

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the research findings and discussion that include data of research findings, hypothesis testing and discussion.

#### A. The Description of Data

In this study, the research objective is to know the effectiveness of using 3-2-1 strategy toward students' reading Comprehension of the Eighth Grade at SMPN 3 Kedungwaru. The effectiveness can be seen from the significant different score of the Experimental class taught by using 3-2-1 strategy and control class taught without using 3-2-1 strategy (conventional teaching).

In order to achieve the objectives of the research, the researcher did some steps to collect the data. The first step was administering pre-test to control (C class) and experimental group (D class) to know students' comprehension in reading narrative text before giving treatment, it was conducted on 22<sup>nd</sup> January 2018. The data that collected from this step is score of pretest from control group (C class) and pre-test form experimental group (D class).

The second step was giving the treatment to experimental group by teaching reading narrative text by using 3-2-1 strategy. In the first treatment

of experimental class was conducted on 24<sup>st</sup> January 2018 and the treatment  
of

control class with conventional teaching also in the same day. After that, in the second treatment of experimental class and control class were conducted on 29<sup>th</sup> January 2018. The data gained from this step only giving treatment in control class using conventional teaching and also giving treatment in expermental class using 3-2-1 strategy.

The next step of data collection method was administering post-test to both groups that were conducted on 31<sup>st</sup> Januari 2018. It was intended to measure students' reading comprehension after the treatment of experimental group and conventional teaching of control group were given. The data that collected from this step is score of post-test from control group (C class) and post-test form experimental group (D class). The researcher wanted to know whether or not there is any significant different on their achievement in reading comprehension of the both groups.

To describe the data, the researcher makes score criteria from the test (see table 4.1). The function of these criteria in this researcher is wanted to know about students' reading achievement that is good or not in the class. The researcher classifies total of the scores into five categories. They are: Very good, Good, Enough, Less, Bad/Low. The table can be seen as follows:

**Table 4.1 Score's Criteria**

<b>No.</b>	<b>Interval Class</b>	<b>Criteria</b>	<b>Grade</b>
<b>1.</b>	87 - 100	Very good	A
<b>2.</b>	75 - 86	Good	B
<b>3.</b>	63 - 74	Enough	C
<b>4.</b>	50 - 62	Less	D
<b>5.</b>	0 - 49	Bad/Low	E

The table above describe about the classifies score of the test,

- i. Number one describes about very good score, because 85 until 100 and the students get A score.
- ii. Number two describes about good score, because 70 until 84 and the students get B score.
- iii. Number two describes about enough score, because 55 until 69 and the students get C score.
- iv. Number two describes about less score, because 50 until 54 and the students get D score.
- v. Number two describes about less score, because 0 until 49 and the students get E score.

## 1. Data presentation in control class

### a. Data Presentation Pre-test Score in Control Class

This data was taken the result of student's pre-test score before treatment. In pre-test, the number of question given consist of 20 questions in the form of multiple choice. The researcher chooses multiple choice because it is objective question. In the research, The table 4.2 tell about the data students' pretest score in control group of VIII C class consist of 32 students. The data of students' score can be seen as follows:

**Table 4.2 The data Students' Pretest Score in Control Class**

<b>NO</b>	<b>STUDENTS</b>	<b>PRETEST</b>
<b>1</b>	ABD	60
<b>2</b>	AF	50
<b>3</b>	AY	55
<b>4</b>	AK	50
<b>5</b>	BKN	65
<b>6</b>	DP	50
<b>7</b>	EDN	55

<b>8</b>	ESR	50
<b>9</b>	EDNL	55
<b>10</b>	LNM	70
<b>11</b>	LMS	50
<b>12</b>	MDS	50
<b>13</b>	MI	50
<b>14</b>	MD	60
<b>15</b>	MFD	60
<b>16</b>	MRE	55
<b>17</b>	MRA	50
<b>18</b>	MYM	55
<b>19</b>	NS	70
<b>20</b>	RSA	50
<b>21</b>	RSU	50
<b>22</b>	RPP	60
<b>23</b>	RL	70
<b>24</b>	SYA	75
<b>25</b>	SAA	60
<b>26</b>	SAG	60
<b>27</b>	TSM	70
<b>28</b>	TPA	45
<b>29</b>	WHK	65
<b>30</b>	WD	50
<b>31</b>	YA	60
<b>32</b>	YM	60

