# CHAPTER IV

# RESEARCH FINDING AND DISCUSSION

## A. Research Finding

### a. Description of The Data

In this chapter, the researcher presented the data on the student's reading comprehension before and after being taught by using 3-2-1 strategy as a technique in the process of teaching reading comprehension. In these presentations, the researcher presented and analyzed the data with has been collected through two kinds of tests, they are pre-test and post-test. It was conducted for thirty-four students.

As mentioned before, the researcher used the test as the instrument in collecting data. It was given to class VIII C students of SMPN 2 Kademangan.

The number of the question given by the researcher was 25 questions. It was consist of the multiple-choice test. There were 34 students as respondent or subject at the research. The data of the students' achievement before and after teaching reading comprehension by using the 3-2-1 strategy can be seen in the following table.

To know the students' reading comprehension, the researcher give scoring criteria as adapted from (Sulthon, 2000:13) as follows:

**Table 4.1 Criteria of the Score**

| No | Interval | Criteria |
|----|----------|----------|
| 1. | 91 up 100 | Excellent |
| 1. | 81 up to 90 | Very Good |
| 2. | 71 up to 80 | Good |
| 3. | 61 up to 70 | Enough |
| 4. | 51 up to 60 | Poor |
| 6. | <50 | Very Poor |

Table above explained about the criteria of students score in reading comprehension belong to the criteria of poor, enough, good and very good. The researcher wanted to know criteria of the students comprehension in pre-test and post-test, the researcher gave data of the test result about the students' score before using 3-2-1 strategy and after using 3-2-1 strategy in teaching reading and presented score in pre-test and post-test will be presented in the table as follows. It was proved by the result of pre-test that the minimum score was 50. There were 34students got the score under the criteria of good. It means that the reading comprehension of students in VIII C SMPN Kademangan 2.

**Description of Students' Reading Comprehension Score Before and After being Taught by Small Group Discussion Technique**

In this section, the researcher presented the result of the pre-test and post-test that had been done before and after treatment. Pre-test was held on Friday, February 15$^{th}$, 2019 at 08.45 until 10.00 am. It's consisted of 25 items multiple-choice. Post-test was administered on Thursday, February 28$^{th}$, 2019 at 09.30-11.25 am. The list of students' score of reading comprehension can be seen in the table below:

Table 4.2 Students Score Before and After Being Taught By Using 3-2-1 Strategy in Reading Comprehension.

**Table 4.2 of Students' Score in Pre-Test and Post-Test**

| No | Name | Pre-test | Post-test | Gained score |
|----|------|----------|-----------|--------------|
| 1 | A1 | 70 | 85 | 5 |
| 2 | A2 | 70 | 80 | 10 |
| 3 | A3 | 75 | 85 | 10 |
| 4 | A4 | 65 | 75 | 10 |
| 5 | A5 | 55 | 85 | 20 |
| 6 | A6 | 65 | 90 | 25 |
| 7 | A7 | 70 | 85 | 15 |
| 8 | A8 | 70 | 85 | 15 |
| 9 | A9 | 75 | 85 | 10 |
| 10 | A10 | 85 | 90 | 5 |
| 11 | A11 | 70 | 95 | 25 |
| 12 | A12 | 75 | 85 | 10 |
| 13 | A13 | 55 | 75 | 20 |
| 14 | A14 | 60 | 80 | 20 |
| 15 | A15 | 45 | 75 | 30 |
| 16 | A16 | 50 | 70 | 20 |
| 17 | A17 | 85 | 95 | 10 |
| 18 | A18 | 50 | 80 | 30 |
| 19 | A19 | 55 | 85 | 30 |
| 20 | A20 | 75 | 90 | 15 |
| 21 | B1 | 65 | 70 | 5 |
| 22 | B2 | 65 | 75 | 10 |
| 23 | B3 | 75 | 85 | 10 |
| 24 | B4 | 45 | 60 | 15 |
| 25 | B5 | 60 | 75 | 15 |
| 26 | B6 | 40 | 60 | 30 |
| 27 | B7 | 80 | 95 | 15 |
| 28 | B8 | 65 | 80 | 15 |
| 29 | B9 | 55 | 75 | 20 |
| 30 | B10 | 65 | 80 | 15 |
| 31 | C1 | 70 | 75 | 5 |
| 32 | C2 | 60 | 75 | 15 |
| 33 | C3 | 70 | 85 | 15 |
| 34 | C4 | 65 | 80 | 15 |
|  | Total | 2010 | 2500 | 490 |

