

USING 3-2-1 STRATEGY IN READING COMPREHENSION TO IMPROVE STUDENTS' INVOLVEMENT IN ACTIVE LEARNING

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Abstract: The classroom action research of using 3-2-1 strategy aims to reveal the problem of students reading comprehension and their involvement in learning activities. Triangulation approach was administered as the technique of data analysis. The used of field note, student and teacher observation sheet, focus group interviews and student achievement test are instruments of data collection. Having conducted three cycles of action research, the researcher found out that the improvement from cycle to cycle did not only occur to teaching practice but also to the students' involvement and the students' ability. 3-2-1 strategy facilitated students to be active learners to do inquiry and constructor of understanding the reading through teacher directed task and activities. Students did not only find information and engage their own interest and knowledge from the reading but also they constructed their understanding by linking their current knowledge with their background knowledge.

Keywords: 3-2-1 strategy, students' involvement, reading comprehension

Abstrak: Penelitian tindakan kelas menggunakan strategi 3-2-1 bertujuan untuk mengatasi masalah ketrampilan membaca pemahaman dan keterlibatan siswa dalam proses kegiatan belajar. Pendekatan Triangulasi digunakan sebagai teknik analisis data. Catatan lapangan, lembar observasi siswa dan guru, wawancara kelompok dan tes kemajuan belajar siswa adalah instrumen yang digunakan sebagai alat pengumpulan data. Setelah melakukan penelitian tindakan dalam 3 siklus, ditemukan bahwa terjadi peningkatan dari siklus satu ke siklus lainnya tidak hanya pada kegiatan mengajar tetapi juga pada keterlibatan dan kemampuan siswa dalam belajar. Strategi 3-2-1 membuat siswa menjadi pembelajar aktif dalam melakukan kegiatan inkuiri dan konstruktor dalam memahami bacaan melalui tugas dan kegiatan yang diarahkan oleh guru. Siswa tidak hanya menemukan informasi dan mengaitkan minat serta pengetahuan mereka pada bacaan tetapi juga mereka membangun pemahaman bacaan dengan cara menghubungkan pengetahuan yang ada saat itu dengan latar belakang pengetahuan mereka sebelumnya.

Kata kunci: strategi 3-2-1, keterlibatan siswa, pemahaman bacaan.

One of the teacher tasks in teaching English is to facilitate students to read texts in English reading class for comprehension. Reading enables students not only to gain pleasurable activity and information but also to learn for language acquisition. The heart of reading instruction is to help students to gain understanding, develop as strategic reader and engage in their reading. Since the goal of reading is comprehension, reading skill must be practiced and improved. It does not merely recognize the letters, words, sentences and paragraphs but it needs further process to understand the message. Tomkins (2009, p. 72) clarify reading as a process of negotiating meaning in order readers to create interpretation. Hence, reading involves process where reader does recognizing, structuring and interpreting the text (Parel & Jain, 2008, p. 114). Reading involves both perception and thought (Pang, Muaka, Bernhardt, & Kamil, 2003, p. 6). Furthermore, reading includes three cognitive mechanism processes for comprehending; model of bottom-up processes, top down processes and interactive processes (Sagalowiz, 1998; Treiman, 2001; Brown, 2007).

In relevance with the curriculum applied at school, the purpose of English language teaching at junior high school is to develop communicative competence both in spoken and written language to reach functional literacy. Therefore, there are kinds of texts that students need to learn and read to achieve the standard competence of reading by comprehending the texts both functional and essay texts which are supported by the analyzing of language features and the generic structures of texts. The teacher can develop methods or techniques in teaching and learning process to increase the student's competence and performance in reading skill.

However, the writer found out that most students in the writer's classroom were reluctant to participate in reading classroom activities. Although students learnt kinds of texts, they were still passive learners, quiet and not confident with their reading. In this case, the students' involvement in learning activities was very low. The students did not get much progress in their reading ability. The use of teacher's conventional strategy can be one of the factors that effects to students' learning. Er, Altunay, & Yurdabakan (2012, p. 44) claim that the teacher centered instruction is derived from traditional view of teaching that views the teachers as omnipotent actors of classroom responsible for transferring the content to the students. Hence, teacher's talk and activity are more dominant in the classroom than the involvement of the students in learning activity that fosters to boredom of classroom learning, monotonous teaching and passive participation of students. Therefore, students need active learning instruction to excite them from passive listeners to active constructors.