After knowing the result of pretest, then the researcher was describing the data with descriptive. Descriptive statistic is used to describe of the data in a study with the simple and the measures. To describe the data of the research, researcher using SPSS program 16.0 version. It was known that mean of students score in pretest was 57.34, the median of pretest was 55.00, the mode was 50, in here the minimum score of the pretest was 45 and the maximum score of the pretest was 75 .On under the table 4.3 researcher describe the data of the pretest in control class. The researcher used SPSS 16.0 to count the data of pre-test in control class.

**Table 4.3 Descriptive Statistic Pre-test in Control Class**

pretest		
N	Valid	32
	Missing	0
	Mean	57.34

Median	55.00
Mode	50
Sum	1835

As the result of the table 4.3 above, it can be seen that there are 32 students as subjects or participants. The mean of students score in pretest is 57.34. Based on the criteria of students' achievement in the table 4.1 above, students mean 68.87 was in the category of enough score. Meanwhile, the median was 55.00. It means that the middle score of pretest above was 55 in 32 students in the category less score. The mode of pretest score was 50, it means that the most frequent score is 50 indicated that many students got less score. The frequency of the students' score was presented in the following table below:

**Table 4.4 Frequency of Students Pre-test Score in Control Class**  
**Pretest score in control class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.1	3.1	3.1
	50	11	34.4	34.4	37.5
	55	5	15.6	15.6	53.1
	60	8	25.0	25.0	78.1
	65	2	6.2	6.2	84.4

70	4	12.5	12.5	96.9
75	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Frequency of pretest score showed in table 4.4 above. It showed the minimum score until the maximum score of pre-test in control class. After known the mean score of the pre-test on the table above (table 4.4), the researcher conclude that based on that the standard of students score criteria are the students who got the bad score are 1 student and students who got less score are 24 students. Meanwhile, students who got enough score are 6 students and they are got C score in pre-test. Afterward, student who got good score are 1 students pre-test in control class.

From the result of data pretest above, it can be conclude that qualification of students is less. It can be seen from the mode 50 of 32 students pretest score in control group. The mode represented the characteristic of students before being taught without using 3-2-1 strategy.

#### **b. Data Presentation of Students Post-test Score in Control Class**

This descriptions of data post-test score in control class was taken after treatment. In post-test, the number of question was given consist of 20 questions in the form of multiple choice. The differences about the experiment class and control class is when the researcher using 3-2-1 Strategy to applied as treatment in the class experiment and the treatment



before the post-test that is experiment class, while in control class researcher using conversional method as usually without any treatment strategy.

In the research, The table 4.5 tell about the data students' post-test score in experimental group of VIII C class as control class consist of 32 students.

The data of students' score can be seen as follows:

**Table 4.5 the data students' post-test score in control class**

<b>NO</b>	<b>STUDENTS</b>	<b>POST TEST</b>
1	ABD	65
2	AF	55
3	AY	60
4	AK	60
5	BKN	70
6	DP	55
7	EDN	60
8	ESR	60
9	EDNL	65
10	LNLM	75
11	LMS	65
12	MDS	65
13	MI	65
14	MD	65
15	MFD	65
16	MRE	60
17	MRA	60
18	MYM	60
19	NS	75
20	RSA	60
21	RSU	60
22	RPP	65
23	RL	75
24	SYA	80
25	SAA	65
26	SAG	65
27	TSM	75
28	TPA	55
29	WHK	70
30	WD	65
31	YA	65
32	YM	65

After knowing the result of posttest, then the researcher was describing the data with descriptive. it was known that mean of students score in post-test was 64.69, the median of pretest was 65.00, the mode was 65, in here the minimum score of the pretest was 55 and the maximum score of the pretest was 80. For the details information we can saw on the table 4.6 below:

**Table 4.6 Descriptive Statistic Post-test in Control Class**

Statistics		
posttest		
N	Valid	32
	Missing	0
Mean		64.69
Median		65.00
Mode		65
Sum		2070