Based on table 4.2, it could be seen the lowest and highest scores of eighth-grade students. The lowest score pre-test was 40 and the highest one in pre-test was 85. After the researcher gave the treatment of 3-2-1 strategy in teaching reading in recount text, the researcher gave post-test to measure whether there was a different score or not. Based on the table above, the lowest score in post-test was 60 and the highest one was 95

1. **Computation Result of The Students' Score**
   **Before Being Taught by Using 3-2-1 Strategy (Pre-Test)**

In this part of the test, the researcher asked the students to read the recount text of School Library which assumed that they did not know accurately the things in Library before. The students were given about 60 minutes to read the recount text. There were 34 students as the sample of this research. The purpose of conducting pre-test was intended to measure the students' reading comprehension before they were given the treatment. The result of pre-test based on the processing in SPSS 16.0 version software. The descriptive statistic of the pre-test score consisted of the mean (table 4.3) and the frequency distribution of pre-test (table 4.4), those can be seen as below:

**Table 4.3 The Recount statistic of Pre-test scores**

**Statistics**

PRETEST

| N | Valid | 34 |
|---|---|---|
| | Missing | 0 |
| Mean | | 68.71 |
| Std. Error of Mean | | 1.051 |
| Median | | 69.00 |
| Mode | | 68 |
| Std. Deviation | | 6.128 |
| Variance | | 37.547 |
| Range | | 31 |
| Minimum | | 48 |
| Maximum | | 79 |
| Sum | | 2336 |

Descriptive Statistic is functioning to describe the condition of a certain group. In this research, the group was intended eight C Students SMPN 2 Kademangan. Table 4.3 showed that the total of data was divided with a number of data determined as the mean score from the pre-test. It was 68.71. Then, the half number data sample which determined as the median score from pre-test was 69. To know the most frequently appeared number, the data used mode score and the most appeared number was 68. In addition, the minimum score was 48. The maximum score was 79. Then, the number of scores appeared in the pre-test, the researcher presents frequently distribution as below:

**Table 4.4 Frequency Distribution of Pre-Test**

PRETEST

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 48 | 1 | 2.9 | 2.9 | 2.9 |
| | 56 | 1 | 2.9 | 2.9 | 5.9 |
| | 57 | 1 | 2.9 | 2.9 | 8.8 |
| | 65 | 4 | 11.8 | 11.8 | 20.6 |
| | 66 | 1 | 2.9 | 2.9 | 23.5 |
| | 67 | 2 | 5.9 | 5.9 | 29.4 |
| | 68 | 6 | 17.6 | 17.6 | 47.1 |
| | 69 | 3 | 8.8 | 8.8 | 55.9 |
| | 70 | 3 | 8.8 | 8.8 | 64.7 |
| | 71 | 2 | 5.9 | 5.9 | 70.6 |
| | 72 | 3 | 8.8 | 8.8 | 79.4 |
| | 74 | 1 | 2.9 | 2.9 | 82.4 |
| | 75 | 3 | 8.8 | 8.8 | 91.2 |
| | 76 | 1 | 2.9 | 2.9 | 94.1 |
| | 78 | 1 | 2.9 | 2.9 | 97.1 |
| | 79 | 1 | 2.9 | 2.9 | 100.0 |
| | Total | 34 | 100.0 | 100.0 | |

The table 4.4 showed the numbers that describes the categorizing based on frequency distribution by considering on qualification of the scoring rubric.

a) There are 12 students who got score between 40 until 60, it means that the students reading comprehension in recount text was fair.

b) There are 20 students who got score between, 61 until 80, it means that the students reading comprehension was good enough. However, it also still needed the improvement.

c) There are 2 students who got score 85, it means that the students reading comprehension was excellent.