Active learning is an important paradigm in learning language. Active learning draws upon condition where learners are supposed to get involved, controlled and monitor in their own learning. Mulongo, (2013, p.157) refers active learning as a method of educating students to participate actively and effectively in the classroom activities and enables students to discover content as they work cooperatively with other students to understand the curriculum. Er, Altunay, & Yurdabakan (2012, p. 45) clarify active learning as students centered approach to learning which facilitates students to learn by creating meaning rather than

memorizing information transferred by teacher, and it assigns students takes responsibility of learning.

To activate students' learning in reading activity, teacher needs to build up reading comprehension strategy. The use of effective reading comprehension strategy is really needed as the most important mean to help readers to improve comprehension and learning from the text. McNamara (2007, p. 6) states the reason "Reading comprehension strategy guides students with the goal of some aspects of comprehension". Barnett cited in Sadighi, Merphour, & Begheri (2012, p. 109) clarify reading comprehension strategy as mental operation used by readers when they read a text and when they try to understand it effectively. According to Carr, Aldinger, & Patberg, (2004, p.10) suggest that the use of reading comprehension strategy is not a rote procedure and separately but rather accompanied by thinking-aloud or interconnected.

There are many strategies can be practiced in teaching reading. One of them is 3-2-1 reading comprehension strategy which is proposed by Zygouris-Coe, Wiggins, & Smith (2005, p. 381) as the strategy that requires students to participate in summarizing ideas from the text and encourages them to think independently. There are three activities to implement the strategy. First, students summarize the important points from the text. Second, students share the aspects of passages that are most interesting or intriguing to them. Finally, students have opportunity to build up a question about the text.

However, a little information is known from the previous study of the use of 3-2-1 strategy for teaching reading comprehension. Alsamadani (2011) has done a quasi-experimental study of the effect of 3-2-1 reading strategy on EFL reading comprehension. The study is the first that aims to test the effectiveness of the 3-2-1 strategy in improving EFL reading comprehension that is applied to the sample of Saudi EFL college level students. The strategy proves to be effective in boosting reading comprehension. Hence, with the limitations in the previous research in mind, it is worth investigating other research dealing with the use of 3-2-1 strategy in relation with teaching reading comprehension. Additionally, no studies have been done yet in classroom action research on using 3-2-1 reading strategy to see students' involvement in reading classroom activities as the previous study focuses on students' achievement. Therefore, this research hopes to contribute in the literature by using different research methodology, setting of students, and curriculum in applying 3-2-1 reading strategy.

Observing the advantages of using 3-2-1 strategy, the researcher conducted a classroom action research to VIII A students of junior high school at SMPNegeri 2 Sungai Raya Kabupaten Kubu Raya in academic year 2013/2014. The classroom action research was to improve not only the teacher teaching practice, the students' involvement in learning activities, the students reading comprehension ability but also to find factors to support or hinder the practice of 3-2-1 strategy.

METHODOLOGY

Design of Research

The classroom action research (CAR) as reflective practice is used to overcome classroom problems and to improve the quality of teaching and learning. The model of CAR is based on the model of Kemmis and Mc Taggart cited in Burns (2010). CAR typically involves four phases in cyclical nature involving multiple cycles; planning, action, observation and reflection.

Subject of research

The participants of this research were students of class VIIIA of junior high school grade VIII at SMP Negeri2 Sungai Raya Kabupaten Kubu Raya in academic year 2013/2014. The total number of students were 29 students that consist of 14 Males and 15 females. Students of VIIIA had problem in reading comprehension skill and they were mostly passive learners and reluctant to involve in reading classroom activities.

Methods for Data Collection

According to Burns (2010) there are two main methods of data collecting in classroom action research; observation and non-observation. The observation deals with what the researcher wants to see and non observation deals with what the researcher wants to know. The observation in the research is done by colleagues on particular aspect of teaching practice and students' involvement in learning activities. Non observation method includes reading comprehension test and interview of focus group discussion.

