.

### **7. 3-2-1 Technique towards Students' Reading Comprehension**

The teacher needs to apply the appropriate technique to ease the students in comprehending the text. In this case the writer suggested a reading comprehension technique to make students understand about the text. The name of this technique is 3-2-1 technique.

The 3-2-1 technique is a multi- technique because it involves more than one technique. This technique also includes monitoring comprehension technique, in which students summarize the main ideas of the text, find the two most important ideas, and share these ideas with their classmates. Finally, the 3-reading

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<sup>19</sup>Karen Tankersley, *Op.Cit*, p.108-109

technique involves training students on recalling what was read by summarizing the three most important points in the text.<sup>20</sup>

The purpose of 3-2-1 technique is to facilitate active interaction with a text. Students have to decide what the main points are. Then, students can compare what the other students thought was interesting. Questions allow students to clarify meaning, or reinforce factual knowledge. Written summaries make student reconstruct the information.

On the other words, 3-2-1 technique gives students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain. Rick believes that this technique is versatile and relatively quick.<sup>21</sup> Students can use the 3-2-1 technique either while or after reading a textbook, a novel, an article, or other instructional text. Students fill out a 3-2-1 chart with something like this:

**Table II.1**

**3-2-1 Technique**

3	Things you found out
2	Interesting things
1	Question you still have

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<sup>20</sup> Ahmed Alsamadani, Hashem, *The Effects of the 3-2-1 Reading Strategy on EFL Reading Comprehension*, Makkah: Canadian Center of Science and Education, Vol.4, September 3, 2011, p.186

<sup>21</sup> Rick Wormeli, *Summarization in Any Subject; 50 Techniques to Improve Student Learning*. Alexandria: ASCD, 2005, p.39

- a. The student must discover three items in the text.

During this step, students summarize three different major points or details they found while reading the passage. Here, students need to pay particular attention to what they read by identifying key facts of the text by writing and explaining meaning in their own words.

- b. Students are asked to share two interesting items.

This step sets the limit at two items to teach students how to summarize and then pick the most interesting things that they found in the text.

- c. Students write one question about the text.

Students can ask factual questions, clarify their understanding of the sequence of events, and verify their general understanding of the reading.

## **B. Relevant Research**

According to Syafi'i, relevant research is required to observe some previous research conducted by other researcher in which they are relevant to our research.<sup>22</sup> Besides, we have to analyze the relevant research and findings on reading, there is a lot of investigation that have been done by many researchers.

The following are some relevant research to this research project:

1. Hasyem Ahmad Alsamadani, an assistant professor of TESOL, College of Education in Um-Alqura University, conducted a quasi experimental study tested entitle "The effect of 3-2-1 reading strategy on EFL reading comprehension". This study was done in 2011. The purpose of this study aimed

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<sup>22</sup> M. Syafi'IS, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensif (LBSI), 2007, p.122

to test the effect of training Saudi EFL students in using the 3-2-1 strategy on their EFL reading comprehension. The study revealed that at the end of the six-week instruction, there was a significant statistical difference in reading comprehension between the two groups. The study concludes with recommendations for training EFL students and teachers on using different comprehension strategies, especially those that have proven to be effective in gaining reading comprehension such as the 3-2-1 strategy.

2. Erma Darmayanti, a student of UIN SUSKA RIAU proposed a quasi-experimental research entitled “The Effect of Prediction and Inference Strategy Mastery toward Reading Comprehension at The Second Year Students of Madrasah Tsanawiyah Nurul Huda Kota Baru Seberida Indragiri Hilir Riau”. This research was done in 2011. The purpose of her research was to investigate significant effect of prediction and inference strategy mastery toward students’ reading comprehension. The result was prediction and inference strategy mastery has significant effect toward students reading comprehension. In other words,  $H_a$  is accepted.

Furthermore, the writer also conducted a quasi experimental research entitled “The Effect of Using 3-2-1 Technique toward Reading Comprehension on Report text of the Second Year Students at State Senior High School 1 Tembilahan Hulu”. This research aims to find out whether there is a significant effect of using 3-2-1 technique toward students’ reading comprehension on report text.

### C. Operational Concept

Operational concept is the concept to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept.<sup>23</sup> There are two variables used in this research. There are variable X that refers to the effect of 3-2-1 technique and variable Y that refers to the students' comprehension in reading report text. Therefore, variable X is as the independent variable and Y is as the dependent variable.

The indicators of 3,2,1 technique are as follows:<sup>24</sup>

1. Teacher writes the topic of the article on the board. Then, teacher asks students to share what they already know about this topic.
2. Teacher passes out a copy of the article selected to each student.
3. Teacher has student to be volunteer to read parts of the article aloud to the class.
4. After students read the text, teacher tells the students that they are going to

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<sup>23</sup> *Ibid*

<sup>24</sup> Melisa Weimer, *Reading Informational Texts Using the 3-2-1 Technique*. <http://www.readingquest.org/tech/321.html>, accessed on April 29<sup>th</sup> 2012

use 3-2-1 technique to ease them understanding the text.

5. Teacher asks students to write "3 things they found". Next teacher writes this heading on the board and ask students to go back through the text and underline or highlight three things they discovered.
6. Teacher asks student to write "two interesting things." Teacher uses the similar approach as in the first step
7. Last, the teacher asks the students to think of one question which relates to the topic.

The indicators of reading comprehension on report text are as follows:<sup>25</sup>

1. Students are able to find out factual information on report text.
2. Students are able to identify main idea on report text.
3. Students are able to locate the meaning of vocabulary in context on report text.
4. Students are able to identify references on report text.
5. Students are able to make inference on report text.

#### **D. The Assumption and Hypothesis**

##### **1. Assumption**

In this research, the writer assumed that the better 3-2-1 technique was applied in teaching reading comprehension on report text of The Second Year at

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<sup>25</sup> Judih Westphal Irwin, *Westphal, Teaching Reading Process*, New Jersey, Pentice-Hall, 1986, p.7

State Senior High School 1 Tembilahan Hulu, the better students' reading comprehension on report text will be.

