

THE USE OF 321 STRATEGI IN TEACHING A PASSAGE

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ABSTRACT

At school, the success of comprehending a text becomes a problem, based on what the researcher witnessed during the observation in State Polytechnic of Ambon, Commerce Department. Students were given a text including a passage and a dialogue then they had to read and understand it in order to answer the questions given individually. Thus, the students should comprehend the passage in their own way. The 321 strategies offer students to comprehend the passage in their own way. The three easy steps in the approach will stimulate the students to be active rather than the teacher. The procedure of the research is as follow: first, administrating pre test to measure student basic knowledge. Second, giving treatment which is the 321 strategy and finally, administrating post test to see the result of giving treatment to see the students' improvement.

Keywords: 321 strategies, comprehend, a passage

INTRODUCTION

As an international language, English is very important in our daily life. It can be found in any corner of media because of its usage. For instance, some of the instructions of how to use the washing machine, computer, and some articles in the internet are written in English. So, we need to know English to simplify our life. Besides, it is also be used to communicate with any other people around the world. That is why people should learn English as a need. Since it is an important part to be taught, the government also decided to put it on our curriculum as a subject that must be learnt since the elementary to the university. This language has a special role to be examined to determine students' graduation.

The teaching of English in Indonesia is focused on the ability of students' communication, and of course, it can be in the form of oral and written forms. The learners, in this case, the students should be capable in learning the four skills. They are: listening, speaking, reading, and writing. Reading and listening are called receptive skill, in which people need the ability to receive written or spoken language while they do it. Speaking and writing are called productive skill because when people do it, they need the ability to produce both of the skills. As a receptive skill, Anderson (1985) stated that reading is what happens when people look at the text and assigns meaning to the written symbols of the text. Means, what will people get or catch when he/she read a text or after read it.

Anderson in his journal of Teaching Reading Comprehension to ESL/EFL learners repeated Goodman's perception of reading as a "guessing game" in which the reader reconstructs as best as he can, a message which has been encoded by a writer. This interesting thought from Goodman reminds us for how important the process of gather information from what people already read. The information determines the success of the process itself. When the reader know what he has read especially when the passage is in English.

In teaching, the success of comprehending a text becomes a problem, based on what the researcher witnessed during the observation. Students were given a text, a report text, and they were asked to read it then summarize it using their own words, and of course they must do it individually. Here, students were hoped to throw their own comprehension about the text, not to rewrite the same copy from the book. The teacher then told them the aim of giving the task, that is to measure their ability whether they comprehend the text or not.

The problem occurred when teacher did not teach them how to write summary by gather the important point of the text. That is why students shown their unkindly habits by cheating from others' works. They were showing their irresponsibility toward the task. Meanwhile some students just rewrite the same words from the given text. The class seemed so quiet. No strange visions were appeared but the observer still found their action in cheating, whereas, they were hoped to write down any important information based on the text using their own words.

From the situation above, how can the teacher measure the students' ability while they did not work hard to prove it? The only way the teacher should do is change the method in applying the English material especially in reading skill, then activate the class to be so responsible for the task. Then he could finally know how far the students catch the message from the reading passage. The method that researcher offers to solve the problem in comprehending the report text, is using **the 321 Strategy**. This strategy was found by Vicky Zygouris-Coe, Matthew B. Wiggins , Lourdes H. Smith (Lewis, 1999), to increase students understanding of written text by doing summarization in three easy steps. This strategy also became a part of National Reading panel project (NRP) to help children in learning reading (National Reading Panel, 2011). The founders of this strategy had tested their founding in Florida City Elementary School, Florida City, in 2004 before submitting it to this panel.

METHOD

In conducting this research, the researcher will use Pre Experimental design in which pre test and post test result are compared to see the effect of using **321 Strategy**. The procedure of the research are as follow; first, administrating pre test to measure independent variable (321 Strategy). Second, giving treatment and third, administrating post test to see the result of giving treatment to see the students' improvement. In this case, the independent variable is **321 Strategy** as treatment and dependent variable is student's improvement in reading comprehension.

