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THE EFFECT OF USING 3-2-1 STRATEGY ON STUDENTS' READING COMPREHENSION ACHIEVEMENT

THESIS

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JEMBER UNIVERSITY
2018

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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at
the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
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2018

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STATEMENT OF THESIS AUTHENTICITY

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DEDICATION

This thesis is honorably dedicated to:

1. *My beloved father, Alex Harijanto and my dearest mother, Daryanti.*
2. *My beloved siblings, Zheni Thrian, Trianta Ulil Amri and Nadira Deliany.*
3. *My beloved supporters Linda Anggraeni, Diana Laili Mukharromah, Solfiyatuzzahro, Siti Komariah, Siti Yuliani, Yulianita Hastuti, Dewi Purwanti and Armila Putri Agustina.*
4. *BASKET FKIP UNEJ, GURU… JOSS!*

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MOTTO

"There's only one growth strategy: work hard."

(William Hague)

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CONSULTANTS' APPROVAL

THE EFFECT OF USING 3-2-1 STRATEGY ON STUDENTS' READING COMPREHENSION ACHIEVEMENT

THESIS

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Finally, I hope this thesis provide some advantages for both the researcher and the readers. Any critics and suggestions are respectfully welcomed and appreciated for the sake of the better development for this thesis.

The Researcher

Zhenita Deliany

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SUMMARY

The Effect of Using 3-2-1 Strategy on the Students' Reading Comprehension Achievement; Zhenita Deliany; 140210401077; 2018; 94 pages; English Language Education Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This research was an experimental research which was intended to know the effect of 3-2-1 Strategy on the students' reading comprehension achievement. The research was conducted at SMP Negeri 5 Jember and the all eighth grade students were the participants of this research. Two classes were taken as the samples from the existing six classes by considering the closest mean difference from the homogeneity test result. This happened because the result of One way ANOVA showed that the population was heterogeneous. VIII F was chosen as the experimental group and VIII E was chosen as the control group.

In this research, the researcher taught each group twice by using different treatment. The researcher used 3-2-1 Strategy in teaching reading comprehension to the students' of the experimental group while the control group received no treatment. The 3-2-1 Strategy embodied with a chart consisting three elements; 3 things you discovered, 2 interesting things you discovered, 1 question you still have. The 3-2-1 strategy chart was filled after reading the narrative text given by the researcher. At the end of the treatment, the experimental and control groups did the same reading comprehension post-test.

Try-out test was conducted before post-test to the class which belonged to neither the experimental nor the control group that was VIII C. The students' scores of the try-out test were analyzed its reliability and difficulty index. It aimed to construct a valid and reliable post-test. After conducting try-out test, the post-test was conducted. The students' post-test scores of both groups were then analyzed by using t-test formula in SPSS computing system to know the significant difference.

Based on the calculation of the students' reading comprehension post-test scores, the significance value was 0.046. It was lower than 0.05 ($p<0.05$).

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Therefore, the H_0 was rejected and the H_a 'there is a significant effect of using 3-2-1 strategy on students' reading comprehension achievement' was accepted. It revealed that there was a significant difference between the experimental and the control group. Finally, it can be concluded that the use of 3-2-1 Strategy had an effect on students' reading comprehension achievement at SMP Negeri 5 Jember in the 2017/2018 academic year.

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CHAPTER I. INTRODUCTION

This chapter presents some points related to the topic of this research, they are: research background, research problem, and research significance.

1.1 Research Background

Reading needs comprehension to form understanding or meaning of the information provided in the reading text. To comprehend the text, the readers should understand about word meaning, sentence meaning, paragraph meaning, and also the text meaning. Zoghi *et al*. (2010) stated that reading comprehension is the process of unlocking meaning from connected text. It means that comprehension occurs when readers can successfully know what they are reading. The process in which readers can comprehend a text is complex (Gurning and Siregar, 2017; Coe *et al*., 2005). Readers should recognize various text genres and understand how to interact with the text. This complex process causes readers especially those who are struggling in reading fail to get comprehension.

There are various aspects that affect reading comprehension. Those aspects are background knowledge, vocabulary, active reading skills, reading strategies, and critical thinking. This research focused on the use of reading strategy as one of many aspects that affect reading comprehension. This is in line with Houtveen *et al*. (in Alsamadani, 2011) who said that the use of strategy affects reading comprehension positively. There are so many strategies that can be applied in reading; they can be divided into cognitive strategies such as skimming, scanning, reasoning, analyzing and summarizing, and metacognitive strategies such as planning for learning, monitoring comprehension, evaluating learning achievement and assessing strategy use (Madhumathi and Ghosh, 2012; Boghian, 2016). This fact leads many researchers to determine a strategy to be used as an attempt to diminish the failure in reading comprehension. 3-2-1 strategy appears to be interesting to investigate its effectiveness as it is an active and meaningful strategy that aids students' engagement and interaction with the text in order to

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construct their comprehension (Coe *et al*., 2005). It is a multi strategy that involves more than one strategy (Alsamadani, 2011). It encompasses the occurrence of transactional literature discussion and includes monitoring comprehension strategies. Monitoring comprehension strategies include setting purpose for reading and previewing text (Mistar *et al*., 2016). Due to this, the 3-2-1 strategy must take into account to be applied in classroom reading because it can help students to build their comprehension and active participation in reading.

In this study, the researcher wanted to apply 3-2-1 strategy on students' narrative reading activity. According to Coe *et al.* (2005:382), the strategy is supported by a chart called 3-2-1 chart which contains 3 things readers have discovered from the text, 2 interesting things readers have discovered from the text, and 1 question readers should generate about the text. The chart functions to help readers monitor their comprehension as they apply the strategy. The structure of this chart can be modified according to the reader's needs. Therefore, the 3-2-1 strategy benefits for its flexibility in nature. Moreover, when it is used as the basis to conduct classroom discussion, it can maximize the classroom interactions. Besides, it will also help teachers to assess students' understanding of the key concepts easily.

The 3-2-1 strategy had been applied to teach ESL Saudi college students in 2011 by Alsamadani. The research result seems promising to conduct further research to study about the effect of using 3-2-1 strategy on students' reading comprehension achievement in different context; junior high school students in Indonesia. The preliminary study determined college–level students as their participants. It revealed that the 3-2-1 strategy had given a significant difference between the experimental and control groups (Alsamadani, 2011). Another research concerning the 3-2-1 strategy was conducted by Kusiska *et al*. (2014) with a classroom action research design aiming at overcoming students' reading comprehension problems and improving students' involvement in learning activity. The result showed that 3-2-1 strategy could improve not only students' reading comprehension achievement but also students' participation. This research took a certain text genre, narrative text, applied with 3-2-1 strategy because there

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was no text genre mentioned from the previous research. A pre-experimental research concerning the effectiveness of 3-2-1 strategy had been conducted by Sesilia *et al*. in 2016. The research result showed that the 3-2-1 strategy effectiveness was categorized as high based on Cohen's criteria. In this research, individual learning had been applied. The current study investigated the use of 3-2-1 strategy with different approach; that is, cooperative learning.

The current study investigated the effect of using strategy in reading especially 3-2-1 strategy. The strategy was proposed by Coe *et al*. in 2005. It could increase students' engagement and participation and also could lead them to get full understanding of the text and how to relate it to their prior knowledge. However, a research related to the use of 3-2-1 strategy at junior high school students has been underexplored. Dealing with the text genre, the application of 3-2-1 strategy in narrative reading had been conducted by one previous study. The strategy is also assumed to be more effective to conduct along with cooperative learning approach. Therefore, this current study was done further in relation to the use of 3-2-1 strategy at junior high school level which concerned in narrative text and cooperative learning approach as an attempt to fill the gap.

The issue stated above inspired the researcher to conduct an experimental research concerning the use of 3-2-1 strategy in reading comprehension. The researcher wanted to know whether or not the use of 3-2-1 strategy gave an effect on students' reading comprehension achievement. By applying this strategy, reading comprehension especially in narrative reading is expected to be achieved much better by the students.

1.2 Research Problem

Based on the research background, the research problem was formulated in the following question: Is there any significant effect of using 3-2-1 strategy on the students' narrative text reading comprehension achievement?

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1.3 Research Significance

1.3.1 Theoretical contribution

The finding of this research is expected to be beneficial to give information about the use of 3-2-1 strategy in narrative text genre. This current study focused on narrative text comprehension which related the theory of 3-2-1 strategy to narrative reading theory. Moreover, narrative text is one of many interesting text genres that is familiar to the students. The familiarity of this genre is expected to build students' excitement. Hopefully, this research will be an advanced development to the use of 3-2-1 strategy on specific text genre; that is, narrative.

1.3.2 Empirical Contribution

The 3-2-1 strategy includes 3-2-1 strategy chart that consists of 3 things students have discovered or learned from the text, 2 things they have found interesting and 1 question they still have about the text provided. Due to its features, the strategy had been taken into account to help students as readers to get comprehension while reading. The strategy is also flexible in its application. It can be specified according to the needs of the readers and it can be combined in some ways of teaching method such as discussion. Therefore, this research calls future researchers who will conduct a research with a focus on reading strategy especially in relation to the application of 3-2-1 strategy. The result of this research could be considered as a reference in the form of information about the use of 3-2-1 strategy in teaching reading comprehension, with the same or different research design.

1.3.3 Practical Contribution

This research will be a significant attempt in the use of 3-2-1 strategy on students' reading comprehension achievement. The finding of the research is expected to be beneficial for students to help them achieve better reading comprehension achievement in classroom reading. The text comprehension

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difficulties faced by the students in reading activity show the needs of the strategy which is essential to help students to get reading comprehension much better.

The result of this research is also expected to be beneficial for English teachers with a new reading strategy instruction. Besides, it will also aid the teacher in training different reading strategy to the students. Moreover, it is hoped to give teachers an interesting post-reading activity to make students motivated in foreign language reading class.

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CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter discusses theories underpinning the topic related to the research problems. It includes theoretical framework, conceptual framework and previous studies. Each is presented as follows.

2.1 Theoretical Framework

2.1.1 The 3-2-1 Strategy

Teaching reading comprehension needs appropriate strategies. One of the strategies is 3-2-1 strategy. It refers to a strategy that assigns students to be critical by thinking independently and engage with the text (Coe *et al*., 2005). Alsamadani (2011) defines 3-2-1 strategy as a multi strategy that involves more than one strategy. It encompasses the occurrence of transactional literature discussion and includes monitoring comprehension strategies.

Transactional Literature Discussion (TLD) provides opportunity for integrated reading and talking session in which the interaction between the reader and the text happens (Dugan, 1997). Dugan (1997) stated that TLD plays role on students' engagement in meaning making. TLD underlies on three theory (Dugan, 1997); first, the theory of reader response which says that meaning constructed by readers when they response to a text and then reflect on their responses; second, the theory that literacy is best develops through social interaction and dialogue with others; third, TLD builds on evidence that reading and writing are reciprocal process. In classroom context, the interaction occurs between the teacher and the students, the students and other students and the students with the text.

Pitts (1983) says that comprehension monitoring is the ability to monitor and judges ones understanding. It also involves taking monitoring (fix-up) strategies when necessary. Baker and Brown (1980) suggested a list of comprehension monitoring strategies such as: 1) identifying the important aspects of a message, 2) focusing attention on the major content and 3) engaging in self-questioning to determine whether goals are being achieved. Monitoring comprehension strategies are used in a process in which readers understand what

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they are reading. The three mentioned strategies are embodied in the implementation of 3-2-1 strategy instruction and manifested in 3-2-1 chart.

As stated by Coe *et al*. (2005:381), 3-2-1 strategy is a strategy that requires students to summarize the text idea by using 3-2-1 chart while they read a text. Mistar *et al*. (2016) state that an effective reading strategy can help readers to be able to gain better comprehension. By making summary of the text idea students will be easier to understand the meaning of the text. Moreover, the 3-2-1 strategy has been proved to be effective in boosting reading comprehension (Alsamadani, 2011). Therefore, the 3-2-1 strategy was used in this research because it helped the readers to recall their understanding and construct their comprehension. The readers were provided by a 3-2-1 chart consisting of 3 things they discovered from the text, 2 interesting things they discovered from the text and 1 question they still have about the text.

