

THE EFFECT OF 3-2-1 TECHNIQUE AND READING MOTIVATION TOWARD STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT GRADE XI IPA OF SMAN 1 BANGKINANG SEBERANG

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ABSTRACT

This study describes and concluded that the existence of teaching reading narrative texts for high school students using varied techniques have touched the substantive area. 3-2-1 techniques are cooperative learning techniques have been reconstructing the individual instruction that has been applied in schools. The purpose of this study was to determine the effect of learning techniques and reading motivation of students to learn English results. This research used experimental method with 2x2 factorial design and conducted in SMAN 1 Bangkinang Opposite, Riau with a sample of 2 classes. Results of the analysis of the data reveals that: (a) students who are taught by the 3-2-1 technique showed better results than students taught using conventional techniques, (b) students who have high motivation techniques taught by 3-2- 1 shows the results of the study as well as students who are taught by using conventional techniques, (c) students who have low motivation taught using 3-2-1 techniques showed better learning outcomes than students taught using techniques conventional, and (d) there is interaction between the use of techniques learned by the students' reading motivation. However, the results of different values between the experimental group with the control group to measure achievement in this study that the 3-2-1 technique has a better effect than with conventional techniques. On the other hand, students 'reading motivation affect students' reading results.

Keywords: *3-2-1 Technique, Reading Comprehension, Narrative Text, Reading Motivation*

INTRODUCTION

Reading comprehension is reading with understanding the written text. In comprehending the text, there is a dynamic relationship between the reading text and the reader (Carter, 2012). Based on national curriculum, students at senior high school are expected to be able to comprehend several types of text namely procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review (Depdiknas, 2006:308). Thus, the students should develop their reading ability; in consequence, the teacher should help them reaching the target of the curriculum.

3-2-1 technique is found by Coe et al (2004). They found that good readers use effective techniques when reading to help them comprehend text. The 3-2-1 technique requires students to summarize key ideas from the text and encourages

them to think independently. First, students write about three things they discovered. Next, they write about two things they found interesting. Last, they write one question they still have. This technique can be used while reading a variety of texts to actively and meaningfully engage students with the text.

Conventional technique, also known as question and answer, refers to long-established customs found in schools that society has traditionally deemed appropriate. Here, the teacher provided a text to the students. He asks the students to read the texts and answer the question given. The teacher rarely asks students comprehension. The only indicator of reading comprehension is the students are able to answer the questions correctly.

Motivation refers to the incentive or energy that drives an individual to take an action (Reeve, 2005). Research on motivation suggests that a student's motivation for any given task can range from intrinsic to extrinsic. When intrinsically motivated, a student takes an action for the fun or challenge (enjoyment) involved in the task rather than seeking external stimuli or rewards, or avoiding pressure or punishment. Intrinsic motivation emerges spontaneously from internal tendencies and can motivate behavior even without the aid of extrinsic rewards or environmental controls. It is an important motivator of learning, adaptation, and growth in competencies that characterize human development. Students with high intrinsic motivation might demonstrate greater persistence better ability to cope with failure, more positive self-perceptions and higher quality task engagement. Furthermore, intrinsic motivation can even lead to the experience of flow, which is the peculiar, dynamic, holistic sensation of total involvement with the activity itself.

METHOD

This research is classified into a quasi experimental with factorial design. The population of this research was the XI class of the second semester of SMAN I Bangkinang Seberang consisted of 95 students divided into 4 classes. To select the sample, cluster random sampling technique was used. From clustering, class XI IPA A is chosen as an experimental group which consist of 27 students and class XI IPA B is chosen as a control group which consist of 25 students. The question of this research are:

1. Do the students who are taught by 3-2-1 technique gain better achievement in reading comprehension of narrative text than those who are taught by conventional technique?
2. Do the students with high reading motivation who are taught by 3-2-1 technique gain better achievement in reading comprehension of narrative text than those who are taught by conventional technique?
3. Do the students with low reading motivation who are taught by 3-2-1 technique gain better achievement in reading comprehension of narrative text than those who are taught by conventional technique?
4. Is there any interaction between techniques and students' reading motivation towards their reading comprehension of narrative text?

FINDING AND DISCUSSION

1. Students who were taught by 3-2-1 technique gain better achievement in reading comprehension of narrative text than those who were taught by conventional technique.

Table 1. First Hypothesis Testing

Technique		Sig. Mann-Whitney U-test	Note	Conclusion
Class	3-2-1	0.000	H ₀ rejecter	3-2-1 technique is better
	Conventional			

Based on the students score on both pre-test and post-test and observation during the treatment to both experimental and control class, it could be concluded that: (a) students in experimental class were active than in control class, (b) they were able to work in group cooperatively, (c) students were very competent to communicate their idea during learning process, (d) students were very eager to deliver their ability to compete with other groups so that they would get higher score in reading test and (e) 3-2-1 techniques worksheet helped the students to comprehend the text.

The data analysis showed that the students who were taught by 3-2-1 technique gain better achievement in reading comprehension of narrative text than those who were taught by conventional technique. It means that 3-2-1 technique gives a significance effect to students' achievement in reading English of narrative text. The strengths of 3-2-1 technique can be seen in teacher role and students' role in the classroom. In pre reading activities, the teacher firstly introduces the text to the students by given a topic. Then to activate students' background knowledge, the teacher lists the students' opinion in the white board. The teacher asks the students to read the text to see whether their opinion is related to the text or not.

The students' activities continue this stage by working in 3-2-1 worksheet. The students do not merely work independently but they need to share their finding with small group. This technique also promotes students' speaking skill because the students were also invited to present their works into their classmates. The teacher guides the students how to compromise the different ideas. In the end of the activities, the students were asked to write a conclusion.