After knowing the result of pre-test, the researcher gave the treatment of 3-2-1 strategy. The researcher gave post-test to measure the difference scores after conducting the treatment.

2. **Computation Result of The Students' Score After being Taught by Using 3-2-1 Strategy (Post-Test)**

In Post-test, the researcher asked the students to read the recount text and answer the question. The students read the recount text, the allocation time was 60 minutes. There were 34 students as the sample of this research. The purpose of conducting post-test was intended to measure the students' reading comprehension after they were given the treatment.

The result of post-test based on processing in SPSS 16.0 version software. The descriptive statistic of post-test score consisted of mean (Table 4.5) and the frequency distribution of post-test (Table 4.6), can be seen below:

**Table 4.5 The descriptive statistic of post-test scores**

**Statistics**

POSTTEST

| N | Valid | 34 |
|---|---|---|
| | Missing | 0 |
| Mean | | 75.15 |
| Std. Error of Mean | | .988 |
| Median | | 75.00 |
| Mode | | 79 |
| Std. Deviation | | 5.758 |
| Variance | | 33.160 |
| Range | | 23 |
| Minimum | | 62 |
| Maximum | | 85 |
| Sum | | 2555 |

Descriptive statistic to describe the condition of certain group in this research, the group was intended to eight C students SMPN 2 Kademangan. Based on table 4.5 showed the total all data were devided with number of data which determined as median score from pre-test was 75. To know the most frequently appeared number, the data used mode score and the most appeared number 79. In addition, the minimum score was 62. The maximum score was 85.

To know the number of score appeared in pre-test, the researcher used frequency distribution as follow below:

**Table 4.6 Frequency Distribution of Post-Test**

POSTTEST

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----|------|-----------|---------|---------------|--------------------|
| Valid | 62 | 1 | 2.9 | 2.9 | 2.9 |
| | 63 | 1 | 2.9 | 2.9 | 5.9 |
| | 68 | 2 | 5.9 | 5.9 | 11.8 |
| | 69 | 1 | 2.9 | 2.9 | 14.7 |
| | 70 | 2 | 5.9 | 5.9 | 20.6 |
| | 72 | 5 | 14.7 | 14.7 | 35.3 |
| | 73 | 1 | 2.9 | 2.9 | 38.2 |
| | 74 | 3 | 8.8 | 8.8 | 47.1 |
| | 75 | 2 | 5.9 | 5.9 | 52.9 |
| | 76 | 1 | 2.9 | 2.9 | 55.9 |
| | 77 | 3 | 8.8 | 8.8 | 64.7 |
| | 78 | 1 | 2.9 | 2.9 | 67.6 |
| | 79 | 6 | 17.6 | 17.6 | 85.3 |
| | 83 | 2 | 5.9 | 5.9 | 91.2 |
| | 85 | 3 | 8.8 | 8.8 | 100.0 |
| | Total | 34 | 100.0 | 100.0 | |

The Table 4.6 showed the number that describe about the division and percentages of frequency distribution. The frequency of post-test after being distributed showed based on the categorized of scoring rubric:

a) There are 2 students who got score 60, it means that the students reading comprehension in recount text was poor.

b) There are 16 students who got score between 61-80, it means that the students reading comprehension in recount text was good enough.

c) There are only 16 students who got score between 81- 95, it means that the students reading comprehension was excellent.

## b. Normality and Homogeneity

In this chapter, the researcher presents and discusses the result of normality and homogeneity testing by using SPSS 16.0. Calculating normality is used to know the data has been normal contributed or not. Meanwhile, homogeneity is used to make sure whether the sample of data is homogeny. By knowing the result of both testing, the researcher can decide what appropriate hypothesis testing need to be used.

## 1. The Result of Normality Testing

Normality test is used to determine whether a data set is well-modeled by a normal distribution or not, or to compute how likely an underlying random variable is to be normally distributed. Normality test is intended to show that the sample data come from a normally distributed

population. To know the normality, the researcher used the Kolmogorov-Smirnov test with SPSS.16.0. Kolmogorov-Smirnov test is a test of normality for large samples. A normal distribution is rejected. Simply put value less than 0.05 indicates that the data are non-normal.