## **2. Hypothesis**

Based on the assumption above, hypothesis for this research can be formulated as follows:

a. The Alternative Hypothesis ( $H_a$ )

There is a significant effect of students' reading comprehension on report text who are taught by using 3-2-1 technique of The Second Year at State Senior High School 1 Tembilahan Hulu.

b. The null Hypothesis ( $H_0$ )

There is no significant effect of students' reading comprehension on report text who are taught by using 3-2-1 technique of The Second Year at State Senior High School 1 Tembilahan Hulu.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research was experimental research, precisely quasi experimental research. Creswell explained experiment is testing an idea (practice) to determine whether it influences an outcome or dependent variables.<sup>1</sup> Sukardi stated that quasi experiment research is the research design that mostly used in education, language research and the other research since the subject of research are human.<sup>2</sup> A quasi-experimental study might compare outcomes for individuals receiving program activities with outcomes for a similar group of individuals not receiving program activities. This type of research also might compare outcomes for one group of individuals before and after the group's involvement in a program (known as "pre-test/post-test design").

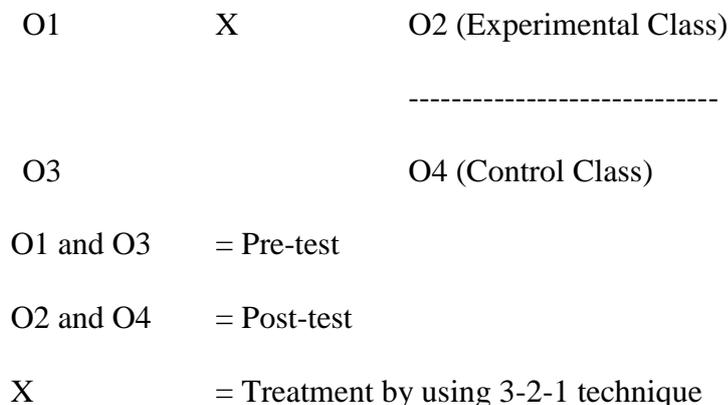
This research consisted of two variables they were: Independent variable (Variable X) refers to the effect of using 3-2-1 Technique and Dependent variable (variable Y) refers to the students' reading comprehension on report text. This research involved two classes as sample, an experiment class which is taught by applying 3-2-1 technique, and a control class which was taught by applying Three-Phase technique. This research focuses on non-equivalent control group design, both of groups took a pre-test and post-test, and only experimental class

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<sup>1</sup> John.W.Cresswell, "*Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*", New Jersey : Pearson Education, 2008, p 299

<sup>2</sup>Sukardi, *Metodologi Penelitian: Kompetensi dan Praktiknya*, Jakarta: Bumi Aksara, 2005

was given the treatment. The treatment for this research was 8 times. The non equivalent control group design can be shown below:<sup>3</sup>



## **B. Location and Time of The Research**

The research was conducted at State Senior High School 1 Tembilihan Hulu. This research was conducted on May until June 2013.

## **C. Subject and Object of The Research**

The subject of this research was the second year students at State Senior High School 1 Tembilihan Hulu, and the object of this research was the effect of 3-2-1 technique toward students' reading comprehension on report text.

## **D. Population and Sample**

### **1. Population**

The population of this research was the second year students of State Senior High School 1 Tembilihan Hulu. The total number of the second year students at State Senior High School 1 Tembilihan Hulu, especially natural

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<sup>3</sup>Bruce W Tuckman, *Educational Research Fifth Edition*, New York: Hartcourt Brace College Publisher, 1999, p.141

science program was 161 students. The data can be seen in the table III.1 as follows:

**Table III.1**

**The Population of the Second Year Students of State Senior High School 1**

**Tembilahan Hulu**

No	Class	Number of students
1	XI IA 1	28
2	XI IA 2	28
3	XI IA 3	35
4	XI IA 4	35
5	XI IA 5	35
	Total	161

## 2. Sample

The population above was large enough to be taken as sample of the research. Arikunto stated that if the amount subject is more than 100, it was better to take sample amount 10-15% or 20-25% of the population.<sup>4</sup> The technique used in taking the sample was cluster random sampling. According to Gay and Airisian, cluster sampling randomly selects groups, not individuals.<sup>5</sup> Having the sample, the writer used lottery technique by passing out small rolled paper marked by the sequence name of class. Then, after passing out the paper, the sample for

<sup>4</sup>Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, 1997, p.134

<sup>5</sup> L.R. Gay and Peter Airaisian, *Educational Research Competencies for Analysis and Application*. Six.Ed. New Jersey: Prentice-Hall Inc, 2000, p.129

this research was class XI IA 4 as experimental class and XI IA 5 as the control class. The data can be seen in the table III.2 as follows:

**Table III.2**  
**The Sample of the Research**

No	Class	Male	Female	Number of Students
1	XI IA 4	14	21	35
2	XI IA 5	16	19	35
	Total	30	40	70

#### **E. Technique of Collecting Data**

In order to get some data to support this research, the writer used test as the technique. The test was used to determine the student's reading comprehension. The type of the test was multiple choice tests. A multiple choice item requires the students to select a correct answer of number of options.<sup>6</sup> The Pre-test was given to the experimental class and control class to know students' reading comprehension on report text of The Second Year at State Senior High School 1 Tembilahan Hulu.

After the students did the test, the writer then took the total score from the result of the reading comprehension test. The classification of the students' score will be shown below.

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<sup>6</sup> Elana Shohamy, *A Practical Handbook in Language Testing for Second Language Teacher*, Israel: Tel-Aviv University, 1985, p.38

**Table III.3****The Classification of Students' Score<sup>7</sup>**

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

**F. The Validity and Reliability of The Test****1. Validity**

Before the tests were given to the sample of this research, both of the tests were tried out to 35 students of other class of second year of natural science program. The purpose of the try out was to obtain validity and reliability of the test. The test is said to be valid if it measures accurately what it is intended to measure.<sup>8</sup> The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. It is determined by finding the difficulty level of each item. The formula is as follows:<sup>9</sup>

$$P = \frac{B}{IS}$$

Where

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<sup>7</sup>Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2009.p. 245

<sup>8</sup>Arthur Huges, *Testing for Language Teacher, Second Edition*, New York: Cambridge University Press, 2003.p.26

<sup>9</sup>Suharsimi Arikunto, *Op.Cit*, p.209

P : Index of difficulty or facility value.