2.2 Conceptual Review

2.2.1 Reading Comprehension

Cognition is the ability to process information through perception. Brandimonte *et al.* (2006) defines cognition is not only a process, but a mental process. It allows individual to acquire knowledge through the information received from different sources. Cognitive process is the process of acquiring knowledge through thought, experiences and sense. It involves perception, attention, memory coding, thought and learning (Brandimonte *et al.*, 2006). Reading as a cognitive process involves a cycle information processing. In reading, cognition is needed to understand written information to reach comprehension.

Reading is a complex process of understanding a text. This is in accordance with Pang *et al.*'s idea that within its complexity reading involves perception and thought (2003:6). The complexity contains guessing, predicting, checking, and asking question to the readers themselves (Grellet, 1996). Zoghi *et al.* (2010) define reading as an interaction between reader and text. Readers should interact with the text since they should develop, modify and even reflect on

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all or some of the ideas displayed in the text (Anastasiou and Griva, 2009). According to Lipson and Cooper (2002), to understand what we read is the aim of reading. While reading, readers are expected to understand the text well and make sense of what they read. When readers succeed extracting ideas and obtaining information from reading text, reading comprehension is achieved. In other words, reading and comprehension are always related to each other. Therefore, an active interaction between the reader and the text is needed to construct comprehension about the text meaning.

2.2.2 Reading Comprehension Achievement

Students' reading comprehension achievement can be assessed by using a test. Achievement test is commonly used to measure students' reading comprehension achievement. As reading comprehension is the objective that should be achieved in reading, so that an achievement test is an appropriate tool because according to Brown (2004), achievement test relates directly to a course whether the objectives have been met or not. It means that the higher the score of an achievement test, the higher the reading comprehension the students get since comprehension is the objective of reading. Besides, by administering a test, the different between good and poor readers can be seen. The result will show those who get well understanding of the text and those who do not quite understand. The test can be in the form of open-ended, multiple choice and essay.

2.2.3 Types of Reading Comprehension Aspects

There are some aspects related to reading comprehension. They are; (1) word comprehension, (2) sentence comprehension, (3) paragraph comprehension and (4) text comprehension.

Word comprehension deals with the understanding of word meaning from the text. Grellet (1996) stated that reading involves not only intellect, emotion, and prior knowledge but also word recognition. Word comprehension is the basic unit of reading comprehension that should be mastered by students in order to help them easier to achieve reading comprehension. This comprehension is fully supported by the vocabulary that students have. The more vocabulary they have, the easier the word comprehension they get.

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Sentence comprehension deals with comprehending every word that is structured in a sentence and then understanding the whole sentence. A sentence has meaning and contains the writer's thought. However, it is necessary to deal with the structure and meaning of the sentences (Grellet, 1996).

Paragraph comprehension deals with understanding the meaning of a paragraph which consists of topic sentence, supporting details or supporting sentences and concluding sentence. Grellet (1996) stated that the structure of longer unit such as paragraph must be understood to make reading efficient. Students are required to understand a paragraph to find the topic idea in topic sentence, the explanation in supporting sentence and the summary of a paragraph in concluding sentence.

Text comprehension is understanding the meaning from the whole text. Text comprehension is an essential part of both language and other subjects that students should understand its type well in order to have good results (Bartha and Ferenczi, 2009:5). When the readers have a good comprehension in the text, they will be able to know the whole topic of the text.

The following is the example of each comprehension aspect from the narrative text entitled "Buggy Races"

Buggy Races

Once upon a time there lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

(Adapted from 50 Bedtime Stories, 2002)

a. The question for word comprehension:

What is the opposite meaning of the word "always"? (In paragraph 1 line 2).

a. often
b. seldom
c. never
d. sometimes

The answer: c

b. The question for sentence comprehension:

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"They liked to race against each other, but the hare always won." What does the word "**they**" refer to? (In paragraph 1 line 4).

a. The tortoise and the deer
b. The tortoise and the crocodile
c. the hare and the tortoise
d. the hare and the ant

The answer: c

c. The question for paragraph comprehension:

What is the main idea of the third paragraph?

a. The hare find a way to fairly race the tortoise
b. The hare find fun in a race.
c. The hare find route toward the beach.
d. The hare find the sand hill race

The answer: d

d. The question for text comprehension:

What is the purpose of the text?

a. To entertain the reader
b. To give argument
c. to give information
d. to describe about particular thing

The answer: a

From the example above, readers should understand the meaning of word supported by their vocabulary, relates their prior knowledge from the previous sentence to get the relations of each sentence, finding the topic of a paragraph accurately, and read the whole text to identify and understand the text. They should comprehend the whole content provided in the text. By doing so, they can answer all the questions.

2.2.4 Narrative Text

The type of text used in the research is narrative text. Narrative text is a type of text that tells the readers a story with complication or problematic events and tries to find the resolutions to solve the problems. This is in accordance with what Dymock (2007) said that narratives are more than just simple sentences or ideas but stories. Its social function is to amuse or entertain the readers. Narrative text focuses on specific participants in the form of characters. There are some elements of narrative text; 1) theme, 2) setting, 3) characters, 4) point of view, 5) dialogue and 6) plot. The structure of narrative text consists of orientation, complication and resolution. Orientation is where the scene and the participant are set. Complication deals with the problems of the story and how the main

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characters solve them. Resolution is where the crisis is resolved, for better or worse.

2.2.5 The Elements of 3-2-1 Strategy

The 3-2-1 strategy encloses a chart that consists of three elements. The following is the explanation of each element.

a. Three (3) things that can be discovered

This element requires students to focus on three discoveries made during reading. They must pay attention to the text by identifying key facts and sharing their understandings of the text by writing and explaining meaning in their own words (Coe *et al*., 2005). Students can fill this element by paying attention to the characters of the story or the setting of the story.

b. Two (2) interesting things students can discover

This element gives students opportunity to share what they enjoy most about what they read. They will list two things being interesting to them (Coe *et al*., 2005). This element can be filled with something about the problem, the goal, the action, and the moral value of the story (Kusiska *et al*., 2014). Coe *et al*. say that the possibilities for interesting items in text are endless. Therefore, this part is one that students is bound to enjoy and benefit from. This element is limited on two interesting items so that the students should summarize and pick only two interesting things they find in the text (Alsamadani, 2011).

c. One (1) question students still have

This element is the final element that requires the students to write a question they still have in mind about the text. It can be about conceptual gaps, misunderstood events, or unclear explanation in text (Coe *et al*., 2005). Alsamadani (2011) says that students can ask factual questions, clarify their understanding of the sequence of events, and verify their general understanding of the reading. In this case, students are expected to make a meaningful question to help them understand the text.

The elements of the 3-2-1 strategy chart can be modified according to the readers' needs. It can be specified into something that relates to the thing the readers want to get from the text. The mentioned elements above are the common

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ones that are mostly used. The following is the example of the generic 3-2-1 strategy chart.

3-2-1 Strategy Chart

Name:

Text:

3 things you discovered

2 interesting things you discovered

1 question you still have

Picture 2.1 3-2-1 Strategy Chart

The following is the example of modified 3-2-1 chart that is specified into narrative reading.

3-2-1 Narrative Chart For …

Name:
Class:

- Discover 3 things about the character(s) or the setting
- Discover 2 interesting things about the problem, goal, action, or moral value
- Generate 1 question about something you have found confusing in the story

Picture 2.2 Modified 3-2-1 Strategy Chart

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2.2.6 The Advantages and Disadvantage of 3-2-1 Strategy on Teaching Reading Comprehension

There are some advantages that students can get while learning by using 3-2-1 strategy. First, it helps teachers to assess students' understanding by identifying key facts, sharing their opinion and explaining meaning on their own words. Second, the 3-2-1 strategy is an effective way to gain active participation. Third, it can be used to maximize interactions when the strategy is used as the basis to conduct classroom discussion. Fourth, 3-2-1 strategy flexible nature, in which it provides extension to facilitate specific objectives (Coe *et al.*, 2005: 382). Unfortunalety, the strategy is limited only in post reading activity. Filling 3-2-1 strategy chart is possible to do after reading the whole text. This happens because the elements of 3-2-1 strategy chart require something from what the readers have read or got from the text. In addition, Kusiska *et al*. (2014) said that the implementation of this strategy will be obstructed if students do not have enough vocabulary that consumes more time to summarize the idea.

2.2.7 The Procedure of Teaching Reading Using 3-2-1 Strategy

Preszler (2006) proposed two steps in applying 3-2-1 strategy. First, a teacher creates a 3-2-1 chart containing details key elements from a day's lesson or a unit. The chart can be generic or specific to a particular lesson. The generic one consists of 3 things students discovered, 2 interesting things students discovered and 1 question you still have. Second, the teacher asks students to fill out the chart at the end of the lesson and uses it for the basis of class discussion.

The other model of the procedure was proposed by Alsamadani (2011) that contains three steps. First, students summarize important points from the text. Second, they share insights regarding the parts of the passages that are most interesting to them. Finally, students are given opportunities to ask questions about the text and discuss them with their peers.

Based on the explanation above, the researcher decided to use the combination of both procedures. The steps used are explained as follows.

1. Displaying the 3-2-1 strategy chart in front of the class.
2. Explaining the use, function and elements of 3-2-1 strategy.

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3. After that, the students were asked to read the story and to identify the generic structures, the language features and the social function of the text.
4. Then, the students discussed the story with the group.
5. The teacher asked the students about the content of the story.
6. The students filled their 3-2-1 strategy chart.
7. The teacher asked the students to discuss their 3-2-1 strategy chart with their group.
8. Next, the students had a classroom discussion to discuss their 3-2-1 chart.
9. The students answered the comprehension questions given by the teacher.

2.3 Previous Studies

This research needs the previous research findings to construct relevant references. There are some researches conducted by different researchers with different designs. The first previous research was conducted by Alsamadani (2011) entitled "The Effects of the 3-2-1 Strategy on EFL students Reading Comprehension". This research was a quasi-experimental research that aimed at investigating the effect of the 3-2-1 strategy on EFL reading comprehension. The context of the research was Saudi EFL college-level students. The research revealed that there was a significant effect of using 3-2-1 strategy in reading comprehension as shown in the means difference between the experimental and control groups. In this research, the students were required to read a passage in college-level. Then followed by discussion which facilitated students to raise and determine their level of comprehension. This indicated that the use of 3-2-1 strategy was effective. Therefore, the strategy was suggested to be implemented in classroom reading because it has an essential pedagogical implication which was beneficial for both teacher and students (Alsamadani, 2011).

Second, a research by Kusiska *et al.* (2014) entitled "Using 3-2-1 Strategy in Reading Comprehension to Improve Students' Involvement in Active Learning". This research was a classroom action research that aimed at

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overcoming students' reading comprehension problems and improves students' involvement in learning activity. The context of this research was junior high school students in Indonesia. There were three cycles conducted by the researcher to get the require improvement. The result of this reserach showed that the mean score improved from 53.21 (first cycle) to 67.78 (second cycle) to 88.88 (third cycle). The strategy could improve both students' involvement and reading comprehension achievement. The interview conducted during the research also revealed that 3-2-1 strategy was interesting, challenging and flexible in purpose for students to build comprehension (Kusiska *et al*., 2014). Kusiska *et al*. (2014) said this happened because the learning concept of 3-2-1 strategy was based on the constructivism learning theory. This research suggested to teach vocabulary directly or indirectly to support students constructing their comprehension in their own words.

Another research was done by Sesilia *et al.* (2016) entitled "The Effectiveness of 3-2-1 Strategy in Teaching Reading Comprehension on Narrative Text". It was a pre-experimental research about the effectiveness of 3-2-1 strategy in teaching reading comprehension on narrative text. The context of this research was senor high school students in Indonesia. The result showed that the effectiveness of the 3-2-1 strategy was categorized as high. The study revealed that the effect size was 1.01 which means that, according to Cohen's criteria, 1.01 was bigger than 0.80 so that it was high. Sesilia *et al*. (2016) suggested that in the application of 3-2-1 strategy, teacher should be active monitoring the students and finding supporting material from other sources instead of the textbook to be used in reading class.

There are similarity and difference between the previous researches and the research that was conducted by the researcher. The similarity was in terms of the use of 3-2-1 strategy in teaching reading comprehension. One previous research had the same research design that is experimental research, one was a classroom action research, and the rest was pre-experimental research. There was one previous research that used narrative text as its reading material. This research also used the genre in which the genre was familiar and understandable for junior high school level students. Calfee and Drum (cited in Dymock, 2007) reported

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that narrative is a story generally tell what happened, who did what to whom and why. The previous studies above revealed that 3-2-1 strategy was an effective reading strategy to be implemented in teaching reading and it could improve students' reading comprehension. Therefore, the strategy was used with narrative text considering the level of students.