As the result of the table 4.6 above, it can be seen that there are 32 students as a subjects or participant. The mean of students score in pretest is 64.69. Based on the criteria of students' achievement in the table 4.1 above, students mean 64.69 was in the category of enough score (C grade). Meanwhile, the median was 65.00. It means that the middle score of pretest above was 65 in 32 students in the category less score. The mode of pretest score was 65, it means that the most frequent score is 65 indicated that many students got enough score. The frequency of the students' score was presented in the following table below:

**Table 4.7 Frequency of Posttest**

**Posttest in control class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	3	9.4	9.4	9.4
	60	9	28.1	28.1	37.5
	65	13	40.6	40.6	78.1
	70	2	6.2	6.2	84.4
	75	4	12.5	12.5	96.9
	80	1	3.1	3.1	100.0
Total		32	100.0	100.0	

Frequency of post-test score showed in table 4.7 above. It showed the minimum score until the maximum score of post-test. After knowing the mean score of the post-test on the table above, the researcher concludes that based on that the standard of students' score criteria are the students who got the less score are 12 students. Meanwhile, students who got enough score are 15 students and they are got C score.

From the result of data pretest above, after taught without using 3-2-1 strategy or conventional teaching, the result can be concluded that qualification of students is enough. It can be seen from the mode 65 of 32 students of post-test score in control group. The mode represented the characteristic of students after being taught with conventional teaching.

## **2. Data Presentation in Experimental Class**

### **a. Data Presentation of Students Pre-test Score in Experimental Class**

Pre-test in experimental class were same with pre-test in control class. The item of question in this pre-test consist of 20 multiple choices. In the research, The table 4.8 tell about the data students' pre-test-test score in experimental group of VIII D class consist of 32 students. The data of students' score can be seen as follows:

**Table 4.8 The students' Scores of pretest in Experimental Class**

<b>No</b>	<b>STUDENTS</b>	<b>PRETEST</b>
1	APE	60
2	AR	60
3	AKAH	65
4	ARG	60
5	ASA	60
6	DMA	75
7	AUF	60
8	DIM	50
9	EBP	65
10	EK	50
11	FID	60
12	FF	55
13	FES	75
14	FBC	50
15	FS	75
16	GN	50
17	MWM	55
18	MFW	75
19	MHW	50
20	PA	50
21	PR	65
22	RAN	55
23	RAP	75
24	RIS	50
25	SEM	70
26	SDN	50
27	SNH	50
28	TW	55

29	TRW	55
30	TTO	70
31	YG	55
32	YK	50

After knowing the result of pretest, then the researcher was describing the data with descriptive. It was known that the mean score in pre-test is 67.81. Then the median is 67.50, the mode of the pre-test score is 65, and the minimum score of pre-test is 55, meanwhile the maximum score in pre-test of VIII-D is 80. For detail descriptive statistic pretest in experimental group can be seen by the table 4.9 as follows:

**Table 4.9 Descriptive Statistic pretest in Experimental Class**

N	Valid	32
	Missing	0
Mean		59.38
Median		57.50
Mode		50
Sum		1900

As the result of the table 4.9 above, it can be seen that there are 32 students as a subjects or participant. The mean of students score in pretest is 59.38. Based on the criteria of students' achievement in the table 4.1 above, students mean was 59.38 in the category of less score. Meanwhile, the median was 57.50. It means that the middle score of pretest above was 57.50 in 32 students in the category less score. The mode of pretest score was 50, it means that the most frequent score is 50 indicated that many students got

less score. After known about the descriptive of data, researcher continued with frequency of pre-test score in Experimental class (see table 4.10).

**Table 4.10 Frequency of Pretest**

		pretest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	10	31.2	31.2	31.2
	55	6	18.8	18.8	50.0
	60	6	18.8	18.8	68.8
	65	3	9.4	9.4	78.1
	70	2	6.2	6.2	84.4
	75	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

Frequency of pretest score showed in table 4.10 above. It showed the minimum score until the maximum score of pre-test in experimental class. After known the mean score of the pre-test on the table above (table 4.9), the researcher conclude that based on that the standard of students score criteria are the students who got the less score 50 is 10 students and 55 is 6 students, they got D score in this test. Meanwhile, students who got enough score are 19 students consist of score 60 is 6 students, score 65 is 3 student and score 70 is 2 students, they are got enough score in pre-test. Afterward, student who got score 75 is 5 students so they are got good score in experimental class.