B : The number of correct answers.

JS : The Number of examinees or students.

The difficulty level of an item shows how easy or difficult a particular item in a test. The items that do not pass the standard of difficulty level are excluding from the test and they are changed with new items that are appropriate.

The standard level of difficulty used is  $< 0.30$  and  $> 0.70$ . It means that an item is accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is less than 0.30 (the item is too difficult) and over than 0.70 (the item is too easy). The proportion of correct is represented by “p”, whereas the proportion of incorrect is represented by “q”. The calculation of item difficulty can be seen from the following table:

**Table III.4**  
**The Students are Able to Find Factual Information on Report Text**

Variable	Finding Factual Information on Report Text					N
Item No.	2	7	11	19	21	35
Correct	20	13	19	19	19	
P	0.571	0,371	0.542	0.542	0.542	
Q	0.428	0.628	0.457	0.457	0.457	

Based on the table, the item numbers of question for finding the factual information were 2, 7, 11, 19 and 21. It showed that the proportion of correct answer for finding factual information of test item number 2 was 0.571, the proportion of correct answer for test item number 7 was 0.371, the proportion of correct answer for test item number 11 was 0.542, the proportion of correct answer for test item number 19 was 0.542 and the proportion of correct answer for test item number 21 was 0.542. The total correct answer of finding factual information was 0.5136. Then, based on the standard level of difficulty, all items for finding factual information or “p” is  $>0.30$  and  $<0.70$ . So, the items of finding factual information were accepted.

**Table III.5**  
**The Students are Able to Identify Main Idea on Report Text**

Variable	Identifying Main Idea on Report Text					N
Item No.	1	6	12	16	23	35
Correct	23	20	18	20	21	
P	0.657	0.571	0.514	0.571	0.6	
Q	0.342	0.428	0.48	0.428	0.4	

Based on the table, the item numbers of question for identifying main idea were 1, 6, 12, 16, and 23. It showed that the proportion of correct answer for identifying main idea of test item number 1 was 0.675, the proportion of correct answer for test item number 6 was 0.571, the proportion of correct answer for test item number 12 was 0.514, the proportion of correct answer for test item number

16 was 0.571, and the proportion of correct answer for test item number 23 was 0.6. The total correct answer of identifying main idea was 0.582. Then, based on the standard level of difficulty, all items for identifying main idea or “p” is  $>0.30$  and  $<0.70$ . So, the items of identifying main idea were accepted.

**Table III.6**  
**The students are Able to Locate the Meaning of**  
**Vocabulary on Report Text**

Variable	Locating Meaning of Vocabulary on Report Text					N
Item No.	3	8	13	17	22	35
Correct	24	21	20	22	20	
P	0.685	0.6	0.571	0.628	0.571	
Q	0.314	0.4	0.428	0.371	0.428	

Based on the table, the item numbers of question for locating meaning of vocabulary on report text were 3, 8, 13, 17, and 22. It showed that the proportion of correct answer for locating meaning of vocabulary of test item number 3 was 0.685, the proportion of correct answer for test item number 8 was 0.6, the proportion of correct answer for test item number 13 was 0.571, the proportion of correct answer for test item number 17 was 0.628 and the proportion of correct answer for test item number 22 was 0.571. The total correct answer of locating meaning of vocabulary was 0.611. Then, based on the standard level of

difficulty, all items for locating meaning of vocabulary or “p” was  $>0.30$  and  $<0.70$ . So, the items of locating meaning of vocabulary were accepted.

**Table III.7**  
**The Students are Able to Identify Reference on Report Text**

Variable	Identifying Reference on Report Text					N
Item No.	4	9	14	18	24	35
Correct	14	15	16	22	21	
P	0.4	0.428	0.457	0.514	0.685	
Q	0.6	0.571	0.542	0.371	0.4	

Based on the table, the item numbers of question for identifying reference on report text were 4, 9, 14, 17, and 24. It showed that the proportion of correct answer for identifying reference of test item number 4 was 0.4, the proportion of correct answer for test item number 9 was 0.428, the proportion of correct answer for test item number 14 was 0.457, the proportion of correct answer for test item number 18 was 0,514 and the proportion of correct answer for test item number 24 was 0.685. The total correct answer of identify inference is 0.496. Then, based on the standard level of difficulty, all items for identify reference or “p” was  $>0.30$  and  $<0.70$ . So, the items of identify reference were accepted.

**Table III.8****The Students are Able to Make Inference on Report Text**

Variable	Making Inference on Report Text					N
Item No.	5	10	15	20	25	35
Correct	19	23	17	16	24	
P	0.542	0.657	0.48	0.457	0.685	
Q	0.457	0.342	0.514	0.542	0.314	

Based on the table, the item numbers of question for making inference on report text were 5, 10, 15, 20, and 25. It showed that the proportion of correct answer making inference of test item number 5 was 0.542, the proportion of correct answer for test item number 10 was 0.657, the proportion of correct answer for test item number 15 was 0.48, the proportion of correct answer for test item number 20 was 0.457 and the proportion of correct answer for test item number 25 was 0.685. The total correct answer of making inference is 0.564. Then, based on the standard level of difficulty, all items for making inference or “p” is  $>0.30$  and  $<0.70$ . So, the items of making inference were accepted.

