THE EFFECT OF 3-2-1 STRATEGY ON READING COMPREHENSION BY USING AUDIO VISUAL AT GRADE X STUDENTS' OF SMA NEGERI 1 SEI BALAI IN 2023/2024 ACADEMIC YEAR

Indah Triwasih Sitompul[1], Heni Subagiharti[2]
[1,2]Pendidikan Bahasa Inggris, Universitas Asahan
e-mail: wasih2002@gmail.com

Abstract

The purpose of this research aims to find out the significant effect on reading comprehension of narrative texts using the 3-2-1 strategy and audio-visual media in class X 1 of SMA NEGERI 1 SEI BALAI for the 2023/2024 academic year. The type of research used is quantitative, quasi-experimental research design with two groups, namely pre-test and post-test. The population in this study was the entire class X which consisted of 3 classes. The samples in this study were 2 classes (classes X-1 and X-2). In class X-1 as a control class with a conventional learning model and in class X-2 as an experimental class using the 3-2-1 strategy and audio-visual media. After the learning was completed, a post test was obtained with an average result for the experimental class of 78.16 and the control class of 66.16. Then a T test was carried out and the result was T table 5% < To > T table 1% ("2.045 < -5.405 > 2.758) so (Ha) was accepted. using the 3-2-1 strategy and audio-visual media in reading comprehension of narrative texts for class X of Sma Negeri 1 Sei Balai for the 2023/2024 academic year."

Keywords: *Strategy 3-2-1, Audio Visual Media, Reading Comprehension, Narrative Text*

INTRODUCTION

Language is a means of communication and one of the international languages is English. English is the most widely used language in the world because it is considered a relatively easy language to learn. By learning English we can be more confident when talking to people from various countries and English language skills are really needed in the world of work and in the world of education.

One strategy for learning English is to improve our communication skills. Listening, speaking, reading and writing are skills that need to be mastered in this situation. reading is a process carried out and used by readers to obtain the message conveyed by the author through the medium of written words or language. In the reading comprehension section, students encounter difficult and unclear words. They use text to learn and want to learn through understanding. Next are the skills that students need to train in reading, such as recognizing written symbols, understanding the meaning of a text and the ability to obtain information. Therefore, this research focuses more on students' ability to read texts.

The program requires teaching and learning many different types of texts. Specifically, explanatory texts, educational texts, procedural texts, narrative texts, etc. Therefore, one of the texts that must be taught at Xth class of SMA is narrative

texts. the text of a story is not just a simple story but "a story that is told to the recipient and to do this, a medium is needed to convey it". On the other hand, narrative text is considered a synthesis of past experiences in winged language, intended to combine a series of events (real or imagined). It provides structural aspects of the story, including story-opening elements (summary, setting) and story-closing elements (summary, human evaluation, telling stories). When we study literary works, we pay attention to topics such as theme, story, characters, roles, and points of view

In high school, reading is not easy. In fact, grade 10 students at SMA Negeri 1 Sei Balai have difficulty learning English, especially reading comprehension. They still don`t have enough understanding. If they can't understand what they read, it's clear their comprehension is low. This may be caused by limited vocabulary and memory. When you finish reading the text, you have to close it, but you don't remember what you read anymore so you can't answer the questions. Reading activities help students understand the implicit and explicit messages of a text.

They must learn how to deal with the vocabulary and grammatical structures of a foreign language To make it easier to read and understand texts, teachers try to use various strategies, sources, techniques and media in teaching reading One of the media commonly used by teachers is audio-visual media This media often uses images and sound in the form of slides or videos, This media brings various benefits in learning English, creating an engaging learning experience by simultaneously creating movement, sound, and images. Based on the questions above, it can help teachers teach reading comprehension to students more easily.

One of the reading strategies used to improve students' reading comprehension is the 3-2-1 strategy which was introduced. The 3-2-1 strategy is a systematic strategy consisting of steps: 3 main points, 2 points of concern, and 1 question. 3 Each step is designed to optimize students' ability to generate ideas, acquire information, recognize new understandings, and improve long-term memory. By implementing the 3-2-1 strategy, teachers can improve student learning outcomes and help students understand texts better.

METHOD

This research method will use experimental method with quantitative approach. There are two groups of samples namely Experimental Group and Control Group. This research consists of two varibles and two groups. This design focuses on treatment and outcome. Data will be collected from the pretest and posttest to find out whether discovery learning assisted by the 3-2-1 strategy on reading comprehension by using audio visual media.

Table 1. The Research Design Pre-test and Post-test

Group	Type	Independent Variable	Post-test
Experimental Group	Pre-Test	Y	Post Test

Control Group	Pre-Test	X	Post Test

Y: Using the 3-2-1 strategy on reading comprehension by using audio visual media.

X: Using convensional way

$$t_0 = \frac{M_D}{S_{EMD}}$$

Where:

M_D : Calculate average value of the difference/difference between scores of variables i and variable ii

S_{EMD} : Standart error from mean of difference.