Pre Test O1	Independent Variable X	Post Test O2
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Where: O1 : Pre Test Result
X : Treatment, 321 Strategy
O2 : Post Test Result

Research Schedule:

The researcher will spend three weeks to conduct this research. It will be divided into five meetings which; the first meeting is for pre test; second until the fourth meeting is to give treatment, and the last is for post test. During treatment in teaching reading comprehension, researcher also will put some tasks in each meeting. In order to see the students on first grade of junior level improvement in answering comprehension, this schedule can be described below:

No	Meeting	Topic
1.	First Meeting	Pre Test
2.	Second Meeting	(Applying 321 Strategy)
3.	Third Meeting	(Applying 321 Strategy)
4.	Forth Meeting	(Applying 321 Strategy)
5.	Fifth Meeting	Post Test and Questionnaire

The Setting and Subjects of Research

This research will be conducted on the students of Commerce Department, Third semester. The subject for this research is the students in class C where the numbers of the students are 18 people.

Technique of Data Collection

This research used three kinds of instrument to collect the data. They are test, observation check list and questionnaire.

Test

There are two tests that will be used by the researcher in conducting the research:

1. Pre-test is used to measure the students' ability before applying the 321 Strategy.
2. Post-test is used to measure students' ability after applying the 321 Strategy.

Grading Rubric

To know the students' score, the researchers uses grading rubric. The score per students' answer each number can be described by following assessment criteria (based on Grading Rubric for Exam Essay by Pozefsky, 2006)

Grade	Score	Category	Description
A	100	Very Good	• Students present all information clearly and well organized based on their own words. • Students do more than restate the question and offer brief response. • There are no grammar and spelling error in students' answer.
B	80 – 99	Good	• Students present information fairly clearly and may have minor organization problems. • Do more than restate the question and offer brief response. • There are few grammars and spelling error in students' answer.
C	60 – 79	Enough	• Students do not present all important information that will be asked. • Giving brief response based on the text. • There are grammar and spelling error in students' answer

D	40 – 59	Fair	• Students' answer/presentations are almost far from important information that will be asked. • Can't give brief response of the text. • There are many grammars and spelling error in students' answer.
E	≤30	Poor	• Students' answers do not consist at all of important information that will be asked. • Provides no information that can be understood or related to the specific topic in answering. • There are many grammars and spelling error in students' answer.

Questionnaire

It is used to gather information about students' opinion about the strategy applied during the process.

Technique of Data Analysis

Test

The researcher used the formula by Pantouw (1999) from Sudjana's book (1983) as cited in Masela's thesis to analyze the test result in form of essay test:

$$\text{Grade of mastery} = \frac{\text{Total number of correct answer}}{\text{Total number of questions}} \times 100\%$$

In which meaning of Grade of Mastery:

Very Good (A)	: 9-10
Good (B)	: 7-8
Enough (C)	: 5-6
Fair (D)	: 3-4
Poor (E)	: 0

RESULT AND DISCUSSION

Result

After applying the **321 Strategy** students of Commerce Department, the researcher found that the students' vocabulary is increased. It can be proved from their result in pre test and post test.

The Result of Pre Test

Before the researcher applied the **321 Strategy** in classroom, all students of class had bad comprehension of vocabulary. It could be seen from the pre test result in table below;

Number of students	Scores	Percentage of right score
1.	5	50%
2.	6	60%
3.	4	40%
4.	6	60%
5.	5	50%
6.	4	40%
7.	5	50%
8.	4	40%
9.	6	60%
10.	5	50%
11.	4	40%
12.	5	50%
13.	6	60%
14.	4	40%
15.	4	40%
16.	5	50%
17.	4	40%
18.	4	40%