2.4 Research Hypothesis

Considering the above review of related literature and based on the findings of the previous researches concerning the use of 3-2-1 strategy on teaching reading comprehension, the research hypothesis was formulated as follows: There is a significant effect of using 3-2-1 strategy on students' narrative text reading comprehension achievement.

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CHAPTER III. RESEARCH METHODS

This chapter presents some points related to the topic such as research design, research context, research participants, data collection method and data analysis method. All of them are presented in the following parts.

3.1 Research Design

The research was conducted by implementing 3-2-1 strategy in teaching reading to know whether or not there was a significance effect of the implementation. According to Creswell (2012), the aim of an experimental research is to determine if a specific treatment influences an outcome. Therefore, a quasi experimental research design with posttest-only control group design was chosen to be implemented in this research. Posttest-Only design that was used in this research compared the findings in which a treatment was presented to a group in which no treatment was presented. Then, the score as the result showed the outcome of the implementation.

In this research, two classes, from the whole population, were selected as the samples by considering the homogeneity test result. The result of homogeneity test was analyzed by using ANOVA formula to determine whether or not the population was homogeneous so that two groups of this experimental research could be decided. In this research, the experimental group received a treatment of 3-2-1 strategy while the control group received no special treatment, that is, the group was taught by using question-answer technique. After the treatment was completed, post test was given to the two groups to know the significant difference of the reading achievement test. The result of the post test was analyzed by using t-test formula.

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The research design is illustrated as follows:

Posttest-Only Design Time →

Select control group	No treatment	Posttest
Select experimental group	Experimental treatment	Posttest

(Creswell, 2012: 310)

In this research, the quasi-experimental research model by Creswell was implemented. It was because the model was appropriate to the needs of the researcher in which there was only post-test conducted for the experimental and control groups after giving the treatment. The procedures of this research were as follows:

1. Administering the homogeneity test in the form of reading comprehension test for all 8th grade students of SMPN 5 Jember to know the homogeneity of the population. The homogeneity test result was analyzed by using ANOVA.
2. Determining classes as the experimental and the control groups based on the result of homogeneity test. Since the result of ANOVA was significant, (*Appendix E*), it means that the population was heterogeneous, so the researcher chose the experimental and control groups by considering the closest mean difference.
3. Constructing the lesson plans for the experimental and the control groups.
4. Conducting the treatment that was teaching reading by using 3-2-1 strategy for the experimental group and by using question-answer technique for the control group. The teaching activity was done twice for each group.
5. Constructing the post-test for both groups.
6. Administering a try out test to establish validity, reliability, and difficulty index of a teacher-made test and analyzing the result. The try out test was given to the class which did not belong to the experimental and control

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groups. This test functioned to know whether the time allocation was appropriate or not and whether the instruction was clear or not.

7. Administering post-test for the experimental and control groups to measure students' reading comprehension achievement.
8. Analyzing the result of post-test by using t-test formula of 5% significance level to know whether or not there was a significant mean difference on the effect of using 3-2-1 strategy on students' reading comprehension achievement.
9. Drawing conclusion based on the data analysis to answer the research problem.

3.2 Research Context

Research context is the place where the research is conducted. In this research, the research context was determined by using purposive method. It is a method in which the context is decided for conducting research is based on a certain purpose or researcher's considerations (Arikunto, 2010:183). This research was conducted at SMP Negeri 5 Jember. This school was chosen purposively for some reasons: 1) The 3-2-1 strategy has never been used in teaching reading by the English teacher, 2) there was no previous research that has been conducted in this school related to the use of 3-2-1 strategy in teaching reading comprehension. Therefore, this school was chosen to be the research context of this research.

3.3 Research Participants

The population of this research were all eighth grade students of SMP Negeri 5 Jember 2017/2018 academic year. The samples were determined by using purposive method. There were two classes chosen as the samples of the population. To determine the classes, the researcher administered homogeneity test. The test was intended to know whether the population was homogenous or heterogeneous. The result of the test showed that the population was heterogeneous. Therefore, the two classes with closest mean difference were chosem.

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3.4 Data Collection Method

Data collection method deals with the procedures of collecting data of the research. The primary data that was collected by the researcher was in the form of the results of reading comprehension test. The supporting data was also collected in the forms of interview and documentation.

3.4.1 Reading Comprehension Test

Reading comprehension test was the main instrument used to measure students' ability. In this case, it dealt with a set of instrument to measure students' reading comprehension for both the experimental group and the control group. The test was a teacher-made test composed by the researcher. The result of this test was analyzed by using t-test formula of 5% significant level to know the mean score difference of both groups.

Since this test was a teacher-made one, the researcher administered a try-out test before using it as the real test. It was done to the other group except the experimental and control groups. It aimed at knowing whether or not the test instruction and time allocation was appropriate. Moreover, this try out test was also intended to check the test validity, reliability, and difficulty index. Content validity was established in this research. To measure reliability, the researcher analyzed it by using Spearman-Brown formula. The steps were as follows.

1. Giving scores to each item.
2. Splitting the scores into two parts according to odd-even numbers.
3. Giving the sign (X) for odd numbers and sign (Y) for even numbers.
4. Analyzing the correlation between X and Y by using Product-Moment formula.

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

Notes:

r_{xy}	: reliability coefficient
ΣXY	: the total number of odd and even items
ΣX	: the total number of odd items
ΣY	: the total number of even items

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N : the numbers of participant

(Arikunto, 2010:213)

5. Estimate reliability index of the whole test by using Spearman-Brown formula:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:
r_{11} : the reliability coefficient of the whole items
r_{xy} : the correlation coefficient of product moment

(Arikunto, 2010:223)

6. Giving interpretation to r_{11}. Arikunto (2010:319) states the criteria of reliability is as follows

0.80 – 1.00 = high

0.60 – 0.80 = enough

0.40 – 0.60 = quite low

0.20 – 0.40 = low

0.00 – 0.20 = very low

A good test should not be too easy or too difficult. If the test is too easy, it will not arouse students' effort to answer the questions. On the other hand, if the test is too difficult, it will make students frustrated and discouraged because they cannot answer the test items. Therefore, the test items should be analyzed its difficulty by using the degree of the test item difficulties formula as follows:

$$FV = \frac{R}{N}$$

Notes:
FV : The index of difficulty
R : The number of correct answers
N : The number of students taking the test

(Heaton, 1988:178)

The criteria of difficulty index used are as follow:

< 0.30 : difficult
0.30 – 0.70 : sufficient/fair

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> 0.70 : easy

3.4.2 Interview

The interview was conducted in this research in order to get the supporting data in the form of oral information about the curriculum used in the school, the method or teaching technique used by the English teacher, the English textbook being used, and media used to support the English teaching.

3.4.3 Documentation

Documentation was used to get the supporting data. It has a function to support the primary data. In this research, documentation was used to gain data about the total number and the names of the participants and the data about the English subject schedule.

3.5 Data Analysis Method

After collecting data in the form of reading comprehension test result, the researcher analyzed it by using t-test formula with SPSS computing system. This aimed to know whether or not there was a significant mean difference between the control and experimental groups. The t-test formula is as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Notes:
t : the value of t
Mx : the mean score of the experimental group
My : the mean score of the control group
x : individual score deviation of the experimental group
y : individual score deviation of control group
Nx : the number of participants in the experimental group
Ny : the number of participants in the control group

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The researcher used 5% for significant level because the error was accepted as the significant level for the quasi experimental research. According to Arikunto (2010:391) if the result of t-computation is higher than that of t-table, it means that the null hypothesis (h_0) is rejected and the alternative hypothesis (h_a) is accepted.

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CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the findings and suggestions for the English teachers, the students, and future researchers.

5.1 Conclusion

Based on the data analysis, hypothesis verification, and discussion in the previous chapter, it can be concluded that there is a significant effect of using 3-2-1 Strategy on the eighth grade students' reading comprehension achievement at SMP Negeri 5 Jember in the 2017/2018 academic year.

5.2 Suggestions

The result of this research showed that 3-2-1 Strategy gave a significant effect on the students' reading comprehension achievement. Hopefully, this research may be used as a consideration to teach reading comprehension achievement. Therefore, the researcher proposes some suggestions to the following people.

5.2.1 The English Teachers

3-2-1 strategy was proved to be effective strategy to teach reading comprehension. This strategy helps students to become active and meaningful reader. This strategy is also suggested to be taught along with vocabulary teaching directly or indirectly. Therefore, the English teachers of SMP Negeri 5 Jember are suggested to apply this strategy in their teaching and learning process of English.

5.2.2 The Students

The result of this research showed that 3-2-1 strategy gives a significant effect on the students' reading comprehension achievement. The strategy helps students to become engaged with the text and activate their metacognition ability.

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This strategy is also flexible to help them facilitate their reading that they can generate their own chart. Therefore, the students are suggested to apply this strategy in their reading activity.

5.2.3 Future Researchers

The findings of this research can be used as the information or reference to conduct a further research dealing with similar problems by using different research design or the same research design with different text genre and different level of subjects and schools. Future researchers are suggested to conduct a classroom action research to know whether the use of 3-2-1 Strategy can improve students reading comprehension achievement.

Although this research has reached its aim, there were some unavoidable limitations and shortcomings. First, the research was conducted in two eighth grade classes which have lasted after two times of treatment. Conducting the treatment twice was not enough for the researcher to observe the students' reading achievement. It would be better if it was done in a longer time. Second, since the students were all the eighth grade students with a limitation in vocabulary, there was a difficulty to fill 3-2-1 chart on their own words. It would be better to teach vocabulary to help students filling the chart in their own words. Third, students were not quite capable to write grammatically correct sentences. There were some grammatical errors in their 3-2-1 chart (see *Appendix I* and *K*). Therefore, teaching grammar is also needed to make a grammatical correct sentence to fill the chart.

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Appendix A

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The effect of using 3-2-1 Strategy on Students' Reading Comprehension Achievement	Is there any significant effect of using 3-2-1 strategy on the eighth grade students' narrative text reading comprehension achievement at SMP Negeri 5 Jember?	**Independent Variable:** The effect of 3-2-1 strategy on reading comprehension **Dependent Variable:** The students' reading comprehension achievement	Teaching reading comprehension by using 3-2-1 strategy covering: 1. Discovering three "3" things from the text. 2. Discovering two "2" interesting things from the text. 3. Generating one "1" question from the text. The students' reading comprehension achievement that consists of: a. Word comprehension b. Sentence	1. Participants of the research: the eighth grade students of SMP Negeri 5 Jember 2. Informant: the English teacher of SMP Negeri 5 Jember 3. Documentation: The names of the participants	**1. Research Design:** A quasi-experimental research with Post-test Only Design **2. Area Determination method:** Purposive method **3. Participant Determination Method:** Purposive method **4. Data Collection Method:** **a. Primary data:** Narrative reading test **b. Supporting data:** 1. Interview 2. Documentation **5. Data Analysis Method:** Reading comprehension test as the primary data and it will be analyzed by using *t-test* SPSS $t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$	There is a significant effect of the use of 3-2-1 strategy on the eighth grade students' narrative text reading achievement at SMP Negeri 5 Jember

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			comprehension c. Paragraph comprehension d. Text Comprehension		Notes: *t* : the value of t *Mx* : the mean score of the experimental group *My* : the mean score of the control group *x* : individual score deviation of the experimental group *y* : individual score deviation of control group *Nx* : the number of participants in the experimental group *Ny* : the number of participants in the control group	

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Appendix B

SUPPORTING DATA INSTRUMENT

The Interview Result

No.	The Questions	Data Resources
1.	What curriculum is applied in this school?	The 2006 Institutional-Based Curriculum
2.	What English books do you use in teaching English now?	English book from the Government and also students' worksheet.
3.	How is the English ability of the eighth grade students at SMP Negeri 5 Jember?	Good enough, most of the students can follow the teaching and learning activities
4.	How is the students' achievement in English, especially in their reading comprehension?	Good enough, they can pass the standard competence
5.	What problems do the students usually find in their reading comprehension?	The students' problem usually relates to vocabulary, they usually find unfamiliar words in the texts and to solve the problem, I usually ask the students to find the meaning and the similar meaning of the words in the dictionary, sometimes through context.
6.	What technique do you use in teaching reading comprehension?	Question and Answer technique.
7.	Does the technique you have applied work well?	The technique is not quite effective, that is the one I know.
8.	Have you ever taught using 3-2-1 strategy in teaching reading comprehension to your students? Why?	I never use 3-2-1 Strategy to teach reading. Because I don't really understand about 3-2-1

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		strategy and how to apply it in classroom reading activity.