Tools for Data Collection

Tools for data collection were students observation sheet, teacher observation sheet, field note, interview list of focus group discussion and students reading comprehension score.

Technique for Data Analysis

Triangulation technique of data analysis was used in this research to ensure the trustworthiness of the data. In order to describe the application of 3-2-1 strategy for reading comprehension, the teacher designed the teaching procedures then applied them in cycles. Some pedagogical aspects of teaching skill were listed to enhance the teaching practice. The changing of procedures in cycles was reported. Furthermore, to see the students' involvement in learning process, the teacher-researcher used students observation sheet. A list of behaviors was set out and events were recorded as they occurred. The observers used a particular of time to note the behaviors and count them in number. Then, to know the progression of students reading comprehension ability from one cycle to other cycles, the teacher-researcher calculated the student individual score of reading comprehension test. The average students' scores were quantified by using mean formula. In order to determine the student's individual score whether the students passed or not passed from the criteria standard, the researcher provides minimum standard score of reading comprehension used in the school. Finally, to identify

factors to support or hinder the practice of 3-2-1 strategy in active learning, the teacher-researcher used interview of focus group discussion. The interview revealed detailed information from participant about ideas and feeling of the topic discussed during the learning process. The information from selected participants was recorded and transcribed for further analysis.

Teaching Procedures

The explanation about 3-2-1 strategy in reading comprehension is described as follow;

- **3 things you discovered.**

This step requires students to focus and cite on three discoveries made during reading. Because the reading is about the narrative text of short fable, the students are encouraged to pay attention to characters of the narrative, the setting of the narrative and the problem or action happens to the character. Students must share their understanding by writing and explaining with their own words.

- **2 interesting things.**

Students must list two things that stood out as being something interesting to them related to the action of the character to solve the problem and the moral value which the students get from the fable.

- **1 question you still have.**

Students are asked to write a question that they still have about the text. Student may ask about unclear explanation about the text, or misunderstood event, or conceptual gaps. Students should focus on question that is meaningful for understanding the text.

The procedures of teaching are clarified into 3 parts. In pre-reading (exploration phase), the teacher starts the lesson by questioning students to build their prior knowledge about fables. Teacher shows some pictures related to the vocabularies in the text and lets students to recall and increase their knowledge. After that, the teacher previews the topic and drives questioning. Then, the teacher shows students 3-2-1 chart for summarizing the reading. Teacher gives modeling on the board how to complete the chart. In whilst reading (elaboration phase), the teacher distributes the reading text. Next, the teacher asks students to read the text by both reading aloud and reading silent. Student read aloud the text to improve the pronunciation, intonation and stress of the reading. Then, students read the text silently to response the meaning of the text for understanding. After reading, the teacher gives students 3-2-1 chart and asks them to complete the chart. Students may discuss within their pairs. Next, the teacher puts students into groups. After completing the charts in group works, the students must share their discussion to other groups and discuss for the whole class. Finally, in post reading (confirmation phase), the teacher asks students to summarize the reading orally and answering reading comprehension test. At the end of activity, the teacher asks students to recall what they learn by reflection activity.