From the result of data pretest above, before taught by using 3-2-1 strategy it can be conclude that qualification of students is less. It can be seen from the mode 50 of 32 students of pre-test score in experimental group. The mode

represented the characteristic of students before being taught by using 3-2-1 strategy.

#### **b. Descriptive Statistics Post-test in Experimental Class**

There are still descriptions of data in experimental class, the researcher will describe about the result of the post test score in experimental class with descriptive statistics. In this class consist of 32 students and the type of the question same with question in control class that consist of 20 item of question multiple choices. The differences about the control class and experimental class is when the researcher using 3-2-1 Strategy to applied as treatment in the class experiment and the treatment before the post-test that is experiment class, while in control class researcher using conversional method as usually without any treatment strategy. In the research, the table 4.11 tell about the data students' post-test score in experimental group of VIII C class consist of 32 students. The data of students' score can be seen as follows:

**Table 4.11 The data students' post-test score**

<b>No</b>	<b>STUDENTS</b>	<b>POSTTEST</b>
<b>1</b>	APE	70
<b>2</b>	AR	90
<b>3</b>	AKAH	80
<b>4</b>	ARG	85
<b>5</b>	ASA	80
<b>6</b>	DMA	85
<b>7</b>	AUF	85
<b>8</b>	DIM	80
<b>9</b>	EBP	85
<b>10</b>	EK	80

<b>11</b>	FID	75
<b>12</b>	FF	75
<b>13</b>	FES	90
<b>14</b>	FBC	85
<b>15</b>	FS	75
<b>16</b>	GN	70
<b>17</b>	MWM	80
<b>18</b>	MFW	85
<b>19</b>	MHW	80
<b>20</b>	PA	85
<b>21</b>	PR	75
<b>22</b>	RAN	75
<b>23</b>	RAP	85
<b>24</b>	RIS	85
<b>25</b>	SEM	80
<b>26</b>	SDN	85
<b>27</b>	SNH	80
<b>28</b>	TW	85
<b>29</b>	TRW	70
<b>30</b>	TTO	80
<b>31</b>	YG	85
<b>32</b>	YK	75

Based on the table 4.12 above that consist of 32 students of VIII-D shown that the mean score in post-test is 74.84 and based on the criteria of students' score that is good score. Then the median is 75.00, the mode of the post-test score is 75, and the minimum score of post-test is 65, meanwhile the maximum score in post-test of VIII-D is 85. for detailed, researcher describe the data of output descriptive statistic pre-test in control class as follows:



**Table 4.12 Descriptive Statistics posttest**

posttest		
N	Valid	32
	Missing	0
Mean		80.62
Median		80.00
Mode		85
Sum		2580

Based on the table 4.6 above, the mean score of 32 students was 80.62. As the criteria of students' score it was in category of good score. Meanwhile the median score was 80.00. It means the middle score of post-test was 80.00 in 32 students. Then the mode of post-test was on 85, it means that the most frequent score is 85 indicated that many students' score in category of good score. After knowing about the descriptive of data, researcher continued with frequency of post-test score in Experimental class (see table 4.13).

**Table 4.13 frequency of posttest**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	3	9.4	9.4	9.4
75	6	18.8	18.8	28.1
80	9	28.1	28.1	56.2

85	12	37.5	37.5	93.8
90	2	6.2	6.2	100.0
Total	32	100.0	100.0	

Based on the table above that consist of 32 students of VIII-D shows that frequency of post-test after distributed the test, the students who got score 70 there are 10 students is enough score. Students who got score consist score 75 is 6 students, score 80 is 9 students and score 85 is 12 students, they got good score. The last students who get 90 score is 2 students they got very good score in reading comprehension achievement.

The result of data pretest above, it can be conclude that qualification of students is good. It can be seen from the mode 85 of 32 students in posttest. The mode represented the characteristic of students after being taught by using 3-2-1 strategy.