The Documentation Guide

No.	The Supporting Data	The Data Source
1.	The total number of the eighth grade students of SMPN 5 Jember	School documents from administration staff
2.	The names of students in the experimental and control groups	School documents from administration staff

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Appendix C

HOMOGENEITY TEST

Subject	**: English**
Class/ Semester	**: VIII / 2**
Language Skill	**: Reading Comprehension**
Text Type	**: Narrative Text**
Time	**: 40 minutes**

Please read the text below very carefully.

TEXT 1

The Hungry Fox who Got Caught in the Tree Trunk

Once upon a time, there was a hungry fox that was looking for something to eat. He was very hungry. No matter how hard he tried, the fox could not find food. Finally he went to the edge of the forest and searched for food. Suddenly he saw a big tree with a hole in it.

Inside the hole was a package. An old woodcutter had placed the food in the package and put it in tree trunk. Then, he began to cut down trees in the forest. He was going to eat it for his lunch. The hungry fox immediately thought that there might be food in it. He became very happy. Then, he jumped into the hole. When he opened the package, he saw slices of bread, meat and fruit in it.

The fox happily began to eat. After he finished eating, he felt thirsty and decided to leave the hole and drink some water from a nearby spring. However, no matter how hard he tried, he could not get out of the hole. He had eaten so much food. So, he became too big and cannot get out from hole.

The fox was very sad and upset. He told himself, "I wish I had thought a little before jumping into the hole."

(Adopted from http://www.kidsworldfun.com/shortstories_foxwhogotcought.php)

I. Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. Who belongs to the character of the story?
   a. The wolf
   b. The fox
   c. The old woodcutter
   d. The package

2. What is the opposite meaning of the word "big"? (In paragraph 1 line 4).

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a. tiny
b. small
c. huge
d. large

3. How did the fox look like?
   a. He was hungry
   b. He was thirsty
   c. He was dirty
   d. He was strong

4. **"Then, finally <u>he</u> went to the edge of the forest and searched for food."** (the third sentence of the first paragraph). What does the underlined word refer to?
   a. An old woodcutter
   b. The fox
   c. The hunter
   d. The wolf

5. What does the second paragraph tell us about?
   a. The package made of a wood.
   b. The fox found a package of food.
   c. An old woodcutter left a package in the forest.
   d. Many foods in a package.

6. **"Then, <u>he</u> began to cut down trees in the forest."** (The second sentence of the second paragraph). What does the underlined word refer to?
   a. The Fox
   b. The characters
   c. The wolf
   d. An old woodcutter

7. What did the fox do when he saw the package?
   a. He left it.
   b. He kept walking to the forest.
   c. He opened the package and ate the food.
   d. He threw away the package.

8. What does the third paragraph tell us about?
   a. The fox was captured by the old woodcutter.
   b. The fox ate more and more food.

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c. The fox fell asleep in the hole.
d. The fox who could not go out from the hole.

9. What is the purpose of the text?
   a. To entertain the reader
   b. To describe about particular thing
   c. To give argument
   a. To give information

10. What is the moral value of the text?
   a. Believe in yourself
   b. Be kind to others
   c. Thinking first before doing something
   d. Small acts of kindness will be rewarded greatly

Please read the text below very carefully.

TEXT 2

The Lion and the Mouse

Line 1	Once upon a time, a lion who is the king of jungle was asleep. A little mouse began running up and down on him. This soon awakened the lion, he placed his huge paw on the mouse and opened his big jaws to swallow him.
Line 5	"Pardon, O King!" cried the little mouse. "Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, I may be able to do you a good turn one of these days!" The lion was so tickled by the idea of the mouse being able to help him that he lifted his paw and let him go.
Line 10	Sometime later, a few hunters captured the lion, and tied him to a tree. After that they went in search of a wagon, to take him to the zoo. Just then the little mouse pass by. Seeing the lion, he ran up to him and gnawed away the ropes that bound him. "Was not I right?" said the little mouse who is very happy to help the lion. (Adopted from http://www.kidsworldfun.com/shortstories_lionandmouse.php)

II. Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

11. Who are the characters of the story?
   a. The lion and the cat
   b. A few hunters
   c. The mouse and the crocodile

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d. The lion and the mouse

12. How did people think about the mouse?
    a. He was trustworthy
    b. He was cruel
    c. He was naughty
    d. He was funny

13. What is the main idea of the second paragraph?
    a. The lion bothers the mouse
    b. The lion was awakened by the mouse
    c. The lion forgave the mouse and let him go
    d. The lion was so kind

14. **"Sometime later, a few hunters captured the lion, and tied <u>him</u> to a tree.**" (the first sentence of the third paragraph). What does the underlined word refer to?
    a. The hunter
    b. The mouse
    c. The lion
    d. A few hunters

15. What does the third paragraph tell us about?
    a. The mouse who successfully help the lion
    b. The sound of the hunters
    c. The lion who is hungry
    d. The sound of the mouse

16. **"Seeing the lion, <u>he</u> ran up to him and gnawed away the ropes that bound him."** (The third sentence of the third paragraph). What does the underlined word refer to?
    a. The hunter
    b. The mouse
    c. The lion
    d. A few hunters

17. What is the purpose of the text?
    a. To give argument
    b. To describe about particular thing
    c. To entertain the reader
    d. To give information

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18. Why did the hunters capture the lion?
    a. They wanted to sell the lion.
    b. They wanted to kill the lion
    c. They wanted to take the lion to the other jungle.
    d. They wanted to take the lion to the zoo.

19. What does the last paragraph tell us about?
    a. The mouse fulfilled his speech to help the lion.
    b. The hunters' success capturing the lion
    c. The way the lion was captured by the hunters.
    d. The lion was sad because he was captured.

20. What is the moral value of the text?
    a. It is not good to lie
    b. Small acts of kindness will be rewarded greatly.
    c. Rich people will spoil the son
    d. We should be lovely

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Answer Key

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
b	b	a	b	b	D	C	d	a	c	d	a	c	c	A	b	c	d	a	b

The Distribution of the Test Items

Kinds of Comprehension	Number of items	Total
Word Comprehension	2, 4, 6, 14, 16	5
Sentence Comprehension	3, 7, 10, 12, 18	5
Paragraph Comprehension	5, 8, 13, 15, 19	5
Text Comprehension	1, 9, 11, 17, 20	5

Scoring Method

$$Score = \frac{Correct\ Answer}{Whole\ Questions} x\ 100$$

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Appendix D

The Homogeneity Test Scores

No.	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F
1	80	25	90	90	85	85
2	95	70	85	85	75	80
3	80	[redacted]	90	60	[redacted]	75
4	80	60	[redacted]	70	75	85
5	95	70	75	60	85	85
6	70	60	85	75	85	85
7	70	70	[redacted]	50	85	90
8	85	[redacted]	90	55	70	90
9	80	[redacted]	70	35	80	80
10	100	65	[redacted]	[redacted]	[redacted]	90
11	90	55	80	60	85	90
12	85	65	85	55	85	85
13	80	55	45	45	85	65
14	100	65	65	65	80	65
15	[redacted]	65	85	75	85	75
16	90	55	90	85	75	[redacted]
17	95	[redacted]	70	70	85	75
18	80	65	[redacted]	55	85	75
19	85	65	85	65	85	65
20	80	55	40	50	[redacted]	70
21	90	55	90	50	85	80
22	80	65	50	60	85	90
23	70	60	50	70	70	[redacted]
24	[redacted]	50	60	[redacted]	85	80
25	70	25	50	80	80	75
26	80	70	75	55	85	75
27	95	65	70	65	85	80
28	80	60	60	65	75	80
29	90	75	90	70	50	[redacted]
30	[redacted]	65	80	90	85	[redacted]
31	100	55	90	55	[redacted]	[redacted]
32	80	60	90	65	80	[redacted]
33	85	60	75	65	80	[redacted]
34	90	70	[redacted]	50	85	[redacted]
35	[redacted]	65	75	65	85	[redacted]
36	80	45	90	65	[redacted]	[redacted]
37	90	50	90	70	75	[redacted]
38	80	[redacted]	90	75	85	[redacted]
Sum	2880	1960	2505	2320	2665	2070
Mean	84.7	59.4	75.9	64.4	80.8	79.6

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Appendix E

Descriptives

Nilai

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
A	34	84.71	8.611	1.477	81.70	87.71	70	100
B	33	59.39	11.163	1.943	55.44	63.35	25	75
C	33	75.91	15.434	2.687	70.44	81.38	40	90
D	36	64.44	12.523	2.087	60.21	68.68	35	90
E	33	80.76	7.302	1.271	78.17	83.35	50	85
F	26	79.62	7.864	1.542	76.44	82.79	65	90
Total	195	73.85	14.263	1.021	71.83	75.86	25	100

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
5.118	5	189	.000

ANOVA

Nilai

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16666.616	5	3333.323	27.633	.000
Within Groups	22798.768	189	120.628		
Total	39465.385	194			

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Appendix F

Initial Names of the Participants of the Experimental Group

No.	NIS	Initial Names	L/P
1	7132	AMR	L
2	7093	ANFRU	P
3	7019	AMF	L
4	7057	ARAZ	P
5	6983	ADO	P
6	7138	BAP	L
7	7025	DA	P
8	6946	DAP	P
9	7063	DSD	P
10	7031	DES	P
11	7099	FNA	P
12	6994	FC	P
13	6953	GACPD	P
14	7069	IWW	L
15	6959	MREA	L
16	7000	MP	L
17	7105	MRW	L
18	7075	MTAG	L
19	6965	MFF	L
20	7006	MHA	L
21	7081	PK	P
22	6971	PSR	P
23	7087	RT	L
24	7012	SASB	P
25	7125	WF	L
26	6977	WNM	L
27	7015	YRPBR	P
28	6736	DMSPH	L

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Appendix G

Initial Names of the Participants of the Control Group

No.	NIS	Initial Names	L/P
1	7018	AMS	P
2	7092	ABR	L
3	7131	AMF	L
4	7056	ARH	L
5	6982	APP	L
6	6945	ASW	L
7	6958	AI	P
8	7137	BSW	L
9	7024	DR	L
10	7098	DRL	P
11	6988	DAYEP	L
12	7030	DS	L
13	6991	F	L
14	7066	FPA	P
15	7143	F	L
16	6952	GDP	P
17	7068	HMS	L
18	7036	IAM	L
19	7037	IA	P
20	7102	JDL	P
21	6999	MH	P
22	7149	MP	P
23	6964	MRMA	L
24	7074	MD	L
25	7152	MAN	L
26	7005	MFAR	L
27	7044	MMZRS	L
28	7112	MRT	L
29	7155	NAF	P
30	7045	NRH	P
31	7080	NF	P
32	6970	NFA	P
33	7050	RJK	P
34	7118	RBR	L
35	7086	RDK	L
36	7051	RRF	P
37	7011	SBF	L
38	7124	TNRSP	P

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LESSON PLAN 1 (KTSP)

School	: SMP Negeri 5 Jember
Subject	: English
Class/Semester	: VIII/2
Language Skill	: Reading
Theme	: Fable
Time Allocation	: 2 x 40 minutes

I. STANDARD COMPETENCE

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE

11.1 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

11.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

III. INDICATORS

1. Product

For the Experimental Group and the Control Groups

Answering questions about word comprehension, sentence comprehension, paragraph comprehension, and text comprehension in the form of multiple choice questions

2. Process

- **For the Experimental Group**

a. Identifying the generic structure, language features and social function of the text.

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b. Discussing the story with the group.
c. Explaining the content of the story.
d. Filling the 3-2-1 strategy chart.
e. Discussing the 3-2-1 strategy chart with the group.
f. Discussing the 3-2-1 strategy chart with the whole class.
g. Doing the exercise given by the teacher.