The Result of Post Test

After the researcher applied 321 Strategy in classroom, all students of class IV SD Negeri Erie had better comprehension of vocabulary. It could be seen from the pre test result in table below;

Number of students	Scores	Percentage of right scores
1.	7	70%
2.	8	80%
3.	6	60%
4.	8	80%
5.	7	70%
6.	6	60%
7.	7	70%
8.	6	60%
9.	8	80%
10.	7	70%
11.	6	60%
12.	7	70%
13.	7	70%
14.	7	70%
15.	7	70%
16.	6	60%
17.	6	60%

18.	7	70%
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Comparison between Pre and Post test

No	Result of Pre Test	Result of Post Test	Increased Scores
1	5	7	2
2	6	8	2
3	4	6	2
4	6	8	2
5	5	7	2
6	4	6	2
7	5	7	2
8	4	6	2
9	6	8	2
10	5	7	2
11	4	6	2
12	5	7	2
13	6	7	1
14	4	7	3
15	4	7	3
16	5	6	1
17	4	6	2
18	4	7	3

Comparison of pre and post test in percentage

No	Percentage of Pre Test	Percentage of Post Test	Percentage of Increased Scores
1	50%	70%	20%
2	60%	80%	20%
3	40%	60%	20%
4	60%	80%	20%
5	50%	70%	20%
6	40%	60%	20%
7	50%	70%	20%
8	40%	60%	20%
9	60%	80%	20%
10	50%	70%	20%
11	40%	60%	20%
12	50%	70%	20%

13	60%	70%	10%
14	40%	70%	30%
15	40%	70%	30%
16	50%	60%	10%
17	40%	60%	20%
18	40%	70%	30%

Discussion

From all the data that can be seen in the point result above, can be discussed that the students' vocabulary is increased because of some factors dealing with the use of 321 strategies which are first, students summarize important points from text. Second, students share insights about what aspects of passages are most interesting or intriguing to them. Finally, students are given opportunities to ask questions about the text.

During research, it is observed that the first phase of 321 which is summarizing three important points went well. Students could summarize paragraph they chose well, though most of them had to use dictionary to find the meaning of difficult words. The students summarized the passage in both ways, Indonesian and English. The observation showed that the summarizing process in English was a little bit difficult. They sometimes misspelled the words, thus they had to correct and rewrite it again. But as the process went by, they could pick up their mistake gradually. Finally the students could master each word meaning as they did summarizing process both ways.

Second phase of 321 strategy ran well as well. It is stated that during this process students have to find two interesting aspects. Most of the students had the same two interesting aspects. They could understand and explain it well. It was observed that they did it both ways as well. They still used a dictionary to find the meaning of the difficult words. The students who found the same two interesting aspects discussed the ideas and corrected each other. They often asked for the researcher for the correct answer. In the process of retelling two interesting aspect a few students found the difficulties in pronouncing words but with the assistance of peer and the researcher they could pronounce it well. This process took three or four times to get the good pronunciation.

The final phase of 321 strategy is making a question out of passage. Like the previous two phases, this phase ran well, too. I asked the students that each of them had to have their own question. If the researcher found the same question, these two students had to negotiate and compromise to decide who used that question. Most of the students still had to use dictionary. The researcher found the students still made mistake in formulating the question statements. They seemingly do not have a strong basic of grammar. Thus, the researcher had to correct the question made by each student one by one. Researcher also asked the student who made the correct answer to help their peers. This really helped the process.

After having been through these three steps in 321 strategy the students could understand the passage well. They could comprehend the passage and answer questions well. The result of post test show in average the student improved two points from the pre test (20% increases)

CONCLUSSIONS AND SUGGESTION

From the result of the research and explanation in the discussion can be concluded that by using **321 Strategy**, the students' vocabulary is increased. The improvement of the scores from

pre test to post test proved that word splash strategy is an effective strategy to be used in increasing students ability about vocabulary. To all the teachers, it is better to apply **321 Strategy** in increasing students' ability of vocabulary.

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