### **3. Difference of Statistical Data in Posttest of Control and Experimental Group**

Based on the result of students' pretest score of control and experimental group were normal and homogeneous so the researcher only compared the students' score of post-test. The researcher compared students' score of posttest of both groups that consisted of the highest score, the lowest score and the mean score in reading narrative text. After that the researcher found out the score of each group from students' score in posttest to know whether the students' comprehension was getting down, same or different. The result

of difference of statistical data in posttest of control group and experimental group can be seen in the table below:

**Table 4.14 Difference of Statistical Data in Posttest control and Experimental Group**

No	STUDENTS	POST TEST	STUDENTS	POST TEST	THE DIFFERENCES
1	ABD	65	APE	70	5
2	AF	55	AR	90	35
3	AY	60	AKAH	80	20
4	AK	60	ARG	85	25
5	BKN	70	ASA	80	10
6	DP	55	DMA	85	30
7	EDN	60	AUF	85	25
8	ESR	60	DIM	80	20
9	EDNL	65	EBP	85	20
10	LNLM	75	EK	80	5
11	LMS	65	FID	75	10
12	MDS	65	FF	75	10
13	MI	65	FES	90	25
14	MD	65	FBC	85	20
15	MFD	65	FS	75	10
16	MRE	60	GN	70	10
17	MRA	60	MWM	80	20
18	MYM	60	MFV	85	25
19	NS	75	MHW	80	5
20	RSA	60	PA	85	25
21	RSU	60	PR	75	15
22	RPP	65	RAN	75	10
23	RL	75	RAP	85	10
24	SYA	80	RIS	85	5
25	SAA	65	SEM	80	15
26	SAG	65	SDN	85	20
27	TSM	75	SNH	80	5
28	TPA	55	TW	85	20
29	WHK	70	TRW	70	0
30	WD	65	TTO	80	15
31	YA	65	YG	85	20
32	YM	65	YK	75	10

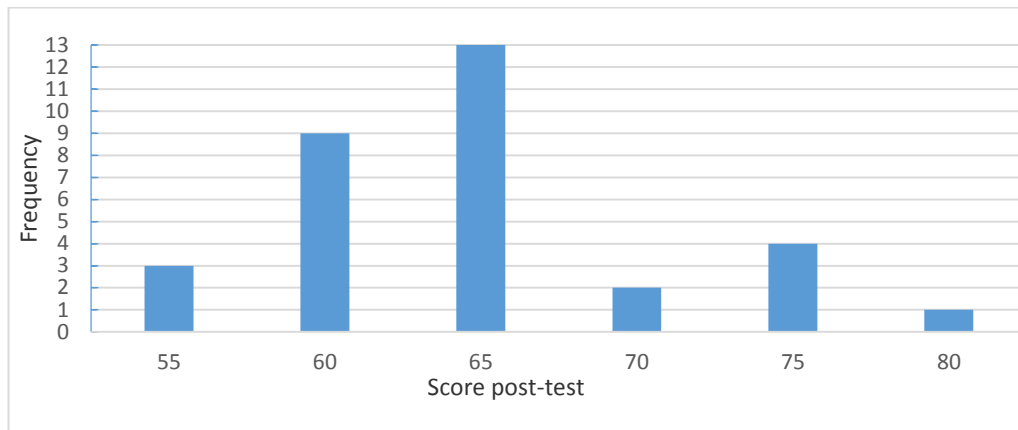
**Table 4.15 Descriptive Statistic of Control and Experimental Group**

		control	experimental
N	Valid	32	32
	Missing	0	0
Mean		64.69	80.62
Median		65.00	80.00
Mode		65	85
Sum		2070	2580