➢ **For the Control Group**

a. Identifying the generic structure, language features and social function of the text.
b. Discussing the story with the group.
c. Explaining the content of the story.
d. Finding unfamiliar words.
e. Finding the meaning of the unfamiliar words
f. Doing the exercise given by the teacher.

IV. LEARNING OBJECTIVES

1. Product

For the Experimental Group and the Control Groups

The students are able to answer questions about word comprehension, sentence comprehension, paragraph comprehension, and text comprehension in the form of multiple choice questions

2. Process

➢ **The Experimental Group**

a. The students are able to identify the generic structure, language features and social function of the text.
b. The students are able to discuss the story with the group.
c. The students are able to explain the content of the story.
d. The students are able to fill the 3-2-1 strategy chart.
e. The students are able to discuss the 3-2-1 strategy chart with the group.
f. The students are able to discuss the 3-2-1 strategy chart with the whole class.

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g. The students are able to do the exercise given by the teacher.

➢ **The Control Group**

a. The students are able to identify the generic structure, language features and social function of the text.
b. The students are able to discuss the story with the group.
c. The students are able to explain the content of the story.
d. The students are able to find unfamiliar words.
e. The students are able to find the meaning of the unfamiliar words.
f. The students are able to do the exercise given by the teacher.

V. LEARNING MATERIALS : enclosed

VI. MEDIA AND SOURCES

➢ Media :

a. For the Experimental Group
- Pictures
- 3-2-1 Strategy chart
- Students' worksheet
- Viewer
- Laptop

b. For the Control Group
- Pictures
- Students' worksheet
- Viewer
- Laptop

➢ Source : http://www.kidsworldfun.com/shortstories_foxandstork.php

VII. LEARNING STRATEGY

7.1 Strategy

7.1.1 Experimental Group : 3-2-1 strategy

7.1.2 Control Group : Question-Answer Technique

VIII. TEACHING AND LEARNING ACTIVITIES

No.	Learning Activities			
	Experimental Group	Time	Control Group	Time
1.	➢ Pre-Activities	**10'**	➢ Pre-Activities	**10'**

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	- Greeting - Checking the student's attendance list - Stating objectives - Reviewing about narrative text and its generic structure - Showing pictures - Asking some leading questions	1' 2' 1' 2' 1' 3'	- Greeting - Checking the student's attendance list - Stating objectives - Reviewing about narrative text and its generic structure - Showing pictures - Asking some leading questions	1' 2' 1' 2' 1' 3'
2.	➢ Main Activities - Asking the students to make a group which consists of five members - Distributing the 3-2-1 chart - Explaining the use and function of 3-2-1 strategy - Explaining the elements of 3-2-1 chart - Modeling how to use 3-2-1 strategy - Distributing the narrative text - Asking the students to read the text silently and identify the generic structure, the language features and the social function of the text - Asking the students to discuss the story with the group - Asking the students about the content of the story - Asking students to fill their 3-2-1 strategy chart - Asking the students to discuss their 3-2-1 strategy chart with their group - Asking students representative to present their chart and discuss it with the whole class - Asking the students to answer the questions individually	**65'** 3' 2' 1' 2' 3' 2' 3' 3' 3' 10' 5' 3' 25'	➢ Main Activities - Asking the students to make a group which consists of five members - Distributing the narrative text - Asking the students to read the text silently and identify the generic structure, the language features and the social function of the text - Asking the students to discuss the story with the group - Asking the students about the content of the story - Asking the students to find unfamiliar words - Asking the students to find the meaning of the unfamiliar words - Asking the students to answer the questions individually	**65'** 3' 2' 5' 5' 5' 10' 10' 25'
3.	➢ Post-Activities - Reviewing and drawing	**5'** 4'	➢ Post-Activities - Reviewing and drawing	**5'** 4'

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	conclusion - Parting	1’	conclusion - Parting	1’

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IX. ASSESMENT

1. **Process Assessment**

   Instrument : the students' 3-2-1 charts

2. **Product Assessment**

   Instrument : Reading post-test

3. **Product Assessment Scoring Method**

$$Score = \frac{Correct\ Answer}{Whole\ Questions} x\ 100$$

Researcher,

Jember, 2018

Zhenita Deliany
NIM. 140210401077

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LEARNING MATERIALS

Narrative Text

a. Definition and Purpose

Narrative text is a text that tells the readers a story with complication or problematic events and tries to find the resolutions to solve the problems.

b. Social function

The social function is to amuse or entertain the reader.

c. Generic Structure

- Title
- Orientation : Where the scenes set and the participant introduced
- Complication: Where the problems in the story developed.
- Resolution : Where the problem in the story is solved.

d. Language Features

- Using simple past tense (lived, met, etc)
- Using adverbial of time (Once upon a time, one day, etc)
- Using temporal conjunctions (when, then, suddenly, etc)
- Using specific character not the general one. (the fox, the stork, etc)
- Using action verbs that show an action. (acted, invited, went)
- Using direct speech. It is to make the story lively. (The hungry stork replied, “Oh it is good, but my stomach is upset, and I can’t take any more soup!”).

e. The Elements of 3-2-1 Strategy chart

3 things you discovered

- Character : Who were the characters of the story?
- Time : When did the story happen?
- Place : Where did the story happen?

2 interesting things

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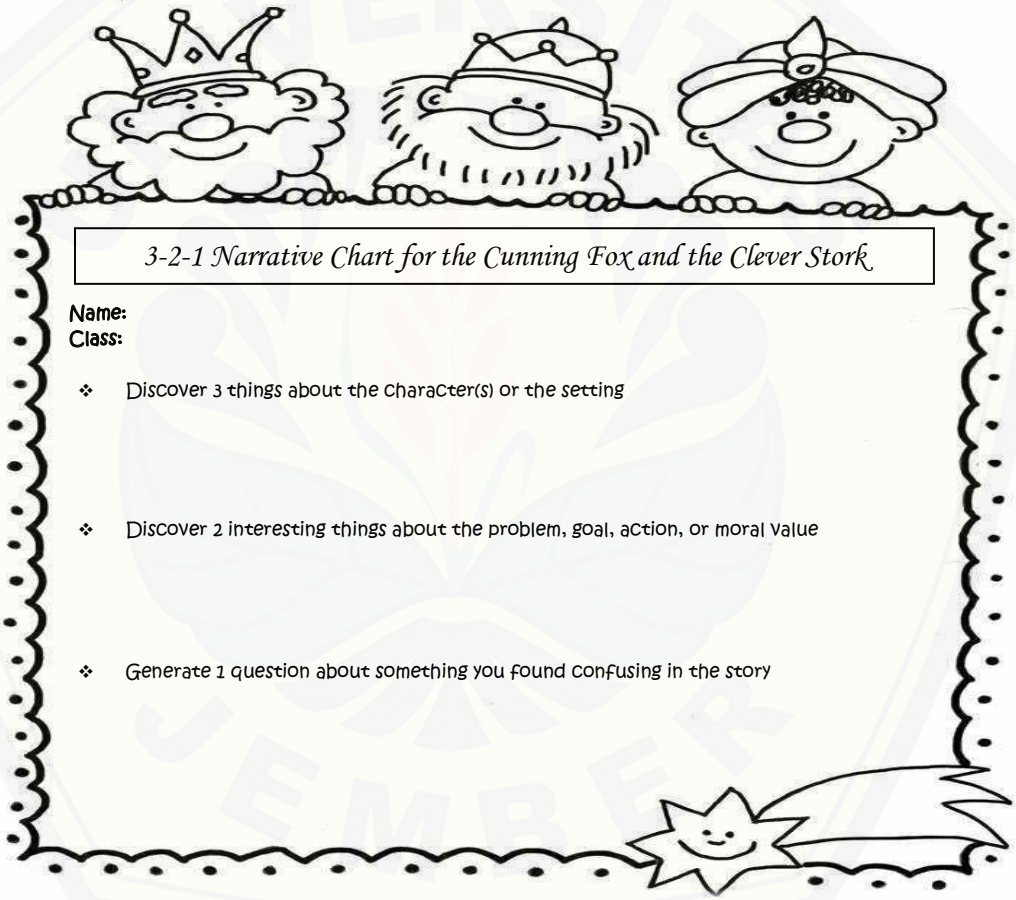
- The Problem : What was the story about?
  What was the problem the main character faced?
- The Goal : What did the main character want?
- Action : How did the main character solve the problem?
- Moral value : What can we learn from the story?

1 question you still have

- confusion or unclear explanation

f. The 3-2-1 Strategy chart of The Cunning Fox and The Clever Stork



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EXERCISE

Please read this text below very carefully

The Cunning Fox and the Clever Stork

Once upon a time, there lived a very cunning and mischievous fox. He used to speak to other animals sweetly and gain their trust, before playing tricks on them.

One day the fox met a stork. He befriended the stork and acted like a very good friend. Soon, he invited the stork to have a feast with him. The stork happily accepted the invitation.

The day of the feast came, and the stork went to the fox's house. To her surprise and disappointment, the fox said that he could not make a big feast as promised, and just offered some soup. When he brought the soup out of the kitchen, the stork saw that it was in a shallow bowl. The poor stork could not have any soup with its long bill, but the fox easily licked the soup from the plate. As the stork just touched the soup with the tip of its bill, the fox asked her, "How is the soup? Don't you like it?" The hungry stork replied, "Oh it is good, but my stomach is upset, and I can't take any more soup!"

"I'm sorry for troubling you," said the fox. The stork replied, "Oh dear, please don't say sorry. I have some health problem and cannot enjoy what you offer." She left the place after thanking the fox, and inviting him to her house for dinner.

The day arrived and the fox reached the stork's place. After exchanging pleasantries, the stork served soup for both of them, in a narrow jar with a long neck. She was able to have the soup very easily with her long bill, but the fox obviously could not. After finishing hers, the stork asked the fox if he was enjoying the soup. The fox remembered the feast he had given the stork, and felt very ashamed. He stammered, "I…I'd better leave now. I have a tummy ache." Humiliated, he left the place running.

(Adopted from http://www.kidsworldfun.com/shortstories_foxandstork.php)

I. Answer these questions correctly based on the text given by giving a cross (x) on the letter a, b, c, or d.

1. What does the text tell us about?
   a. It tells us about the cunning fox.
   b. It tells us about a fable.
   c. It tells us about the cunning fox and the clever stork.
   d. It is about the aim of narrative text.

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2. What did the fox used to do to other animals?
   a. He commanded them to follow him.
   b. He spoke and gained trust, then playing tricks on them.
   c. He asked them to leave.
   d. He invited them to eat.

3. **"Soon, he invited the stork to have a feast with <u>him</u>."** (The second sentence of the second paragraph). What does the underlined word refer to?
   a. The stork
   b. The wolf
   c. The turtle
   d. The Fox

4. Why did the stork feel surprised and disappointed?
   a. The fox gave her a cake.
   b. The stork wanted orange juice.
   c. The fox gave her soup in a shallow bowl.
   d. The stork was really hungry.

5. What is the opposite meaning of the word "good" (in paragraph 2 line 5)
   a. kind
   b. bad
   c. smart
   d. clever

6. Who cannot eat soup in a shallow bowl?
   a. The stork
   b. The fox
   c. The turtle
   d. The wolf

7. **"She left the place after thanking the fox, and inviting him to <u>her</u> house for dinner."** (the third sentence of the fourth paragraph). What does the underlined word refer to?
   a. The stork
   b. The fox
   c. The turtle
   d. The wolf

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8. What is the synonym of the word “mischievous”? (In paragraph 1 line 1).
   a. brave
   b. kind
   c. clever
   d. naughty

9. What does the last paragraph tell us about?
   a. The stork served a delicious soup.
   b. The stork gave back a trick to the fox.
   c. The fox feel humiliated.
   d. The fox enjoyed the soup easily.