Parallel with the findings above, Lie (2002) stated that peer learning is more effective than teacher learning. Sharan et al (1984) in Slavin (1995:90) described that students with all categories of achievement; high, middle and low can get better result than those who were taught in conventional technique.

2. Students with high reading motivation who were taught by 3-2-1 technique gain same achievement in reading comprehension of narrative text with those who were taught by conventional technique

Table 2. Second Hypothesis Testing

Technique		Sig. Indepen dent T- test	Note	Conclus ion
High Reading Motivation	3-2-1	0.164	H ₀ accept ed	<i>High motivati on gain high reading compre hension</i>
	Conv entio nal			

The students' high reading motivation was of course easy to get involve in reading. On the other hand, the students' low motivation in reading became rarely interact with text. The high reading motivation students influenced their achievement in reading comprehension of narrative text. Based on the result of hypothesis testing, the researcher concluded that the students with high reading motivation who were taught by 3-2-1 technique gain better achievement in reading comprehension of narrative text than those who were taught by conventional technique. The students with low reading motivation who were taught by 3-2-1 technique gain better achievement in reading comprehension of narrative text than those who were taught by conventional technique.

The following explanation was the variables that have possibilities in affecting the independent variable during the researcher conducted the treatment to both experimental and control class.

- The students variable
The students in experimental class were engaged with the text than in control class. The experimental class was taught with 3-2-1 technique. This technique did not only provide the worksheet to help the students comprehend the text but also allowed the students to work in group cooperatively.
- The teacher' variable
There were two English teachers in this research. The researcher concluded that the teachers might be the other factors that affecting student's achievement in reading comprehension in narrative text. This caused by the researcher assumption that both the researcher as a teacher of the experimental class and the researcher as the partner of the English teacher had similar skill in English. Besides, the researcher and the teacher treated the students differently.
- The techniques' variable
This is the most important factors that affect students' achievement in reading comprehension of narrative text. The techniques; 3-2-1 technique and conventional technique have different characteristics.

Based on the explanation above, the researcher concluded that there were some factors that influenced students' achievement. Therefore, the researcher delivered different treatment in both experimental and control classes.

3. Students with low reading motivation who were taught by 3-2-1 technique gain better achievement in reading comprehension of narrative text than those who were taught by conventional technique

Table 3. Third Hypothesis Testing

Technique		Sig. Indepe ndent T-test	Note	Conclusi on
Low Reading Motivati on	3-2-1	0.000	H _o rejec ted	3-2- 1techniq ue is better in low motivati on students
	Conv entio nal			

According to the description of the data above, it could be concluded that the students with low reading motivation who were taught by 3-2-1 technique gain better achievement in reading comprehension of narrative text than those who were taught by conventional technique.

3-2-1 technique allowed the students to work independently and cooperatively in group. The students should have high consider ability when they should worked independently and cooperatively in group. In 3-2-1 technique, the students should worked indecently first then worked in group. In this session, other students were allowed to interrupt their idea by asking question or giving a comment.

The students should give others the chance to deliver their idea. In line with this idea, Clowes (2010) stated that the interaction takes place, the students will learn social competence, character competence and emotional competence. One of the emotional competences is self-awareness.

4. There is no interaction between techniques and students' reading motivation towards their reading comprehension achievement of narrative text

Table 5. Interaction between techniques and Reading Motivation

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2629,101 ^a	3	876,367	9,901	,000
Intercept	111747,082	1	111747,082	1262,529	,000
Motivation	193,773	1	193,773	2,189	,153
Technique	1881,482	1	1881,482	21,257	,000
Motivation * Technique	501,465	1	501,465	5,666	,026
Error	1947,231	22	88,510		
Total	119243,822	26			
Corrected Total	4576,332	25			

R Squared = ,574 (Adjusted R Squared = ,516)

Based on the hypothesis testing, it showed that the students' achievement who were taught by using 3-2-1 technique and conventional technique in reading comprehension of narrative texts were not influenced by their reading motivation. It means that high motivation students who were taught by using 3-2-1 technique and conventional techniques would improve their achievement and so does for low motivation students. It means that the dependent variable was not affected purely neither by the independent variable nor the moderator variable. Other factors might influence the students' learning achievement.

Students with low motivation to achieve in school most likely also have very low reading comprehension. Whether the focus of an approach is directed at parents, teachers, students, or some other influence such as the curriculum or choice of text, there has always been a critical need for attention for reading comprehension. When students were highly motivated to read, the likelihood that they will comprehend the reading material increases.

Understanding the written text is one of the most essential of all academic skills. It is ability as vital to the student in first grade as to the high school senior.

Comprehending the reading material is applicable in almost every subject were at every grade level and is one of the life-long skills needed for success. Since reading has always permeated the curriculum to such an extent, improving reading comprehension has long been a goal of many educators. Indeed, since high motivation students were generally good readers, and poor motivation students were generally poor readers, any approach towards improving school achievement must focus in a substantial part on increased reading comprehension.

CONCLUSION

After the research was gotten by using measured instrument arranged by the researcher and tested the hypotheses, the findings were as follows:

1. The students who were taught by 3-2-1 technique gain better achievement in reading comprehension of narrative text than those who were taught by conventional technique.
2. The students with high reading motivation who were taught by 3-2-1 technique gain same achievement in reading comprehension of narrative text with those who were taught by conventional technique.
3. The students with low reading motivation who were taught by 3-2-1 technique gain better achievement in reading comprehension of narrative text than those who were taught by conventional technique.
4. There is no interaction between techniques and students' reading motivation towards their reading comprehension achievement of narrative text.

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