RESULTS AND DISCUSSION

The research data was collected in order to determine whether the discoverylearning model has a significant impact on students' reading comprehension in narative text. The data consisted of the results of the 3-2-1 strategy use audio visual media and the conventional method. The research was conducted at SMA Negeri 1 Sei Balai, class X. The sample consists of X-1 (30 students) as the control class and X-2 (30 students) as the experimental class.

The highest and lowest scores in the experimental group in the pre-test were 80 and 50, while the highest and lowest scores in the post-test were 90 and 70. thus it was higher than the pre-test. The highest and lowest scores in the control group in the pre-test were 75 and 50, while the highest and lowest scores in the post-test were 75 and 55. thus it was higher than the pre-test. The number of pre-test scores in the experimental group was 59 after being given treatment using the 3-2-1 strategy and audio visual media, the number of post-test scores increased to 78,1. The number of pre-test scores in the control group was 57,66 after being given treatment using conventional way the number of post-test scores increased to 66,16. From the explanation above showed that the use of the discovery learning model improves students' understanding in reading comprehension of narative text rather than using conventional way. it can be seen with the number of post-test scores in the experimental group higher than the control group.

From the table above, in giving the pretest given to the control class and the experimental class, it is known that the two classes have no effect on the students' initial abilities. It is evident from this that the students in the experimental and control classes are essentially of equal competence.

a. Looking for SD_D (Deviasi Standart)

$$S\,D_D = \left(\sqrt{\frac{\sum D^2}{N}} - \left(\frac{\sum D}{N}\right) \right)^2 \quad \rightarrow \quad \left(\sqrt{\frac{3.450}{30}} - \left(\frac{-40}{30}\right) \right)^2$$

$$S\,D_D = \sqrt{115 - (-1,3)^2} \quad \rightarrow \quad \sqrt{115 - 2,6}$$

$$S\,D_D = \sqrt{112,4} \qquad \rightarrow \qquad 10,601$$

b. Looking for SD_{MD} (Standart Eror)

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \rightarrow \frac{10,601}{\sqrt{29}}$$
$$= \frac{10,601}{5,38} \rightarrow 1,970$$

c. Looking for t_0

$$t_0 = \frac{M_D}{S_{EMD}} = \frac{2}{1,970} = 1,015^3$$

Note: (-) the sign beside is not an algebraic sign, but indicates that there is a difference in the degree of difference in scores. After t_0 has been found, it is necessary to consult the T table with a significant level of 5% and a level of 1%.
T_{tabel} 5% :2,045
T_{tabel} 1% :2,756

From the results of the table with a significant level above, it can be concluded that t0 is smaller than ttable.

$$1,015 < 2,045$$
$$1,015 < 2,756$$

Because t_{table} is greater than t0, then the value hypothesis used is accepted, namely "the initial ability of students in the experimental class is the same as students' initial ability in the control class." so it can be concluded that $H\_0{:}\mu\_1{=}\mu\_2$ is accepted.

The experimental class uses the 3-2-1 Strategy and audiovisual media, while the control class uses traditional methods. Based on the post-test results shown in the table above, it is clear that both classes have an impact on students' abilities after learning is completed. Here, we want to examine the impact on the employed techniques from the two post-tests.

a. Looking for SD_D (Deviasi Standart)

$$S\,D_D = \left(\sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)} \right)^2 \rightarrow \left(\sqrt{\frac{6.576}{30} - \left(\frac{-360}{30}\right)} \right)^2$$
$$S\,D_D = \sqrt{0,2192 - (-12)^2} \rightarrow \sqrt{-0,2192 - 144}$$
$$S\,D_D = \sqrt{143,78} \rightarrow 11,99$$

b. Looking for SD_{MD} (Standart Eror)

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \rightarrow \frac{11,99}{\sqrt{29}}$$
$$= \frac{11,99}{5,38} \rightarrow 2,22$$

c. Looking for t_0

$$t_o = \frac{M_D}{S_{EMD}} = \frac{-12}{2,22} = -5,405^3$$

Note: (-) the sign next to it is not an algebraic sign, but indicates a difference in the degree of difference in scores as much as : -3,311. After t_0 has been found, it is necessary to consult the T table with a significant level of 5% and a level of 1%.

Ttabel 5% :2,045
Ttabel 1% :2,756

Then t_0 is greater than t_{table}.

From the results of the table with a significant level above, it can be concluded that t_0 is smaller than t_{table}.

2,045 < -5,405
2,756 < -5,405

Because t0 is greater than ttable, the hypothesis value used is rejected, because there is a significant difference. So it can be concluded that the use of audio visual media and the 3-2-1 strategy shows a significant increase in efficiency. So H0 is rejected, then Ha is accepted. From the results of the study, it can be said that there is a significant effect of 3-2-1 Strategy on the students' reading comprehension ability of class X IPA 2 SMA NEGERI 1 SEI BALAI.

CONCLUSION

Based on the posttest data of the experimental class and the control class that the population is normally distributed, this study has different variants (heterogeneous) after the t-test is carried out so, that the result can be determined that the initial hypothesis (Ho) is rejected and Ha is accepted. In other words "There is an effect of applying the 3-2-1 strategy on students' reading comprehension of narrative text at X_{th} class of SMA Negeri 1 Sei Balai in 2024 Academic Year."

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