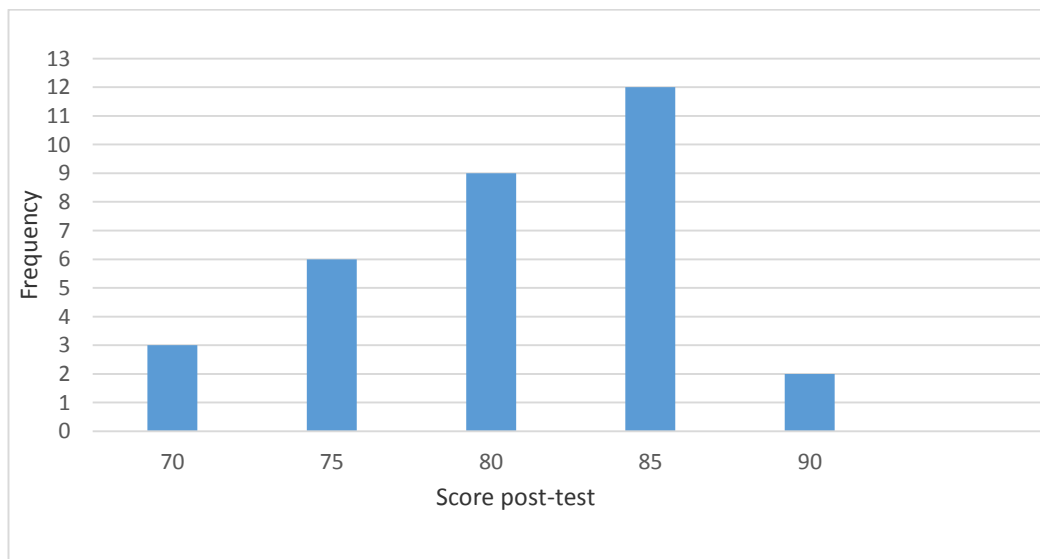
Based on the table above, it can be seen the difference of the students' score in posttest of control and experimental group in reading narrative text. In posttest of control group showed that the highest score was 80, the lowest score was 55 and the mean score was 64.69, while in posttest of experimental group showed that the highest score was 90, the lowest score was 70 and the mean score was 80.62.

From the descriptive of the data above, the researcher has conclusion there are different score among after and before taught by using 3-2-1 Strategy. The data present that score in experiment group that taught with using 3-2-1 strategy, while the score in control group that taught without using 3-2-1 Strategy. The detail of the data score can be seen in the bar chart below:

**Figure 4.1 Bar Chart of the Control Group Student's Score in Post-test**



**Figure 4.2 Bar Chart of the Experimental Group Student's Score in Post-test**



Based on the graphs above, it can be concluded that the result of the data description of score post-test in experimental class after being taught by using 3-2-1 strategy better than score in the control class after being taught by using conventional teaching. The data present that score of the mean in posttest experimental class is higher and better than control class. So, 3-2-1 strategy is

effective to teach reading comprehension especially in this research, the researcher teach to descriptive narrative text for the students of eighth grade at SMPN 3 Kedungwaru Tulungagung at academic year 2017/2018.

## **B. Hypothesis Testing**

The hypotheses testing of this research are as follow:

1. If the significant level is bigger than significant value, the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It means that there is different score between experiment class and control class. So, there is different score of students' achievement in reading narrative text who was taught without and using 3-2-1 strategy. The different is significant.
2. If the significant level is smaller than significant value the alternative hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_0$ ) is accepted. It means that there is not different score between experiment class and control class. So, there is not different score of students' achievement in reading narrative text who was taught without and using 3-2-1 strategy. The different is not significant.

To know whether there are any significant different students' reading comprehension between the students who were taught reading narrative text without using 3-2-1 strategy and those were taught reading narrative text by using 3-2-1 strategy, the calculating result should show whether  $H_0$  is rejected

meanwhile H1 is accepted. To analyze the data the researcher used statistical test using computation Independent Sample T Test by SPSS 16.00. It is used to know the effectiveness of using 3-2-1 strategy in teaching narrative text toward the students' reading comprehension. These subjects were referred to as independent because they are independently from the different subject. The result as follow:

**Table 4.16 Output of Group Statistics**

Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai control	32	64.69	6.214	1.098
eksperimen	32	80.81	5.492	.986

From the table 4.18 above, *output of group statistics* and the table describe about the mean score of post-test in control class is 64.69 and mean of post-test in experimental class is 80.81. Next, the both of sample sizes or N used for Control group and Experimental group are 32 students. While, standard deviation post-test in Control class is 6.214 and standard deviation post-test on experimental class is 5.492. And in this research, mean standard error post-test in control class is 1.098 and mean standard error post-test in experimental class is 0.986. It indicates that the use of 3-2-1 strategy has caused the increased score of students' achievements and improved is better that without using 3-2-1 strategy. For details of the result of independent sample test can be seen in table 4.19 below:

**Table 4.17 Independent Sample Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Upper
Nilai Equal variances assumed	.000	.983	-10.897	61	.000	-16.119	1.479	-19.071	-13.166
Equal variances not assumed			-10.918	60.501	.000	-16.119	1.476	-19.071	-13.166

Based on the result of Independent T-Test on table 4.19 above it can concluded that the significant value (sig) is 0.000, and it is lower than 0.05 ( $0.000 < 0.05$ ). t was found that there is significant difference of students' score between those who are taught by using 3-2-1 strategy and those who are taught without using 3-2-1 strategy. It means that teaching reading in narrative text using 3-2-1 strategy is effective.