10. What is the moral value of the text?
    a. One bad turn begets another.
    b. A friend in need is a friend indeed.
    c. We should care with others.
    d. Be the best of your own potentiality

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I. Answer Key

a. Reading Comprehension Exercise

No	1	2	3	4	5	6	7	8	9	10
Answer	c	b	d	c	B	a	a	d	b	a

II. The Distribution of The Test Items

Kinds of Comprehension	Number of Items
Word Comprehension	5,8
Sentence Comprehension	3,6
Paragraph Comprehension	2,4,7,9
Text Comprehension	1,10

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Appendix I

3-2-1 Narrative Chart for The Cunning Fox and The Clever Stork

Name: Danang Mahesa S PH
Class: 8F

- Discover 3 things about the character(s) or the setting

- playing tricks on them
- the fox remembered the feast he had given the stork
- the fox very cunning and mischievous because he make stork disappointment
- the stork revenge fox to bring the

- Discover 2 interesting things about the problem, goal, action, or moral value

- playing tricks on them
- bangau he's a long neck

- Generate 1 question about something you found confusing in the story

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LESSON PLAN 2

(KTSP)

School	: SMP Negeri 5 Jember
Subject	: English
Class/Semester	: VIII/2
Language Skill	: Reading
Theme	: Fable
Time Allocation	: 2 x 40 minutes

X. STANDARD COMPETENCE

11. Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

XI. BASIC COMPETENCE

11.3 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

11.4 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

XII. INDICATORS

3. Product

For the Experimental Group and the Control Groups

Answering questions about word comprehension, sentence comprehension, paragraph comprehension, and text comprehension in the form of multiple choice questions

4. Process

- **For the Experimental Group**

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a. Identifying the generic structure, language features and social function of the text.
b. Discussing the story with the group.
c. Explaining the content of the story.
d. Filling the 3-2-1 strategy chart.
e. Discussing the 3-2-1 strategy chart with the group.
f. Discussing the 3-2-1 strategy chart with the whole class.
g. Doing the exercise given by the teacher.

➢ **For the Control Group**

g. Identifying the generic structure, language features and social function of the text.
h. Discussing the story with the group.
i. Explaining the content of the story.
j. Finding unfamiliar words.
k. Finding the meaning of the unfamiliar words
l. Doing the exercise given by the teacher.

XIII. LEARNING OBJECTIVES

3. Product

For the Experimental Group and the Control Groups

The students are able to answer questions about word comprehension, sentence comprehension, paragraph comprehension, and text comprehension in the form of multiple choice questions.

4. Process

➢ **The Experimental Group**

a. The students are able to identify the generic structure, language features and social function of the text.
b. The students are able to discuss the story with the group.
c. The students are able to explain the content of the story.
d. The students are able to fill the 3-2-1 strategy chart.
e. The students are able to discuss the 3-2-1 strategy chart with the group.

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f. The students are able to discuss the 3-2-1 strategy chart with the whole class.
g. The students are able to do the exercise given by the teacher.

➢ **The Control Group**

g. The students are able to identify the generic structure, language features and social function of the text.
h. The students are able to discuss the story with the group.
i. The students are able to explain the content of the story.
j. The students are able to find the unfamiliar words.
k. The students are able to find the meaning of the unfamiliar words.
l. The students are able to do the exercise given by the teacher.

XIV. LEARNING MATERIALS : enclosed

XV. MEDIA AND SOURCES

➢ Media :

a. For the Experimental Group
- Pictures
- 3-2-1 Strategy chart
- Students' worksheet
- Viewer
- Laptop

b. For the Control Group
- Pictures
- Students' worksheet
- Viewer
- Laptop

➢ Source : http://www.kidsworldfun.com/shortstories_greedymouse.php

XVI. LEARNING STRATEGY

7.2 Strategy

7.2.1 Experimental Group : 3-2-1 strategy

7.2.2 Control Group : Question-Answer Technique

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XVII. TEACHING AND LEARNING ACTIVITIES

No.	Learning Activities			
	Experimental Group	Time	Control Group	Time
4.	➢ Pre-Activities	**10'**	➢ Pre-Activities	**10'**
	- Greeting	1'	- Greeting	1'
	- Checking the student's attendance list	2'	- Checking the student's attendance list	2'
	- Stating objectives	1'	- Stating objectives	1'
	- Reviewing about narrative text and its generic structure	2'	- Reviewing about narrative text and its generic structure	2'
	- Showing pictures	1'	- Showing pictures	1'
	- Asking some leading questions	3'	- Asking some leading questions	3'
5.	➢ Main Activities	**65'**	➢ Main Activities	**65'**
	- Asking the students to make a group which consists of five members	3'	- Asking the students to make a group which consists of five members	3'
	- Distributing the 3-2-1 chart	2'		
	- Explaining the use and function of 3-2-1 strategy	1'		
	- Explaining the elements of 3-2-1 chart	2'		
	- Modeling how to use 3-2-1 strategy	3'		
	- Distributing the narrative text	2'	- Distributing the narrative text	2'
	- Asking the students to read the text silently and identify the generic structure, the language features and the social function of the text	3'	- Asking the students to read the text silently and identify the generic structure, the language features and the social function of the text	5'
	- Asking the students to discuss the story with the group	3'	- Asking the students to discuss the story with the group	5'
	- Asking the students about the content of the story	3'	- Asking the students about the content of the story	5'
	- Asking students to fill their 3-2-1 strategy chart	10'	- Asking the students to find unfamiliar words	10'
	- Asking the students to discuss their 3-2-1 strategy chart with their group	5'	- Asking the students to find the meaning of the unfamiliar words	10'
	- Asking students representative to present their chart and discuss it with the whole class	3'		

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	- Asking the students to answer the questions individually	25’	- Asking the students to answer the questions individually	25’
6.	➢ Post-Activities - Reviewing and drawing conclusion - Parting	**5’** 4’ 1’	➢ Post-Activities - Reviewing and drawing conclusion - Parting	**5’** 4’ 1’

XVIII. ASSESMENT

4. **Process Assessment**

   Instrument : the students’ 3-2-1 charts

5. **Product Assessment**

   Instrument : Reading post-test

6. **Product Assessment Scoring Method**

$$Score = \frac{Correct\ Answer}{Whole\ Questions} x\ 100$$

Researcher,

Jember, 2018

Zhenita Deliany
NIM. 140210401077

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LEARNING MATERIALS

Narrative Text

a. Definition and Purpose

Narrative text is a text that tells the readers a story with complication or problematic events and tries to find the resolutions to solve the problems.

b. Social function

The social function is to amuse or entertain the reader.

c. Generic Structure

- Title
- Orientation : Where the scenes set and the participant introduced
- Complication: Where the problems in the story developed.
- Resolution : Where the problem in the story is solved.

d. Language Features

- Using simple past tense (wanted, tried, etc)
- Using adverbial of time (Once upon a time, one day, etc)
- Using temporal conjunctions (when, then, suddenly, etc)
- Using specific character not the general one. (the mouse, the rabbit, the cat, etc)
- Using action verbs that show an action. (made, ate, squeezed)
- Using direct speech. It is to make the story lively. (The mouse explained, “I made a small hole and came into the basket to eat the corn. Now I am not able to get out through that hole.”).

e. The Elements of 3-2-1 Strategy chart

3 things you discovered

- Character : Who were the characters of the story?

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- Time : When did the story happen?
- Place : Where did the story happen?

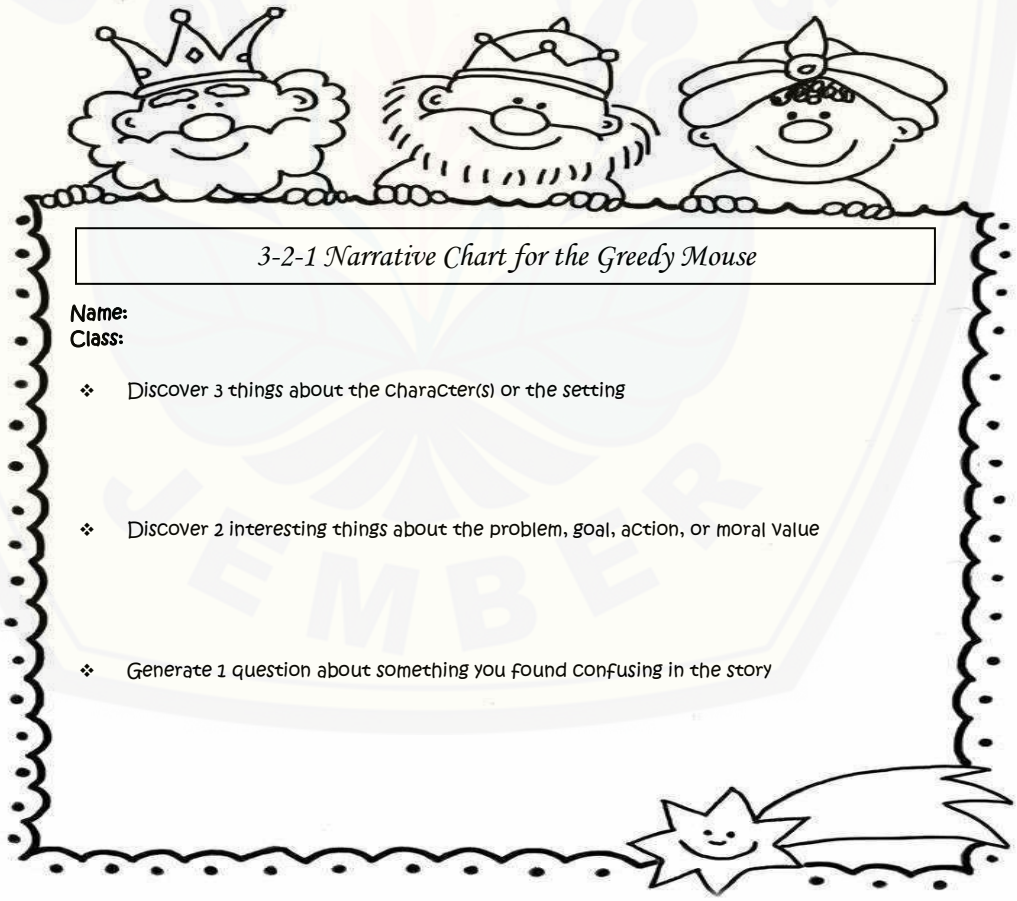
2 interesting things

- The Problem : What was the story about?
  What was the problem the main character faced?
- The Goal : What did the main character want?
- Action : How did the main character do to solve the problem?
- Moral value : What can we learn from the story?

1 question you still have

- confusion or unclear explanation

f. The 3-2-1 Strategy chart of The Greedy Mouse



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EXERCISE

Please read this text below very carefully

The Greedy Mouse

Line1	One day, a greedy mouse saw a basket full of corn. He wanted to eat it. So he made a small hole in the basket. He squeezed in through the hole. He ate a lot of corn. He felt full and he was very happy.
Line 5	Now he wanted to come out. He tried to come out through the small hole but he could not. His belly was full. He tried again but it was of no use. The mouse started crying. A rabbit was passing by. She heard the mouse's cry and asked, "Why are you crying, my friend?" The mouse explained, "I
Line 10	made a small hole and came into the basket to eat the corn. Now I am not able to get out through that hole." The rabbit said, "It is because you ate too much. Wait till your belly shrinks." The rabbit laughed and went away. The mouse fell asleep in the basket.
Line 15	The next morning his belly had shrunk. But he wanted to eat some more corn. He forgot all about getting out of the basket. So he ate the corn and his belly was really big again. After eating, the mouse remembered that he had to escape. But obviously, he could not. So he thought, "Oh, No! I will go out
Line 20	tomorrow."
	The cat was the next passerby. He smelt the mouse in the basket. He lifted its lid and ate the mouse.
	(Adopted from http://www.kidsworldfun.com/shortstories_greedymouse.php)

II. Answer these questions correctly based on the text given by giving a cross (x) on the letter a, b, c, or d.

11. What does the text tell us about?
    a. It tells us about the greedy mouse.
    b. It tells us about a fable.
    c. It tells us about eating corn.
    d. It is about the aim of narrative text.

12. What did the mouse do to be in the basket?
    e. He ate the corn.
    f. He saw the basket.

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g. He made a small hole.
h. He invited the rabbit.

13. **"He tried to come out through the small hole but <u>he</u> could not."** (The second sentence of the second paragraph). What does the underlined word refer to?
    a. The cat
    b. The mouse
    c. The rabbit
    d. The corn

14. Why can't the mouse come out from the basket?
    a. The corn is delicious.
    b. He did not want to come out.
    c. He ate a few corns.
    d. His belly was full.

15. **"<u>She</u> heard the mouse's cry and asked, "Why are you crying, my friend?"**(The ninth sentence of the second paragraph). What does the underlined word refer to?
    a. The mouse
    b. The rabbit
    c. The cat
    d. The corn

16. What does the second paragraph tells us about?
    a. The mouse ate much corn and he cannot get out from the hole.
    b. The mouse belly shrinks and get smaller.
    c. The mouse enjoys sleeping in the basket.
    d. The rabbit come up and laugh at the mouse.