RESULT AND DISSCUSSION

Result

1. Based on the teacher observation sheet and lesson plan, the researcher found out that the teacher teaching practice of using 3-2-1 strategy improved from one cycle to another cycle. The teacher did pedagogical aspect of teaching improved from one cycle to another. Doing the lesson plan in the first cycle, the teacher delivers 16 steps in procedure of teaching reading comprehension by using 3-2-1 strategy in active learning. Then, in the second cycle, there were some changes of the procedures. The teacher added warming up activity in the opening activity. In pre-reading, the teacher changed the media from flashcards to slide and short video. The teacher also changed the procedure of reading and filling the 3-2-1 chart. In whilst-reading, the teacher related the chart to generic structure of the narrative and discussed the vocabulary in the reading. In post-reading, the teacher gave follow up activity. Next in the third cycle, the teacher did the same procedures with the second cycle but focused on some procedures to make students more involve in the learning, such as the teacher divided students into groups to practice reading aloud, asked all students to speak and share their 3-2-1 summarizing in presentation activity and asked students in groups to practice telling the reading (fable) orally.
2. Based on the student observation sheet showed that the students' involvement in reading comprehension activities by using 3-2-1 strategy improved from one cycle to another cycle. The students' involvement was not only the engagement of students using language skills during the learning process but also the participation that occurred by the interaction between student and teacher, or student and student during the activity. The following descriptions were the students' involvement that the writer compared from the first, second and third cycle.
 - a) In the first activity, students become more exited before consenting the lesson from cycle to cycle. In the first cycle, most students ignored to give response when the teacher called their name. However, at the second and the third cycle, students tried to be more accustomed to give responses.
 - b) In the second activity, the teacher showed students pictures and told them story based on the reading text. Generally in all cycles, students focused on listening the teacher and observing the picture, however the number of students who did not pay attention the lesson became decrease from the first to the second and the third cycle. The improvement was caused by the change of media used by the teacher.
 - c) In the third activity, the teacher gave chance to students to speak and predict the topic that they listened from the teacher and the projector. In the first cycle, there were totally 18 times students who raised hands to respond the teacher. It improved into 46 times in the second cycle and to 49 times in the third cycle.
 - d) In the fourth activity, the teacher gave chance to students to read the text both loudly and silently. In all cycles, all students involved well in reading the text silently. In the first cycle, when students were asked to read aloud the text, there were only 4 students who raised hand and practice reading

aloud the text. In the second cycle, there were about 9 students who read the text in loud voice. Then in the third cycle, all students had chance to read the text in loud voice. The improvement of students' involvement was caused by the teacher directed task to make the interaction among students by reading aloud in groups

- e) In the fifth activity, teacher asked students to complete the chart 3-2-1 by discussing the chart in pairs. There were differences in number of students who involved in the activity. In the first cycle, most students were confused to complete the chart that only 18 students did the activity. From the students' chart, most students copied the sentences from the reading. It was very hard to differentiate whether students really understood the reading since their words were mostly the same with the reading. In the second cycle, more students could complete the chart. There were 23 students completed the chart although not all of them summarized the chart by using their own words. Few of them still copied the sentences from the reading. Furthermore in the third cycle, all students completed the chart. Most of them could summarize the reading by their own words although the grammar and spelling were not totally correct. They became accustomed to express their ideas.
- f) In the sixth activity, the teacher asked students to discuss their summarizing in their group by filling 3-2-1 chart group. In group work, the students' involvement in sharing ideas improve from the first to the second and third cycle. In the first cycle, most students were not serious in discussing. There were 7 students seemed active in the group works while others were active listeners. Some listeners did other activities such as play, sleep, write something or speak with friends. In the second cycle, there were 10 students were active participant in discussion. Furthermore in the third cycle, there were 17 students were active.
- g) In the seventh activity, teacher asked students to share their discussion to other group. In this regard, students made presentation by telling others about their group's chart. There was improvement in number of students who seemed active participants. The classroom atmosphere became dynamic and students looked happy especially when student delivered question. Because the answer of the question depended on students' perception, there were many students enthusiastic in that kind of activity.
- h) In the eighth activity, students were intended to comprehend the reading by answering the question in written and summarizing the reading orally. From the observation, all students involved in the activity of answering the question in written. However, in the first cycle, most students seemed shy and reluctant to practice speaking. In the second cycle and the cycle, there was improvement of students to perform telling the story orally. Most students were not shy when telling or summarizing the reading in their own group. The eighth activity was the closing part of the lesson. All students involved in greeting the teacher and reflected the lesson by answering some closing questions from the teacher. Students looked happy from the first to the second and third cycle.

3. Based on the student reading comprehension score, the researcher found out that the students' mean score of reading comprehension improved from the first cycle to the second and third cycle.