The result can be seen in the below:

**Table 4.7 Normality Result**

One-Sample Kolmogorov-Smirnov Test

| | | Pretest | Posttest | Unstandardized Residual |
|---|---|---|---|---|
| N | | 34 | 34 | 34 |
| Normal Parameters[a] | Mean | 68.21 | 79.06 | .0000000 |
| | Std. Deviation | 12.108 | 8.359 | 6.30918483 |
| Most Extreme Differences | Absolute | .182 | .167 | .127 |
| | Positive | .108 | .068 | .092 |
| | Negative | -.182 | -.167 | -.127 |
| Kolmogorov-Smirnov Z | | 1.060 | .973 | .738 |
| Asymp. Sig. (2-tailed) | | .211 | .300 | .647 |

a. Test distribution is Normal.

The Hypothesis for testing normality are:

$H_0$ : Data is in normal distribution

$H_a$ : Data is not normal distribution

The table shows that the significance value of pre-test is 0.211, it is bigger than 0.05, it means the data distribution of pre-test is normal. The significance value of post-test is 0.300, it is bigger than 0.05, it means the data

distribution of post-test is also normal. It can be concluded that both of the data (pre-test and post-test) are normal distributions.

## 2. The Result of Homogeneity Testing

The calculate the homogeneity test, the researcher refers to *Levene Statistic* test. The homogeneity testing is conducted after measuring whether the data has been normal distributed. The purpose of this testing is to know whether the data includes to homogeneous or heterogeneous data.

**Table 4.8 Homogeneity Result**

**Test of Homogeneity of Variances**

students score

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| .201 | 1 | 66 | .655 |

The Hypothesis for testing homogeneity are:

$H_0$: Data is homogeny

$H_a$: Data is not homogeny

Critic area is in which $H_0$ is rejected when the significance value is lower than 0.05. The analysis is as follows:

Based on the output from SPSS above is known that the test called homogeny if the significant score more than 0.05. Based on the table above, the test is homogeneity because $0.655 > 0.05$ and it means that $H_0$ is accepted and $H_a$ is rejected. So, it can be concluded that students of VIII-C have homogeny of variances.

## B. Data Analysis

Data analysis was done to know the different score of the students' comprehension in reading comprehension before and after being taught by using 3-2-1 strategy. Referring to the data in the form of students' score gained from pre-test and post-test as stated above, the next step was analyzing those data by comparing it by T-test

To find out whether there is different of students' achievement in reading comprehension before and after being taught by using 3-2-1 strategy, the researcher used percentage formula and divided the test result into five criteria; those are excellent, very good, good, poor, and very poor. It means that if the students can understand the reading comprehension well so they get an excellent score when the students still confused about reading comprehension, they get very good and good score, poor and very poor score is got by the students when they just understand little reading comprehension test.

The result of data analysis is from students' score of pre-test and post-test in the following table.

**Table 4.9 Correlations**

**Correlations**

| | | POSTTEST | PRETEST |
|---|---|---|---|
| POSTTEST | Pearson Correlation | 1 | .765" |
| | Sig. (2-tailed) | | .000 |
| | N | 34 | 34 |
| PRETEST | Pearson Correlation | .765" | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 34 | 34 |

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above output paired samples correlations shows the large correlation between samples, where can be seen numeral both correlation is (0.765) and numeral significance (0.001). For interpretation of decision-based on the result of probability achievement, that is:

a) If the probability > 0.05 then the null hypothesis accepted

b) If the probability < 0.05 then the null hypothesis rejected

The large of numeral significant (0.001) lower than (0.050). It means that the hypothesis clarifies there is no significant different score using 3-2-1 strategy toward students reading comprehension at the eighth grade of SMP Negri 2 Kademangan. 3-2-1 strategy is effective in teaching reading comprehension.