17. What did the rabbit say to the mouse?
    a. He should wait until his belly shrinks.
    b. He should eat more corn.
    c. He should drinks water.
    d. He should keep crying.

18. What does the third paragraph tell us about?
    a. The mouse is hungry and eats the corn again.
    b. The mouse is crying and feels sad.
    c. The mouse forgets to get out from the basket and eat more corn.

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d. The mouse belly does not shrink.

19. **"He lifted <u>its</u> lid and ate the mouse."**(The third sentence of the fourth paragraph). What does the underlined word refer to?
    a. The cat
    b. The basket
    c. The mouse
    d. The corn

20. What is the moral value of the story?
    a. Too much of greed is harmful
    b. Be nice to everyone
    c. We must eat a healthy food
    d. Be careful for what you eat

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Answer Key

I. Reading Comprehension Exercise

No	1	2	3	4	5	6	7	8	9	10
Answer	A	C	B	D	B	A	C	D	B	A

The Distribution of The Test Items

Kinds of Comprehension	Number of Items
Word Comprehension	3,5,9
Sentence Comprehension	2,4,6
Paragraph Comprehension	7
Text Comprehension	1,8,10

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Appendix K

3-2-1 Narrative Chart for The Greedy Mouse

Name: Dandung Mahesa S P#
Class: 8F

- Discover 3 things about the character(s) or the setting
  - the mouse are greedy
  - the rabbit give a advice to mouse
  - the mouse not lissening a advice from rabbit and next tomorrow he was eatting by a cat

- Discover 2 interesting things about the problem, goal, action, or moral value
  - the cat ate the mouse
  - so he ate the corn and his belly was really big again

- Generate 1 question about something you found confusing in the story
  what advice that rabbit gave to mouse

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Appendix L

TRY-OUT TEST

Subject	**: English**
Class/ Semester	**: VIII / 2**
Language Skill	**: Reading Comprehension**
Text Type	**: Narrative Text**
Time	**: 40 minutes**

Please read the text below very carefully.

TEXT 1

The Lion and a Clever Fox

Long ago, there lived a lion in a dense forest. One morning his wife told him that his breath was bad and unpleasant. The lion became embarrassed and angry upon hearing it. He wanted to check this fact with others. So he called three others outside his cave.

First he came to the sheep. The Lion opening his mouth wide said, "Sheep, tell me if my mouth smells bad?" The sheep thought that the lion wanted an honest answer, so the sheep said, "Yes, Friend. There seems to be something wrong with your breath". This plain speak did not go well with the lion. He pounced on the sheep, killing it.

Then the lion called the wolf and said, "What do you think? Do I have a bad breath?" The wolf saw what happened to the sheep. He wanted to be very cautious in answering a question. So, the wolf said, "Who says that your breath is unpleasant. It's as sweet as the smell of roses". When the lion heard the reply, he roared in anger and immediately attacked the wolf and killed it. "The flatterer!" growled the lion.

Finally, came the turn of the fox. The lion asked him the same question. The fox was well aware of the fate of the sheep and the wolf. So he coughed and cleared his throat again and again and then said, "Oh Dear Friend, for the last few days, I have been having a very bad cold. Due to this, I can't smell anything, pleasant or unpleasant". The fox saved his life.

(Adopted from https://www.moralstories.org/lion-clever-fox)

I. Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. How did the lion look like?

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a. He had bad and unpleasant breath
b. His breath smelled good
c. He was kind and charming
d. He was very patient

2. What is the opposite meaning of the word “unpleasant” (in paragraph 1 line 2)
   a. Unacceptable
   b. Undesirable
   c. Pleasant
   d. Great

3. How did the lion give response to his wife?
   a. He looked happy
   b. He was responsible
   c. He was embarrassed and angry
   d. He didn’t care at all

4. **“First <u>he</u> came to the sheep.”** (the first sentence of the second paragraph). What does the underlined word refer to?
   a. The wolf
   b. The lion
   c. The sheep
   d. The fox

5. What does the second paragraph tell us about?
   a. It tells us about the way the lion met the sheep
   b. The lion’s wife humiliated him
   c. The lion went to find a true fact
   d. It tells us about the lion who asked for a fact to the sheep

6. What is the synonym of the word “honest” (paragraph 2 line 2)?
   a. trusty
   b. corrupt
   c. smart
   d. kind

7. What happened with the sheep?
   a. The lion left him alone
   b. The lion gave him a gift
   c. The lion killed him

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d. The lion sent him a flower

8. What is the purpose of the text?
   a. To entertain the reader
   b. To describe about particular thing
   c. To give argument
   d. To give information

9. What is the synonym of the word “cautious”? (In paragraph 3 line 3).
   a. Careful
   b. Certain
   c. Thoughtless
   d. Sure

10. What happened with the wolf?
   a. The lion brought him a food
   b. He had dinner with the lion
   c. he befriended with the lion
   d. The lion killed him

11. What is the synonym of the word “unpleasant”? (In paragraph 3 line 14).
   a. worse
   b. nice
   c. fragrant
   d. bad

12. How did the fox save his life?
   a. He pretended that he had a cough
   b. He told the lion that he had bad breath
   c. He avoided to meet the lion
   d. He was sleeping and didn’t answer the lion

13. What is the moral value of the text?
   a. watch your anger, it can damage you
   b. Kindness is everything
   c. Sometimes, it’s wise to stay away from certain situations.
   d. Be honest to everyone

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Please read the text below very carefully.

TEXT 2

The Bear and the Two Friends

Line 1	Once upon a time, two friends, Jodi and Woody, were walking through the forest. They knew that something dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in any case of danger.
Line 5	Suddenly, they saw a large bear approaching them. Woody at once climbed a nearby tree. But the Jodi did not know how to climb. So, being led by his common sense, he lay down on the ground breathless, pretending to be a dead man. The bear came near the man lying on the ground. It smelt in his ears, and slowly left the place.
Line 10	This happens because the bears did not touch the dead creature. After the bear left, Woody who is on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" Jodi replied, "The bear advised me not to believe a false friend." (Adopted from https://www.moralstories.org/the-bear-and-the-two-friends/)

II. Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

14. Who are the characters of the story?
    a. The two friends
    b. The two bears
    c. The hunters
    d. The buddy

15. What did the two friends promise for?
    a. To be individual when in danger
    b. To walk together to the river
    c. To eat together when coming home
    d. To remain united in any case of danger

16. What is the synonym of the word "dangerous"? (In paragraph 1 line 2).
    a. wonderful
    b. peaceful
    c. harmful
    d. grateful

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17. What is the main idea of the second paragraph?
    a. The bear look for a prey
    b. The way the two friends avoid the bear
    c. Jodi believe his common sense
    d. The dead man lying on the ground

18. **"So, being led by <u>his</u> common sense, he lay down on the ground breathless, pretending to be a dead man."** (The third sentence of the second paragraph). What does the underlined word refer to?
    a. The bears
    b. Woody
    c. The two friends
    d. Jodi

19. What is the purpose of the text?
    a. To give argument
    b. To describe about particular thing
    c. To entertain the reader
    d. To give information

20. What is the main idea of the third paragraph?
    a. The two friends are no longer trust each other.
    b. The two friends kill the bear together.
    c. The two friends' relationship becomes closer.
    d. The two friends leave the forest.

21. What did Jodi realize about Woody?
    a. Woody was helpful
    b. Woody was loyal
    c. Woody broke their promise
    d. Woody was clever

22. **"<u>Friend</u>, what did the bear tell you into your ears?"** (the first sentence of the third paragraph). What does the underlined word refer to?
    a. Woody
    b. Jodi
    c. The bear
    d. The two friends

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23. What is the moral value of the text?
    a. True Friend supports and stands in any situation.
    b. We should be grateful of what we have
    c. We should have so many friends
    d. Be brave in any situations

24. How does the bear look like?
    a. It is large
    b. It is tiny
    c. It is huge
    d. It is small

25. What is the opposite meaning of the word “false”? (In paragraph 3 line 4).
    a. Wrong
    b. True
    c. Fine
    d. Right

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Answer Key

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
a	c	c	b	d	a	c	a	a	a	d	a	c	a	d	c	b	d	d	c

21	22	23	24	25
c	b	a	a	b

The Distribution of The Test Items

Kinds of Comprehension	Number of items	Total
Word Comprehension	2,9,11,16,25	5
Sentence Comprehension	1,3,4,15,19,22,24	7
Paragraph Comprehension	5,6,7,10,12,17,18	7
Text Comprehension	8,13,14,20,21,23	6

Scoring Method

$$Score = \frac{Correct\ Answer}{Whole\ Questions} x\ 100$$

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Appendix M

The Analysis of the Odd (X) Numbers of the Try Out Test Items

No.	Name in Initial	1	3	5	7	9	11	13	15	17	19	21	23	25	Σ
1	AF	1	1	0	1	1	1	1	1	1	0	1	1	1	11
2	ADMA	0	1	0	1	0	1	0	1	1	0	0	0	0	5
3	AH	1	1	1	1	1	1	1	0	1	1	0	0	1	10
4	ANP	1	1	1	1	1	1	0	1	1	1	0	1	1	11
5	AJTY	1	1	0	0	1	1	1	1	1	0	1	1	1	10
6	ASH	1	0	0	1	1	0	1	0	1	1	0	0	0	6
7	BEF	1	1	0	1	1	1	0	1	0	0	1	0	1	8
8	CBP	1	1	0	1	0	0	0	1	1	0	1	0	1	7
9	FAS	1	1	1	0	0	1	0	1	0	0	1	0	0	6
10	FPDA	1	1	0	1	1	0	0	1	0	0	1	1	1	8
11	FTAA	1	1	0	1	1	1	1	1	1	0	1	1	1	11
12	IAA	1	0	0	1	1	1	1	0	1	0	1	1	1	9
13	MAR	1	1	1	0	0	1	1	1	0	0	0	0	1	7
14	MAM	1	1	1	0	1	1	0	0	1	1	1	1	1	10
15	MP	1	0	1	0	0	0	1	1	0	0	0	0	1	5
16	MRRN	1	1	0	1	1	1	0	1	0	0	1	0	1	8
17	MRZ	1	1	0	1	0	0	0	0	1	0	1	1	1	7
18	MFA	1	0	0	0	0	0	0	1	0	0	1	1	1	5
19	MFA	0	1	0	0	1	1	1	1	1	0	1	1	1	9
20	MR	1	0	0	1	0	1	1	0	1	0	1	1	1	8
21	N	1	1	1	1	1	1	1	1	1	1	0	0	1	11
22	NF	1	1	0	1	1	0	0	1	0	0	1	1	1	8
23	NIC	1	0	0	1	1	1	1	0	1	0	1	1	1	9
24	PARM	1	1	1	1	0	0	1	1	0	0	1	1	1	9
25	QNHN	1	0	0	1	0	1	0	1	1	1	1	1	1	9
26	RDG	1	1	0	0	1	1	1	0	1	0	1	1	1	9
27	RASF	1	1	1	1	1	1	1	0	1	1	0	1	0	10
28	RAM	1	0	1	1	0	0	1	1	0	1	1	1	1	9
29	SNJ	1	1	1	0	1	1	0	1	1	1	1	0	0	9
30	VMF	1	1	0	1	1	1	1	1	1	0	1	1	1	11
31	WINAJ	1	0	0	0	1	1	1	0	1	0	1	1	1	8
32	ZFR	1	1	0	1	0	1	0	1	1	1	1	1	1	10
Σ		30	22	11	22	20	23	18	22	22	10	24	21	27	273