The instrument of the test should aim at providing a true measure of the participation skill in which it was intended to measure. The instrument of the test is valid if the instrument that used can measure the thing that will be measured<sup>10</sup>. According to Hughes, the importance of content validity is the greater a test’s

<sup>10</sup> L.R. Gay and Peter Airaisian, *Educational Research Competencies for Analysis and Application*. Six.Ed. New Jersey: Prentice-Hall Inc, 2000, p.23

content validity, the more likely it is to be an accurate measure of what it is supposed to measure.<sup>11</sup> According to Suharsimi, the ranges of validity are:<sup>12</sup>

**Table III.9**  
**Classifications of Validity**

NO	Classification	Score
1	Excellent	0,800-1,00
2	Good	0,600-0,800
3	Fair	0,400-0,600
4	Poor	0,200-0,400
5	Very Poor	0,00-0,200

To find validity of the test, the writer used correlation product moment the formula as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

Where:

$r_{xy}$  = correlation product moment x dan y

$\sum xy$  = total x dan y

$\sum x^2$  = X quadrant

$\sum y^2$  = Y quadrant

$$r_{xy} = \frac{554.42}{\sqrt{655.54 \cdot 707.38}}$$

$$r_{xy} = \frac{554.42}{\sqrt{535624.6}}$$

<sup>11</sup> Arthur Hughes. *Testing for Language Teacher (2<sup>nd</sup> ed)* (Cambridge: Cambridge University University, 2003). p. 22

<sup>12</sup> Suharsimi Arikunto, *Op. Cit.*, p.75

$$r_{xy} = \frac{554.42}{731.18} = 0.76$$

Based on the result of the validity above, the validity is categorized in good classification.

## 2. Reliability

Reliability is a necessary characteristic of good test. Riduwan said that reliability refers to the extend to which the test is consistent in its score and it gives us an indication of how accurate the test scores are.<sup>13</sup> It is clear that reliability is used to measure the quality of the test scores and the consistency of the test.

They are Spearman-Brown formula, Flanagan formula, Rulon formula, Hoyt formula, Alfa formula, Kuder Richadson 20 formula and Kuder Richadson 21 formula.<sup>14</sup> From all of these formulas, the writer used the Hoyt to calculate the reliability of the test. The formula is as follows:<sup>15</sup>

$$r_{11} = 1 - \frac{V_s}{V_r}$$

Where :

$r_{11}$  : Instrument reliability

$V_s$  : Variance of remains

$V_r$  : Variance of Respondents

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<sup>13</sup> Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula*, Bandung: Alfabeta, 2012, p.102

<sup>14</sup> Suharsimi Arikunto., *Op Cit.*, p.180

<sup>15</sup> Riduwan, *op.cit.*,p. 113

Based on the data the writer got:

$$V_s : 0.228$$

$$V_r : 1.029$$

$$r_{11} = 1 - \frac{V_s}{V_r}$$

$$1 - \frac{0.22}{1.029}$$

$$0.7789$$

To know whether the test is reliable or not, the value of  $r_{11}$  must be compared with  $r$  product moment. The value of  $r_{11}$  must be higher than  $r$  table. From the calculation above the value of  $r_{11}$  is 0.7789. Then the  $r_t$  at 5% grade of significance is 0.325 While  $r_t$  at 1% grade of significance is 0.418. So, it can be concluded that  $0.418 < 0.7789 > 0.325$ . On the other word, the instrument is reliable because the value of  $r_{11}$  is higher than  $r$  table.

### G. Technique of Data Analysis

In order to find out whether there is a significant effect of using 3-2-1 Technique toward students' reading comprehension on report text, the data should be analyzed by statistical method. The technique of data analysis in this research used SPSS 16.

The T-table is employed to see whether or not there is significant effect between the mean score in both experimental and control groups. The obtained value is consulted with the value of T-table at the freedom (df) =  $N_1 + N_2 - 2$

Then to know whether  $H_a$  and  $H_o$  is rejected or accepted, the hypotheses are statistically formulated as follows:

$$H_o = t_o < t \text{ table}$$

$$H_a = t_o > t \text{ table}$$

Criteria of hypothesis:

1.  $H_a$  is accepted if  $t_o > t$ -table or there is a significant effect of Using 3-2-1 Technique towards Students' Reading Comprehension on Report Text of the Second Year at the State Senior High School 1 Tembilahan Hulu.
2.  $H_o$  is accepted if  $t_o < t$ -table or there is no significant effect of Using 3-2-1 Technique towards Students' Reading Comprehension on Report Text of the Second Year at the State Senior High School 1 Tembilahan Hulu.

## CHAPTER IV

### THE DATA PRESENTATION AND THE DATA ANALYSIS

#### A. Description of Research Procedures

The purpose of the research was to find out the data of students' reading comprehension on report text taught by using 3-2-1 technique and taught by using Three-Phase technique and to obtain the significant effect of using 3-2-1 technique toward students' reading comprehension on report text of the Second Year at the State Senior High School 1 Tembilahan Hulu.. The data were obtained from students' post test scores of experimental and control class.

Before taking the data from the sample, the writer tried the test out on one of the second year classes in order to validate whether the test was reliable or not. The result found in the try out was 0.7789. It mean that the test was highly reliable. Then, the writer gave pre-test to experimental class (XI IPA 4) and control class (XI IPA 5). The writer asked the students to answer some questions based on the text given; the test was about report text. Then, the writer gave treatment to experimental class within eight meetings.

After giving treatments to the experimental class, the writer used the same format of questions but in different topics of report text to test students' reading comprehension for post-test both experimental class and control class. The format of post-test between the experimental class and control class was similar. The result of reading test was evaluated by concerning five components, such as:

1. Students are able to find factual information on report text.
2. Students are able to identify main idea on report text.
3. Students are able to locate the meaning of vocabulary on report text.

4. The students are able to identify references on report text.
5. Students are able to make inferences on report text.

The total of pre-test and posttest for both classes were different. The total score of pre-test in experimental class was 2128, while the highest score was 76 and the lowest was 48. The total score of pre-test in control class was 2136, while the highest score 72 was and the lowest score was 44. The total score of post-test in experimental class was 2684, while the highest score was 92 and the lowest score was 68. The total score of post-test in control class was 2292, while the highest score was 80 and the lowest score was 52.

## **B. The Data Presentation**

The data of this research were obtained from the score of student's pre-test and post-test. All data were taken through the following procedures:

1. In both classes (experimental and control class), the students were directed to answer the questions based on the report text given.
2. The format of the test was multiple choices and the test was made based on several aspects such as finding factual information, identifying main idea, locating the meaning of vocabulary in context, identifying the references and making inferences from reading text.