**Table 4.10 Paired Sample Statistics**

**Paired Samples Statistics**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | PRETEST | 68.85 | 34 | 5.394 | .925 |
| | POSTTEST | 77.85 | 34 | 8.414 | 1.443 |

Based on the table above, the data presented are the performance scores pf the one group students who were taught before and after using 3-2-1 strategy toward students' reading comprehension in recount text. The output of paired sample statistics shows that there are mean scores differences between pretest and posttest. The mean score of pretest was 68.85 and mean score posttest was 77.85. Then, the mean score of post-test is higher than the mean score of pre-test. It means that 3-2-1 strategy can increase the score of reading comprehension. The number of students of each sample (N) is 34 students. Standard deviation of pretest is 5.394 and posttest was 8.414. Meanwhile, mean standard error for pretest 0.925 and mean standard error for posttest is 1.443. It can be conclude that there was the significant different of the students' score between pretest and posttest.

**Table 4.11 Paired Sample Correlations**

**Paired Samples Correlations**

| | | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | PRETEST & POSTTEST | 34 | .522 | .002 |

Based on table 4.11 above, shows the correlations between two scores of pre-test and post-test where is seen that the correlation scores of pre-test and post-test = 0.522 and sig= 0.002. for interpretation of decision-based on the result of probability achievement, that is:

a) If the sig > 0.05, means $H_a$ is accepted

b) If the sig < 0.05, means $H_0$ is rejected

It shows that sig = 0.002 is lower than 0.05 means that $H_0$ is rejected and Ha is accepted. So, it can be concluded that there is a significant correlation between pre-test and post-test score.

**Table 4.12 Paired Sample T-test**

Paired Samples Test

|  |  | Paired Differences | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 95% Confidence Interval of the Difference | |  |  |  |
|  |  | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
| Pair 1 | students' score - students' score | 6.441 | 4.091 | .702 | 5.014 | 7.869 | 9.180 | 33 | .000 |

Based on table 4.12, output paired sample test shows the result of comparative analysis with using T-test. Output shows mean pre-test and post-test (6.441), standard deviation (4.091), mean standard error (0.702). The lower different (5.014), while upper different (7.896). The result test t= (9.180) with df= (33) and significance (0.000).

The guideline of Tcount and Table where df= 33 got from Ttable=1.69. So, Tcount (9.180) > Table (1.69) means that $H_0$ is rejected and $H_a$ is accepted. Therefore, The *p* value is 0.000 was less 0.05 (0.000-0.05). It means that the null hypothesis is rejected. It automatically accept the alternative hypothesis saying that mean after the treatment is bigger than the before the treatment. It could be concluded that the used of 3-2-1 strategy is effective toward students' reading comprehension in recount text.

## C Hypothesis Testing

The Hypothesis Testing of this study were as follow:

1.  $H_0$ the students' score of reading recount text after being taught by using 3-2-1 strategy is smaller than or equal to the students' score of reading recount text before being taught by using 3-2-1 strategy.

2.  $H_a$ the students' score of reading recount text after being taught by using 3-2-1 strategy is bigger than the students' score of reading recount text before being taught by using 3-2-1 strategy.

    Based on the table 4.10 above, the significant value of this research is 0.000, standard significant level is 0.050. It significant value is smaller than significant level (0.000 < 0.050). The interpretation can be concluded by saying "there is significant different of the students score before and after being taught by using 3-2-1 strategy in reading recount text". In other word, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. according to that evidence, it can answer the research problem or question that

there is significant difference on students' reading recount text comprehension before and after being taught by using 3-2-1 strategy to eighth grade student at SMPN 2 Kademangan.

## D. Discussion

From the researcher method III in this research, teaching and learning process is divided into three steps. First is the researcher administrated pre-test by giving a reading comprehension test. It is used to know the students' earlier reading comprehension before they get treatment.

The second is given treatment to the students. The treatment here is teaching reading comprehension by using 3-2-1 strategy. The material is about recount text. After the students got treatment, they were more enjoyable and enthusiastic to learn reading comprehension. The last step was giving post-test to the students after they got treatment.