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Appendix N

The Analysis of the Even (Y) Numbers of the Try Out Test Items

No.	Name in Initial	2	4	6	8	10	12	14	16	18	20	22	24	Σ
1	AF	0	1	1	1	1	1	1	1	0	1	0	1	9
2	ADMA	1	1	0	0	1	0	1	1	0	0	0	0	5
3	AH	1	1	0	1	1	0	1	1	1	0	0	0	7
4	ANP	1	1	0	1	1	1	1	1	1	1	1	1	11
5	AJTY	0	0	1	1	1	1	1	1	0	1	0	1	8
6	ASH	0	0	0	0	0	0	0	0	0	0	0	1	1
7	BEF	1	1	0	0	0	0	1	1	0	1	0	0	5
8	CBP	1	0	1	0	1	0	1	0	0	1	0	0	5
9	FAS	1	0	0	0	1	0	1	1	0	0	0	1	5
10	FPDA	1	0	0	0	1	0	1	0	1	0	1	1	6
11	FTAA	0	1	1	1	1	1	1	1	0	1	0	1	9
12	IAA	0	1	1	1	1	1	1	1	0	1	0	1	9
13	MAR	1	1	0	0	1	1	1	0	0	0	0	1	6
14	MAM	1	0	1	1	1	1	1	1	1	1	1	1	11
15	MP	1	1	0	0	1	1	1	0	0	0	0	1	6
16	MRRN	1	1	0	0	0	0	1	1	0	1	0	0	5
17	MRZ	1	0	1	0	1	0	1	0	0	1	0	0	5
18	MFA	0	1	0	0	0	1	1	0	1	0	0	1	5
19	MFA	1	1	1	1	1	1	1	1	0	1	0	1	10
20	MR	0	1	1	0	1	1	1	1	0	1	0	1	8
21	N	1	0	0	1	1	0	1	1	1	0	0	0	6
22	NF	0	0	0	0	1	0	1	0	1	0	1	1	5
23	NIC	1	1	0	1	0	0	0	0	0	0	1	0	4
24	PARM	0	1	1	1	1	0	1	0	1	0	0	0	6
25	QNHN	1	1	0	1	1	0	1	0	1	1	0	1	8
26	RDG	0	1	1	1	1	1	1	1	0	1	0	1	9
27	RASF	0	1	1	1	1	1	1	0	1	0	0	1	8
28	RAM	0	1	1	1	1	0	1	0	1	0	0	0	6
29	SNJ	1	1	1	1	1	1	1	0	1	0	1	0	9
30	VMF	0	0	1	1	1	1	1	1	0	1	0	1	8
31	WINAJ	0	1	1	1	1	1	1	1	0	1	0	1	9
32	ZFR	1	1	0	1	1	0	1	0	1	1	0	1	8
Σ		18	22	16	19	27	16	30	17	13	17	6	21	222

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Appendix O

The Calculation of Each Odd (X) and Even (Y) Numbers

Name in Initial	Scores		XY	X^2	Y^2
	Odd Numbers (X)	Even Numbers (Y)			
AF	11	9	99	121	81
ADMA	5	5	25	25	25
AH	10	7	70	100	49
ANP	11	11	121	121	121
AJTY	10	8	80	100	64
ASH	6	1	6	36	1
BEF	8	5	40	64	25
CBP	7	5	35	49	25
FAS	6	5	30	36	25
FPDA	8	6	48	64	36
FTAA	11	9	99	121	81
IAA	9	9	81	81	81
MAR	7	6	42	49	36
MAM	10	11	110	100	121
MP	5	6	30	25	36
MRRN	8	5	40	64	25
MRZ	7	5	35	49	25
MFA	5	5	25	25	25
MFA	9	10	90	81	100
MR	8	8	64	64	64
N	11	6	66	121	36
NF	8	5	40	64	25
NIC	9	4	36	81	16
PARM	9	6	54	81	36
QNHN	9	8	72	81	64
RDG	9	9	81	81	81
RASF	10	8	80	100	64
RAM	9	6	54	81	36
SNJ	9	9	81	81	81
VMF	11	8	88	121	64
WINAJ	8	9	72	64	81
ZFR	10	8	80	100	64
Σ	273	222	1974	2431	1694

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Appendix P

The Difficulty Index of the Try Out Test Items

Question No.	N	R	FV	Interpretation
1	32	30	0,93	Easy
2	32	18	0,56	Fair
3	32	22	0,68	Fair
4	32	22	0,68	Fair
5	32	11	0,34	Difficult
6	32	16	0,50	Fair
7	32	22	0,68	Fair
8	32	19	0,59	Fair
9	32	20	0,62	Fair
10	32	27	0,84	Easy
11	32	23	0,71	Fair
12	32	16	0,50	Fair
13	32	18	0,56	Fair
14	32	30	0,93	Easy
15	32	22	0,68	Fair
16	32	17	0,53	Fair
17	32	22	0,68	Fair
18	32	13	0,40	Fair
19	32	10	0,31	Difficult
20	32	17	0,53	Fair
21	32	24	0,75	Fair
22	32	6	0,18	Difficult
23	32	21	0,65	Fair
24	32	21	0,65	Fair
25	32	27	0,84	Fair

Notes:
N : the number of students
R : the number of right answer
FV : the difficulty index

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Appendix Q

POST-TEST

Subject	**: English**	**Name :**
Class/ Semester	**: VIII / 2**	**Class :**
Language Skill	**: Reading Comprehension**	**Score :**
Text Type	**: Narrative Text**	
Time	**: 40 minutes**	

TEXT 1

Please read the text below very carefully.

The Lion and a Clever Fox

Long ago, there lived a lion in a dense forest. One morning his wife told him that his breath was bad and unpleasant. The lion became embarrassed and angry upon hearing it. He wanted to check this fact with others. So he called three others outside his cave.

First he came to the sheep. The Lion opening his mouth wide said, “Sheep, tell me if my mouth smells bad?” The sheep thought that the lion wanted an honest answer, so the sheep said, “Yes, Friend. There seems to be something wrong with your breath”. This plain speak did not go well with the lion. He pounced on the sheep, killing it.

Then the lion called the wolf and said, “What do you think? Do I have a bad breath?” The wolf saw what happened to the sheep. He wanted to be very cautious in answering a question. So, the wolf said, “Who says that your breath is unpleasant. It’s as sweet as the smell of roses”. When the lion heard the reply, he roared in anger and immediately attacked the wolf and killed it. “The flatterer!” growled the lion.

Finally, came the turn of the fox. The lion asked him the same question. The fox was well aware of the fate of the sheep and the wolf. So he coughed and cleared his throat again and again and then said, “Oh Dear Friend, for the last few days, I have been having a very bad cold. Due to this, I can’t smell anything, pleasant or unpleasant”. The fox saved his life.

(Adopted from https://www.moralstories.org/lion-clever-fox)

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III. Answer questions number 1-10 correctly by giving a cross on a letter a, b, c, or d based on the text 1!

1. How did the lion look like?
   a. He had bad and unpleasant breath
   b. His breath smelled good
   c. He was kind and charming
   d. He was very patient

2. How did the lion give response to his wife?
   a. He looked happy
   b. He was responsible
   c. He was embarrassed and angry
   d. He didn't care at all

3. **"First, <u>he</u> came to the sheep."** (paragraph 2 line 1). What does the underlined word refer to?
   a. The wolf
   b. The lion
   c. The sheep
   d. The fox

4. What does the second paragraph tell us about?
   a. It tells us about the way the lion met the sheep
   b. The lion's wife humiliated him
   c. The lion went to find a true fact
   d. It tells us about the lion who asked for a fact to the sheep

5. What is the synonym of the word "honest"? (in paragraph 2 line 2)
   a. trusty
   b. corrupt
   c. smart
   d. kind

6. What happened with the sheep?
   a. The lion left him alone
   b. The lion gave him a gift
   c. The lion killed him
   d. The lion sent him a flower

7. What is the synonym of the word "cautious"? (In paragraph 3 line 3)
   a. Careful

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b. Certain
c. Thoughtless
d. Sure

8. What happened with the wolf?
   a. The lion brought him a food
   b. He had dinner with the lion
   c. he befriended with the lion
   d. The lion killed him

9. What is the synonym of the word “unpleasant”? (In paragraph 3 line 3).
   a. worse
   b. nice
   c. fragrant
   d. bad

10. What is the moral value of the text?
    a. watch your anger, it can damage you
    b. Kindness is everything
    c. Sometimes, it’s wise to stay away from certain situations.
    d. Be honest to everyone

TEXT 2

Please read the text below very carefully.

The Bear and the Two Friends

Once upon a time, two friends, Jodi and Woody, were walking through the forest. They knew that something dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in any case of danger.

Suddenly, they saw a large bear approaching them. Woody at once climbed a nearby tree. But the Jodi did not know how to climb. So, being led by his common sense, he lay down on the ground breathless, pretending to be a dead man. The bear came near the man lying on the ground. It smelt in his ears, and slowly left the place. This happens because the bears did not touch the dead creature.

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After the bear left, Woody who is on the tree came down and asked his friend on the ground, “Friend, what did the bear tell you into your ears?” Jodi replied, “The bear advised me not to believe a false friend.”

(Adopted from https://www.moralstories.org/the-bear-and-the-two-friends/)

IV. Answer questions number 11-20 correctly by giving a cross on a letter a, b, c, or d based on the text 2!

11. Who are the characters of the story?
    a. The two friends
    b. The two bears
    c. The hunters
    d. The buddy

12. What did the two friends promise for?
    a. To be individual when in danger
    b. To walk together to the river
    c. To eat together when coming home
    d. To remain united in any case of danger

13. What is the synonym of the word “dangerous”? (In paragraph 1 line 2).
    a. wonderful
    b. peaceful
    c. harmful
    d. grateful

14. What is the main idea of the second paragraph?
    a. The bear look for a prey
    b. The way the two friends avoid the bear
    c. Jodi believe his common sense
    d. The dead man lying on the ground

15. **“So, being led by <u>his</u> common sense, he lay down on the ground breathless, pretending to be a dead man.“** (paragraph 2 line 2). What does the underlined word refer to?
    a. The bears
    b. Woody
    c. The two friends
    d. Jodi

16. What is the purpose of the text?

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a. To give argument
b. To describe about particular thing
c. To entertain the reader
d. To give information

17. What is the main idea of the third paragraph?
    a. The two friends are no longer trust each other.
    b. The two friends kill the bear together.
    c. The two friends' relationship becomes closer.
    d. The two friends leave the forest.

18. What did Jodi realize about Woody?
    a. Woody was helpful
    b. Woody was loyal
    c. Woody broke their promise
    d. Woody was clever

19. **"Friend, what did the bear tell you into your ears?"** (paragraph 3 line 2). What does the underlined word refer to?
    a. Woody
    b. Jodi
    c. The bear
    d. The two friends

20. What is the moral value of the text?
    a. True Friend supports and stands in any situation.
    b. We should be grateful of what we have
    c. We should be kind to our friends
    d. Be brave in any situations

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Appendix R

The Post Test Scores

No.	Experimental Group		Control Group	
	Score (X)	X^2	Score (Y)	Y^2
1.	90	8100	95	9025
2.	70	4900	85	7225
3.	60	3600	85	7225
4.	80	6400	65	4225
5.	65	4225	80	6400
6.	90	8100	90	8100
7.	80	6400	85	7225
8.	85	7225	85	7225
9.	75	5625	85	7225
10.	75	5625	65	4225
11.	80	6400	65	4225
12.	75	5625	70	4900
13.	90	8100	70	4900
14.	75	5625	70	4900
15.	75	5625	70	4900
16.	85	7225	65	4225
17.	65	4225	50	2500
18.	70	4900	70	4900
19.	85	7225	60	3600
20.	65	4225	50	2500
21.	70	4900	60	3600
22.	85	7225	75	5625
23.	80	6400	40	1600
24.	75	5625	70	4900
25.	90	8100	75	5625
26.	65	4225	80	6400
27.	70	4900	55	3025
28.	90	8100	70	4900
29.	[redacted]		50	2500
30.			55	3025
31.			50	2500
32.			100	10000
33.			85	7225
34.			70	4900
35.			75	5625
36.			75	5625
37.			70	4900
38.			85	7225
Jumlah	2160	168850	2700	198850

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Appendix S

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 5 JEMBER
Jl. Imam Bonjol No. 39 Telepon 321737 Jember
Email – smp5jember@gmail.com

SURAT KETERANGAN IJIN PENELITIAN
Nomor : 423.1/ 071 /413.02.20523906/2018

Yang bertanda tangan dibawah Kepala SMP Negeri 5 Jember menerangkan bahwa :

Nama	: ZHENITA DELIANY
NIM	: 140210401077
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMP Negeri 5 Jember dalam rangka penyusunan tugas akhir (Skripsi) dengan judul :
' The Effect of Using 3-2-1 Strategy on Students' Reading Comprehension Achievement "

Demikian surat keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Jember,21 Mei 2018
Plt. Kepala Sekolah,

SURATMI, S.Pd
NIP 19650620 198903 2 010