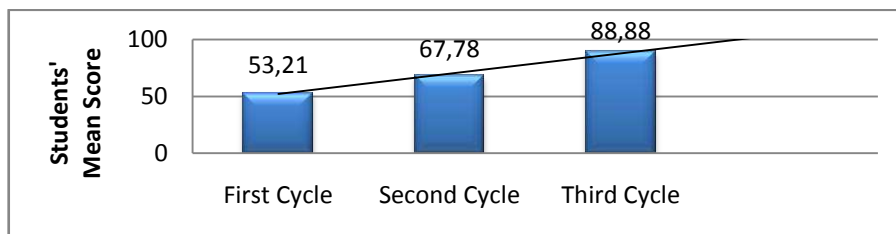


Figure 1. Students' Mean Score from the First Cycle to the Second and Third Cycle

The improvement can be seen from the result of student mean score in each cycle. The students' mean score was 53,21 in the first cycle; in the second cycle was 67,78; and in the third cycle was 88,88. The improvement of students' mean score from the first cycle to the second cycle was 14,57 % while the improvement of students' mean score from the second cycle to the third cycle was 36.67 %.

Based on the minimum criteria standard of reading at SMP Negeri 2 Sungai Raya, the students who achieved the criteria standard improved from the first cycle to the second and third cycle.

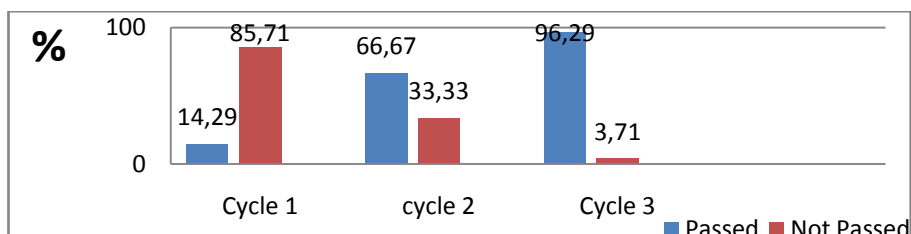


Figure 2. Percentage of Students who Passed the Minimum Criteria Standard

The percentage of students who passed the minimum criteria standard in the first cycle was 14,29% while the students who did not pass the minimum criteria standard was 85,71%. In the second cycle, the students who passed the criteria standard was 66.67% while the students who did not pass the minimum criteria standard was 33,33%. Then, in the third cycle, the percentage of students who passed the minimum criteria standard was 96,29 % and the students who did not pass the minimum criteria standard was 3,71%.

Based on the assessment of student group score showed that the score improved from the first cycle to the second and third cycle.

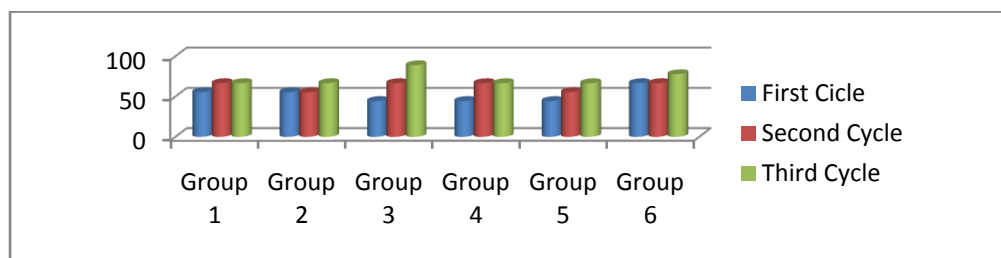


Figure 3. Students' Group Score from the First Cycle to the Second and Third Cycle

The score of group 1 improved from 55.55; to 66.66 and 66.66. The score of group 2 improved from 55.55 to 55.55 and 66.66. The score of group 3 improved from 44.44 to 66.66 and 88.88. The score of group 4 improved from 44.44 to 66.66 and 66.66. the score of group 5 improved from 44.44 to 55.55 and 66.66. The score of group 6 improved from 66.66 to 66.66 and 77.77. The mean score of student's group in the first cycle was 51.84 while in the second cycle was 62.95 and in the third cycle was 72.21.

4. Based on the interview of three cycles, there were some factors that support students to be success in learning by using 3-2-1 strategy in active learning. it was concluded that students enjoyed the learning because they felt the learning was fun, understandable and more relax. Students also commented on the use of media and subject matter content had much helped them to understand the reading. Furthermore, students found that 3-2-1 strategy was interesting strategy because the strategy was new for them and challenging. Based on the strategy, most students enjoyed finding 2 interesting things and writing 1 question from the reading. In this case, students felt the freedom to express their thinking and they might explore their understanding of the reading by constructing opinion and question. Then, most students enjoyed learning in groups work because they found it more relaxed and more cooperative with others. Besides, students' motivation to learn was triggered by varieties of activities. Some of them enjoyed the opening activity by song, some enjoyed discussion and presentation, some enjoyed reading the text meaningfully, some enjoyed watching short story or answering questions. Then, the students understanding of the material was also supported by the teacher's instruction. Students understood the lesson because the teacher's instruction was short, clear and concise.