**a. The Data Presentation of Students' Reading Comprehension on Report Text**

**1) Students' Reading Comprehension Who Are Taught by Using Three Phase Technique**

There were 25 items of reading comprehension test given to the respondents in this research. From pre-test of control class, the highest score was 72 and the lowest score was 44. The data were obtained from the research by using spss v.16 software. The data descriptions of pre-test of reading comprehension in control class are as follows:

**Table VI.1**  
**The Frequency Distribution of**  
**Reading Comprehension Test (Pre-test) in Control Class**

Pre_Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	2.9	2.9	2.9
	48	3	8.6	8.6	11.4
	52	2	5.7	5.7	17.1
	56	4	11.4	11.4	28.6
	60	7	20.0	20.0	48.6
	64	9	25.7	25.7	74.3
	68	6	17.1	17.1	91.4
	72	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

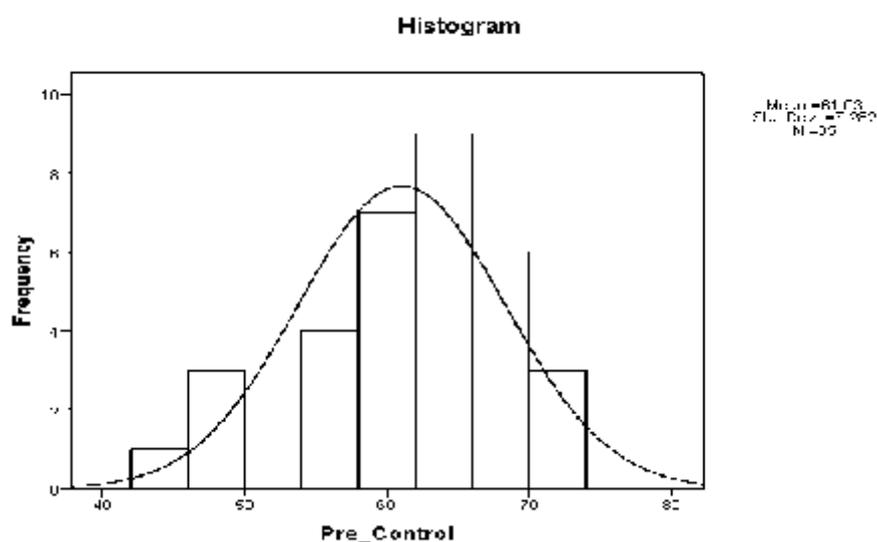
Based on the table IV.1, it can be seen that there were 35 respondents. In interval 44, the frequency was 1 student (2.9%), the frequency of interval 48 was 3 students (8.6%), the frequency of interval 52 was 2 students (5.7%), the

frequency of interval 60 was 7 students (20%), the frequency of interval 64 was 9 students (25.7%), the frequency of interval 68 was 6 students (11.4%), the frequency of interval 72 was 3 students (8.6%).

To determine more about the pre-test in control group which consists of 35 respondents at the second year of State Senior High School 1 Tembilahan Hulu, the writer described it in the following histogram which was obtained from output of SPSS 16:

### Histogram IV.1

#### The Result of Control Class Pre-test



Then for the post-test of the control group, there were also 25 items of reading comprehension. From the post-test, the highest score of control group was 80 and the lowest score was 52. The data were obtained by using the SPSS 16 Software. The data descriptions of post-test of reading comprehension in control class are as follows:

**Table VI.2**  
**The Frequency Distribution of**  
**Reading Comprehension Test (Post-test) in Control Class**

		Post_Control			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	3	8.6	8.6	8.6
	56	1	2.9	2.9	11.4
	60	9	25.7	25.7	37.1
	64	6	17.1	17.1	54.3
	68	6	17.1	17.1	71.4
	72	6	17.1	17.1	88.6
	76	1	2.9	2.9	91.4
	80	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

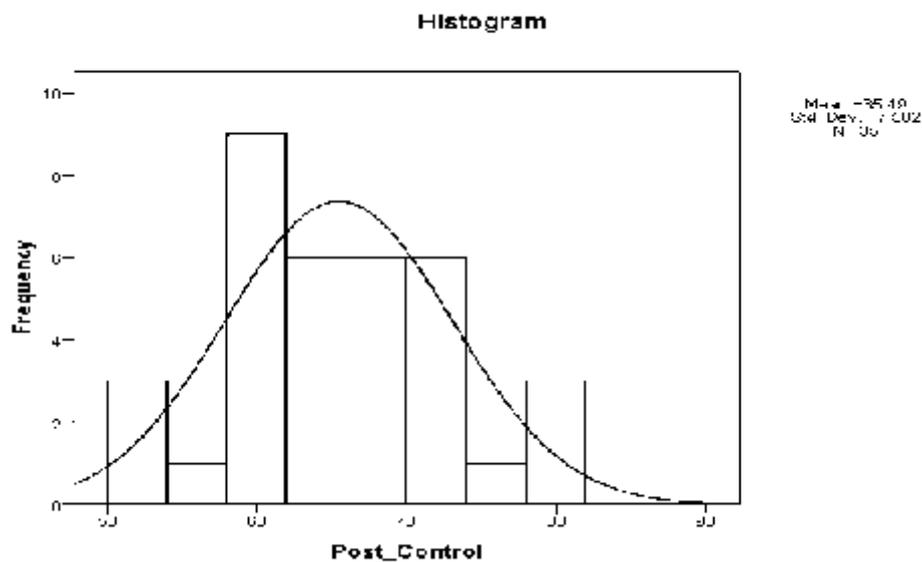
Based on the table IV.2, it can be seen that there were 35 respondents. In interval 52, the frequency was 3 students (8.6%), the frequency of interval 56 was 1 student (2.9%), the frequency of interval 60 was 9 students (25.7%), the frequency of interval 64 was 6 students (17.1%), the frequency of interval 68 was 6 students (17.1%), the frequency of interval 72 was 6 students (17.1%), the frequency of interval 76 was 1 student (2.9%), the frequency of interval 80 was 3 students (8.6%).