The researcher conducted the research by using 3-2-1 strategy of population. It is eight grade C students of SMP Negri 2 Kademangan. The students are 34, it has been chosen by purposive sampling technique in term suggestion by some eligible people in the school. To know the result of this research whether this strategy is effective or not, the researcher used pre-test and post-test then computation between pre-test and post-test shows that there is a

significant difference on the students' comprehension before and after being taught by using 3-2-1 strategy.

As the requirement of hypothesis, if the significant value is smaller than the significant level (0.050), it means the alternative hypothesis ($H_a$) is accepted and the null hypothesis ($H_0$) is rejected. it can be said that there is a significant difference score on the students' reading comprehension before and after being taught by using 3-2-1 strategy. In fact, based on the table of Paired sample t-test, the result shows that the number of the significant value is 0.000 at a significant level is 0.050. It means that there is a significant difference between pre-test and post-test. The difference can be seen deeply in the result of pre-test and post-test scores below.

Followed the pre-test was the treatment process by implementing 3-2-1 strategy in VIII-C class. It then results in a construct achievement in the reading test in the class. The received treatment was observed to make an intriguing change in their reading comprehension skill. This is indicated by significant changes in their post-test mean score that gained 77.85 and pre-test 68.85 main scores. This generally means that after the treatment of 3-2-1 strategy.

In addition, the main data analysis by using paired sample t-test showed an inferential statistic that proved statistically the effectiveness of 3-2-1 strategy used during the treatment. A statistical significance is shown by analyzed post-test data which resulted in p-

value or sig (2-tailed)=0.000 that is less than be referred significance level sig= 0.05. this result statistically interpreted that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it is implied that an effect is found on the use of 3-2-1 strategy on students' reading comprehension of recount text.

Despite the positive statistic, it can be inferred that the effect size is not very strong enough. This is supported by interview results from 11 students in VIII-C class that revealed some strengths and weakness in the implementation 3-2-1 strategy in the classroom. Based interviews at 28th February, students 3-2-1 strategy is helpful in guiding them to comprehend the reading text. Provided by 3-2-1 chart, they tend to be more active readers and are boosted to get engaged with the text. Many also said that it helped them focused on understanding the content instead of merely answering the comprehension questions. However, few negative responses that probably need to be put large attention on are their perspectives in the reading tasks after they found reading difficult was a burden them. They clarified of encountering difficulties to write a summary, give opinions and make questions in English. Therefore, guidance in filling the 3-2-1 chart is important when students are not used to writing English. However, not title confessed that filling the 3-2-1 chart become easier after some practices.

Overall, the result confirmed the previous studies who investigated 3-2-1 strategy to be helpful in improving reading comprehension as well as building active learners. It is similar to these research findings that resulted in improvement in the students' reading comprehension and making students more engaged with reading text. The differences between the previous studies are in the samples, place, level of education and the text type. Also compared to the previous studies, this research particularly focused on one type of the txt that recount text. Even many students still struggle in reading activity, the result somehow proved that 3-2-1 strategy is effective on the students reading comprehension of recount text.

The study about using 3-2-1 strategy was conducted by Sesila, (2015), Nur Aini (2015) and Fergina (2015)

The differences between this researcher and these three previous research are Sesila used pre-experimental research and the field of her research was narrative text to tenth grade B of SMA Santo Fransiskus Pontianak. Nur Aini used classroom action research on the third year students of SMK Saraswati Salatiga and the field of notes, teacher observation sheet, and students' involvement and the student achievement test are instruments of data collection. Fergina used pre-experimental research and the field of her research was report text to

the ninth grade of SMP Pertiwi Pontianak. The purpose of this researcher is to know the effectiveness of using 3-2-1 strategy.

Based on the result of the post-test, there are significant differences between the highest and the lowest score. The highest score of the test students' reading who used 3-2-1 strategy was 95 with 3 students. Then the lowest score of the students who used 3-2-1 strategy was 60.

Based on the explanation above, the advantages of the use of 3-2-1 Strategy give a positive effect on students' reading comprehension. It has been verified by the result of the data analysis that there are significant differences between students' reading comprehension before and after being taught using 3-2-1 Strategy is effective toward students' reading comprehension because it can help the students' to improve their new knowledge at the eighth grade of SMPN 2 Kademangan.

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