### C. Discussion

In this research, a researcher conducted the research in two classes during the teaching and learning process. The subjects of the research consist of 64 students. The researcher used quasi experimental design. The purpose of the researcher using quasi experimental research as a design because it was not



possible for researcher to select students randomly to be respondents of the research sample. The researcher decided VIII - C class as control class which does not get the treatment by using 3-2-1 Strategy and VIII-D as experimental class which gets the treatment by using 3-2-1 strategy. In this research, the researcher gave the test to the respondents twice, those are pretest and posttest.

Based on the result above of research finding, the students who were taught without using movie did not reveal significant improvement. It can be seen from the mean score of pretest was 57.34 and the mean score of posttest was 64.69. . In the other hand, the students who were taught by using 3-2-1 strategy is significant improvement. It means score of reading comprehension before being taught by using 3-2-1 strategy (pre-test) is 59.38 (see table 4.9) based on the criteria of students score that is less score. Moreover, score of reading comprehension after taught by using 3-2-1 strategy (post-test) is 80.62 (see table 4.12) based on the criteria of students score that is good score. It showing that there is the significant improvement score between the mean of pre-test and the mean of post-test.

Based on the data analysis, the significant level (0.05) is bigger than significant value (2-tailed) is 0.000. It means that the significance level is less than 0.05 ( $0.000 < 0.05$ ) which means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. From the result above, showed that 3-2-1 strategy is effective to be used in teaching reading narrative text, because there is significant differences with using and without being

taught by using 3-2-1 strategy toward students' reading comprehension at SMPN 3 Kedungwaru.

This finding was supported by the theory provided by Zygoris-Coe, Wiggan and Smith (2005) that 3-2-1 strategy is reading strategy. It requires that the students to participate in summarizing ideas from the text and encourage them to think independently. By using 3-2-1 strategy the teacher can create atmosphere where students actively to explore their main idea of the text.

The finding was strongly with previous study as 3-2-1 strategy is considered as an effective for students' reading comprehension in reading text. The first written by Alsamadani (2011), The research was conducted in quasi experimental study. The research was divided into two groups: experimental group and control group. The result of the research show that there is significant improvement in students' general reading comprehension as a result of the use of the 3-2-1 strategy.

The second from Marlina (2013), the research was conducted in quasi experimental study. The research was divided into two groups: the class X1 as the experimental group and X2 as the control groups. . The result showed that 3-2-1 strategy gives a significant difference on students' reading achievement at tenth grade students of SMA Ethika Palembang. Therefore, the researcher recommended that 3-2-1 strategy to be used by the teachers of English at SMA Ethika Palembang in teaching reading comprehension.

The third from Aini (2015), the researcher conducted A Classroom Action Research in SMK Saraswati Salatiga. She was focused on using 3-2-1 strategy to meet the effect of treatments (before and after the implementation of 3-2-1 strategy) on the reading comprehension, which focus on understanding the important information from the text, drawing inferences from the content; following the structure of a passage; recognizing the writer's purpose and vocabulary knowledge and linking the information of the passage with the students' own experience in the real life in order to improve the students' reading comprehension. The result of this research displayed that there was an improvement of students' reading comprehension skills by using 3-2-1 strategy.

Based on the finding of this present research and previous studies, using 3-2-1 strategy gives positive effect to the students' in reading narrative text during teaching and learning process. it has been verified by the result of data analysis that there is significant different score in reading narrative text by using 3-2-1 strategy and those who taught without using 3-2-1 strategy. Thus, it can conclude that the use 3-2-1 strategy is effective to teach the reading of narrative text of the eighth grade at SMPN 3 Kedungwaru in academic year 2017/2018.