To determine more about the post-test in control group which consists of 35 respondents at the second year of State Senior High School 1 Tembilahan

Hulu, the writer explained it in the following histogram which is obtained from output of SPSS 16:

### Histogram IV.2

#### The Result of Control Class Post-test



The writer then also classified the post-test result of control class of the respondents of the second year at State Senior High School 1 Tembilahan Hulu to know the category of the students' reading comprehension score. The classification of control group students' reading comprehension can be seen from the following table:

**Table IV.3**  
**The Classification of Control Group Students' Reading Comprehension**  
**Score of the Second Year at State Senior High School 1**  
**Tembilahan Hulu**

<b>No</b>	<b>Categories</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very Good	80-100	3	8.57%
2	Good	66-79	13	37.14%
3	Enough	56-65	16	45.71%
4	Less	40-55	3	8.57%
5	Fail	30-39	-	-
<b>Total</b>			<b>35</b>	<b>100%</b>

Based on table IV.4, it can be seen that there were 5 categories for students' reading comprehension of control class. The frequency of Very Good category was 3 students (8.57%), the frequency of Good category was 13 students (37.14%), the frequency of Enough category was 14 students (45.71%), the frequency of Less category was 3 students (8.57%) and there was no student who categorized into Fail category. The table showed that the highest percentage of students' classification of reading comprehension was 45.71%. Thus, the majority of the students in control class were classified as Enough.

## 2) Students' Reading Comprehension Who Are Taught by Using 3-2-1 Technique

There were 25 items of reading comprehension test given to the respondents in this research. From pre-test of experimental class, the highest score was 76 and the lowest score was 48. The data were obtained from the research by using spss v.16 software. The data descriptions of pre-test of reading comprehension in experimental class were as follows:

**Table IV.4**

### The Frequency Distribution of Reading Comprehension Test (Pre-test) in Experiment Class

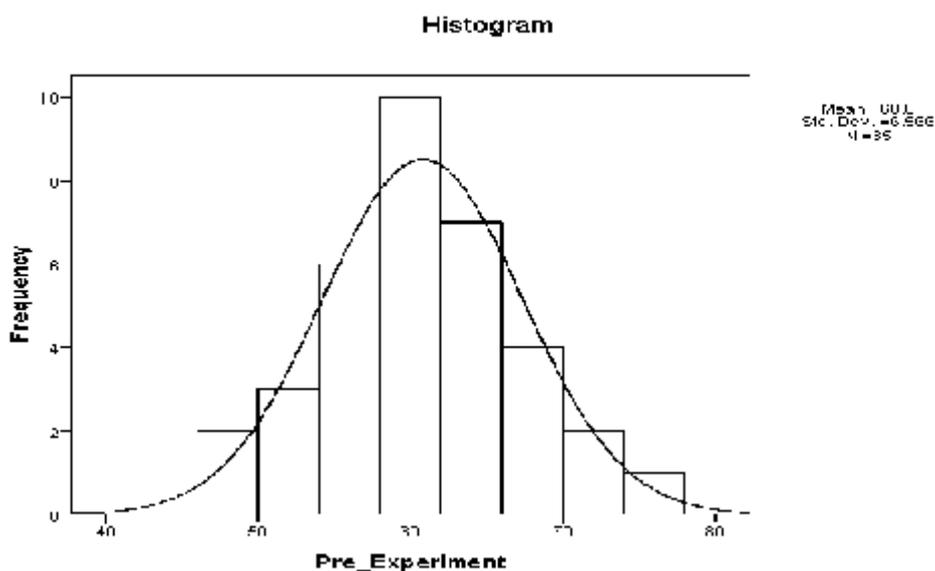
		Pre_Experiment			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	2	5.7	5.7	5.7
	52	3	8.6	8.6	14.3
	56	6	17.1	17.1	31.4
	60	10	28.6	28.6	60.0
	64	7	20.0	20.0	80.0
	68	4	11.4	11.4	91.4
	72	2	5.7	5.7	97.1
	76	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Based on the table IV.4, it can be seen that there are 35 respondents. In interval 48, the frequency was 2 students (5.7%), the frequency of interval 52 was 3 students (8.6%), the interval of frequency 56 was 6 students (17.1%), the frequency of interval 60 was 10 students (28.6%), the frequency of interval 64

was 7 students (20%), the frequency of interval 68 was 4 students (11.4%), the frequency of interval 72 was 2 students (5.7%), and the frequency of interval 76 was 1 student (2.9%).

To determine more about the pre-test in experimental group which consists of 35 respondents at the second year of State Senior High School 1 Tembilahan Hulu, the writer explained it in the following histogram which was obtained from output of spss v.16 :

**Histogram IV.3**  
**The Result of Experimental Class Pre-test**



Then for the post-test of the experimental group, there were also 25 items of reading comprehension. From the post-test, the highest score of experiment group was 92 and the lowest score was 68. The data were obtained by using the spss v.16 Software. The data descriptions of post-test of reading comprehension in experimental class were as follows:

**Table IV.5**  
**The Frequency Distribution of**  
**Reading Comprehension Test (Post-Test) in Experimental Class**

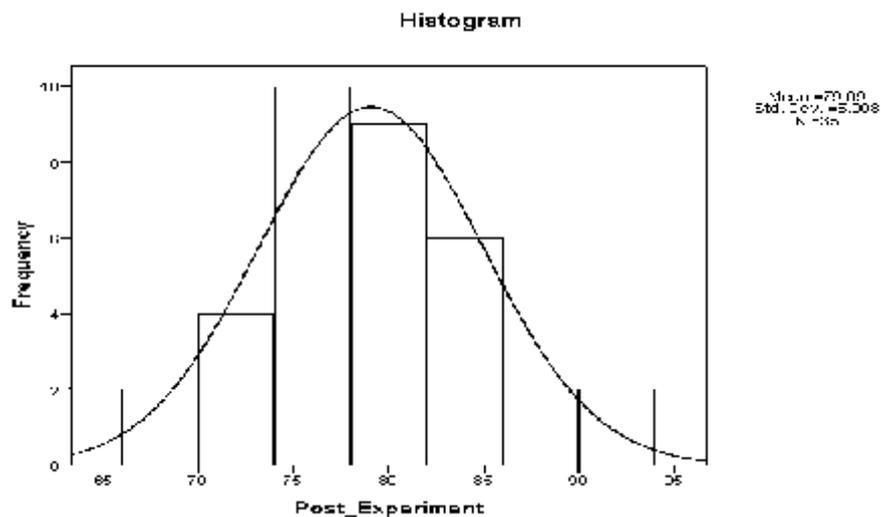
		Post_Experiment			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	2	5.7	5.7	5.7
	72	4	11.4	11.4	17.1
	76	10	28.6	28.6	45.7
	80	9	25.7	25.7	71.4
	84	6	17.1	17.1	88.6
	88	2	5.7	5.7	94.3
	92	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

Based on the table IV.5, it can be seen that there are 35 respondents. In interval 68, the frequency was 2 students (5.7%), the frequency of interval 72 was 4 students (11.4%), the frequency of interval 76 was 10 students (28.6%), the frequency of interval 80 was 9 students (25.7%), the frequency of interval 84 was 6 students (17.1%), the frequency of interval 88 was 2 students (5.7%), and the frequency of interval 92 was 2 students.

To determine more about the post-test in experimental group which consists of 35 respondents at the second year of State Senior High School 1 Tembilahan Hulu, the writer explained it in the following histogram which was obtained from output of SPSS 16:

### Histogram IV.4

#### The Result of Experimental Class Post-test



The writer then also classified the post-test result of experimental class of the respondents of the second year at State Senior High School 1 Tembilahan Hulu, in order to know the category of the students' reading comprehension score. The classification of experimental group' reading comprehension on report text can be seen from the following table:

**Table IV.6**  
**The Classification of Experimental Group Students' Reading**  
**Comprehension Score of the Second Year at State**  
**Senior High School 1 Tembilahan Hulu**

<b>No</b>	<b>Categories</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very Good	80-100	19	54.2%
2	Good	66-79	16	45.7%
3	Enough	56-65	-	-
4	Less	40-55	-	-
5	Fail	30-39	-	-
Total			35	100%

Based on table IV.6, it shows that there are 5 categories for students' reading comprehension of experimental class. The frequency of Very Good category was 19 students (54.2%), the frequency of Good category was 16 students (45.7%), and there was no student who categorized into Enough, Less and Fail categories. The table showed that the highest percentage of students' classification of reading comprehension was 54,2 %. Thus, the majority of the students in experimental class were classified as Very Good.

### 3) The Homogeneity of the Test

The homogeneity of the test was obtained from the result of standard deviation of pre-test in experimental and control class. The data of mean and deviation for both classes were obtained by using SPSS 16 Software. The Mean and Standard deviation of both classes can be seen as follows:

**Table IV.7**  
**The Mean and Standard Deviation of Pre-test in**  
**Experimental and Control Class**

	<b>Mean</b>	<b>Standard Deviation</b>
Pre-test of Experiment	60.80	6.566
Pre-test of Control	61.03	7,282

Then, the writer input the square value of standard deviation ( $SD^2$ ) into the formula as follows:<sup>1</sup>

$$F_o = \frac{Sb^2}{Su^2}$$

$$F_o = \frac{6.566}{7.282} = \frac{43.11}{53.02} = 0.813$$

Based on the statistical analysis, it shows that F obtained is 0.813. Then, determining homogeneity of the test,  $F_o < F_t$ . F table is compared by getting the degree of freedom (df). Getting “df”, the writer used the following formula:

$$\begin{aligned} Df &= (N1 + N2) - 2 \\ &= (35 + 35) - 2 \\ &= 68 \end{aligned}$$

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<sup>1</sup> Mubarak. 2009. "Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan at Taqwa Pekanbaru". Unpublished, p. 38

The degree of freedom is 68, see appendix to know the degree of significant 1% and 5%. The degree significant 1% is 2.65 and the degree of significant 5% is 2.00. So, it can be analyzed that  $2.00 > 0.813 < 2.65$ . On the other hand  $F_t < F_o$ . In conclusion, the test is homogeny.

### C. Data Analysis

#### 1. The Data Analysis of Students' Reading Comprehension on Report Text

To determine the students' reading comprehension on report text taught by using 3-2-1 Technique and those who taught by using Three-Phase Technique, the writer took the data from the result of post-test from both classes. The data were obtained by using SPSS 16. The data of mean, median and standard deviation from the post-test of the experimental class and control class can be seen from the following table.

**Table IV.8**  
**Mean, Median, and Standard Deviation of Post-test in Experimental and Control Class**

	<b>Mean</b>	<b>Median</b>	<b>Standard Deviation</b>
Post-test of Experimental Class	79.09	80.00	5.908
Post-test of Control Class	65.49	64.00	7.582

Then, the mean of posttest from experimental and control class are classified in order to determine the category of the students' reading comprehension. The classification table can be seen as follow:

**Table IV. 9****The Classification of Students' Score**

<b>Score</b>	<b>Category</b>
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Based on the table above, the mean of post-test of experimental class is 79.09. It means the students' reading comprehension that is taught by using 3-2-1 Technique is categorized into Good level. While for the mean of post-test of control class is 65.49. It means that the students' reading comprehension taught by using Three-Phase Technique is categorized into Enough level.

## **2. The Data Analysis of the Effect of Students' Reading Comprehension on Report Text Taught by Using 3-2-1 Technique and Taught by Using Three-Phase Technique**

In this part, the writer show the pre-test, post-test and the gain of experimental class and also the control class. The data were taken from 35 repondents of expermental class and 35 respondents of control class. The data can be seen from the following table:

**Table IV.10**  
**Students' Reading Comprehension Score**

No	Student	Experimental Class		Gain	Control Class		Gain
		Pre-Test	Post-Test		Pre-Test	Post-Test	
1	Student 1	56	80	24	60	60	0
2	Student 2	64	84	20	48	64	16
3	Student 3	52	76	20	68	60	0
4	Student 4	72	80	20	56	68	12
5	Student 5	56	84	28	60	68	8
6	Student 6	60	76	16	60	64	4
7	Student 7	64	84	20	56	68	1
8	Student 8	48	68	20	64	64	0
9	Student 9	60	80	20	48	52	4
10	Student 10	56	76	16	68	60	-8
11	Student 11	64	88	24	64	60	4
12	Student 12	64	84	20	72	72	0
13	Student 13	60	80	20	44	60	16
14	Student 14	56	80	24	68	72	4
15	Student 15	72	92	20	64	80	16
16	Student 16	60	76	16	52	60	8
17	Student 17	68	84	16	60	64	4
18	Student 18	56	76	20	56	60	4
19	Student 19	68	80	12	60	68	8
20	Student 20	64	76	12	64	72	8
21	Student 21	72	88	16	68	60	-8
22	Student 22	68	80	12	64	72	8
23	Student 23	60	76	16	68	80	12
24	Student 24	56	92	36	48	52	4
25	Student 25	60	76	16	52	60	8
26	Student 26	76	80	4	64	72	8
27	Student 27	60	72	12	72	68	-4
28	Student 28	64	72	8	68	64	-4
29	Student 29	52	80	28	64	80	16
30	Student 30	64	72	8	72	64	-8
31	Student 31	68	80	12	64	68	4
32	Student 32	60	72	12	60	76	16
33	Student 33	48	68	20	60	52	-8
34	Student 34	52	76	24	64	56	-8
35	Student 35	60	84	14	56	72	16
	<b>Total</b>	<b>=2128</b>	<b>=2684</b>	<b>=556</b>	<b>=2136</b>	<b>=2292</b>	<b>=156</b>

From the table above, the calculation of total score of experimental class in pre-test was 2128 and the total score of experimental class in post-test was 2684. The gain of experimental class was 556. While the calculation of total score of control class in pre-test was 2136 and the total score of control class in post-test was 2292. The gain of control class was 156.

To determine the data analysis of the effect of the students' reading comprehension on report text between the students taught and those who are not taught by using 3-2-1 technique, the writer then used t-test by using SPSS 16. The data of t-test can be seen from the table as follows:

**Table IV.11**

**The Result of T-test**

Group Statistics					
	Control	N	Mean	Std. Deviation	Std. Error Mean
Experiment	1	35	79.09	5.908	.999
	2	35	65.49	7.582	1.282

The output of group statistics show that the mean of the post-test of the experimental class was 79.09 and the mean of post-test of the control class was 65.49, and N (number of the case) was 35 for experimental class and 35 of control class. The standard deviation for experimental class was 5.908 and the standard deviation for control class was 7.582. Standard error mean of experimental class was 0.999 and standard error mean of the control class was 1.282.

**Table IV.12****Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Experiment Equal variances assumed	2.679	.106	8.370	68	.000	13.600	1.625	10.358	16.842
Experiment Equal variances not assumed			8.370	64.165	.000	13.600	1.625	10.354	16.846

From the table IV.12 above, the output of independent sample test showed that the t-test result was 8.370, its df is 68, significant was 0,000, mean difference was 13.600, standard error was 1.625, the lower different interval was 10.358 and the upper different interval was 16.842

There are two ways that can be done in interpreting  $t_o$ . They are as follows:

1. By comparing  $t_o$  (t-obtained) to t table. From  $df=68$ , it is found that the level of significance of 5% is 2.00 and the level of significance of 1% is 2.65. It can be seen than  $2.00 < 8.370 > 2.65$  It means that null hypothesis ( $H_o$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted.
2. By orienting the number of significance. If probability is  $>0.05$ , null hypothesis ( $H_o$ ) is accepted. If probability is  $<0.05$ , alternative hypothesis ( $H_a$ ) is accepted.

Based on the score of t-calculation and gathered from spss v.16, it showed that  $t_o$  is higher than t-table. The finding of  $t_o$  was 8.370, while the level of significant of 5 % is 2.00 and the level of significant of 1% is 2.65. It can be read that  $2.00 < 8.370 > 2.65$ . Thus, the writer concluded that  $H_a$  is accepted and  $H_o$  is rejected. In other word, there is a significant effect of using 3-2-1 Technique toward Students' Reading Comprehension on Report Text of the Second Year at State Senior High School 1 Tembilahan Hulu.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Research Conclusion

There are three main conclusions of this research based on the objectives of the research:

1. The first is to find out students' reading comprehension who are taught by using 3-2-1 Technique of the second year at State Senior High School 1 Tembilahan Hulu. After conducting the research, the students' reading comprehension on report text taught by using 3-2-1 technique was categorized as Good level (79.09).
2. The second is to find out students' reading comprehension who are taught without using 3-2-1 Technique of the second year at State Senior High School 1 Tembilahan Hulu. After conducting the research, the students' reading comprehension on report text who are taught without using 3-2-1 Technique was categorized as Enough level (65.49).
3. The last is to obtain whether there is a significant effect of using 3-2-1 Technique toward students' reading comprehension on report text of the second year at State Senior High School 1 Tembilahan Hulu. After conducting the research, the writer found that there is significant effect of using 3-2-1 Technique toward students' reading comprehension on report text of the second year at State Senior High School 1 Tembilahan Hulu.

**B. Suggestion**

Considering the effect of 3-2-1 technique towards students' reading comprehension on report text, the writer would like to give some suggestion as follows:

**1) Suggestion for the School:**

- a. It is recommended to the school to do evaluation for students' difficulties based on the result of teaching and learning process.
- b. It is expected that the school establishes an English club in order to expand the students' knowledge in English.
- c. It is expected that the school facilitates the students in participating an English festival or English competition in order to strengthen the students' motivation in learning English.

**2) Suggestion for the English Teacher:**

- a. It is recommended to teacher to use 3-2-1 Technique in teaching and learning process.
- b. It is expected that the teacher teaches the reading comprehension from the easiest to the most difficult one.
- c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted, because the proper condition in teaching would become one asset to implement the success of material to be taught.

**3) Suggestion for the Students:**

- a. The students should try to understand about 3-2-1 Technique in reading text.
- b. The students should pay full attention to the lesson that has been explained by the teacher.
- c. The students must be creative to select kinds of reading text in order to comprehend more the text and in order to diminish boredom in learning English especially in reading subject.

Finally, the writer considers that this study still needs correction from the next researcher that has the same topic as this study.

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