In contrary, there were some factors that hinder students to be success in their learning. Students enjoyed the learning, but some of them felt nervous and shy. In addition, some other students had difficulty when filling the 3-2-1 chart. They commented that finding 3 discoveries was difficult than finding 2 interesting thing and writing 1 question from the reading. Students told that they had difficulty in summarizing the ideas from the text. In this case, students at the first cycle just copied the words from the reading text to 3-2-1 chart which was prepared by the teacher. At the second and third cycle, students learnt to write their ideas by the teacher's guidance. Then, some students said although they enjoyed learning in group works, they thought that

group work was not really effective for their group when the members did not involve in the activity and were not serious doing the task. At the time students did not involve in group works, they tended to play, sleep or disturb the learning. Furthermore, the students also had problem on vocabularies that make them difficult to understand the lesson and the teacher's instruction. In this regard, students told that they needed concise and short teacher's instruction in order to understand the lesson. Based on the teacher observation sheet in the first and in the second cycle, the teacher still had problem in implementing the teaching practice of pedagogical skill, such as the teacher could not manage the time properly, could not use the instruction concisely, could not facilitate interaction between teacher and student, or student and student, could not facilitate students to involve in using language skills well, and less in giving individual attention. Since these kinds of problems still occurred in the second cycles, they promoted the hindrances to the success of 3-2-1 strategy. However, when the teacher-researcher tried hard to overcome the problems of teaching practice, she found that students got more success in their learning. In summary, the success or the failure of students' learning in three cycles were affected by factors to support or hinder the practice of 3-2-1 strategy. The factors were not only from the students but also from the teacher's practice.

Discussion

The data shows that the use of 3-2-1 strategy in reading comprehension in active learning can improve not only the students' involvement in reading comprehension activities but also their comprehension ability score. Based on the lesson plan, students learn not only reading for understanding but also involving other activities such as listening to both teacher and other students, speaking to respond the teacher and student's question, speaking in discussion or presentation, and writing summary of the reading text. In this matter, students gain understanding of reading through supported activities that strengthen their ability to acquire knowledge. Then, students also explore their thinking process for analyzing or evaluating information through analyzing text and discussion activities. According to Bell and Kahroff (2006), this concept of learning lies on active learning concept that enable students to actively engage in understanding and acquiring skills and knowledge through teacher directed task and activities

The interview clarifies that students enjoy the learning because the 3-2-1 strategy is new, interesting and challenging for students. The strategy allows students to summarize the text for the purpose of comprehension. It is found out that when students discovers 3 ideas from the text, they all try to find general information that covered the reading. Then, when students find 2 interesting ideas according to their own perception, they try hard to engage and interact their own interest and knowledge. Furthermore, when students write 1 question they still have from their reading, they explore their understanding of current knowledge from the reading which they relate to their background knowledge. In this regard, 3-2-1 strategy allows students to be active learners to do inquiry of the reading and active constructor of understanding the reading. Each student has their own ideas to write 3 things they discovered, 2 interesting things and 1 question from

the reading. Then by discussion, students become more confident to strengthen their understanding of the learning process. The students are motivated in the learning because the discussion is based on their ideas they found and brought to the class presentation. The concept of learning by 3-2-1 strategy in active learning above draws upon condition of constructivism learning theory.

According to the constructivist model of learning which is stated by Pritchard and Woollard (2010, p.8) who clarify that learner can construct their own understanding of knowledge based on experience they have. Learner select information not only from past but also from current knowledge and experience that they transform into new personal knowledge and understanding. Pritchard and Woollard also add that the constructive learning is individual matter therefore each learner will build up knowledge based on identical experience but shaped by individual prior knowledge, understanding and experience. In line with this theory, when two learners are exposed to exactly the same learning experience (e.g. reading text), they will likely to have different learning outcome and experience as a result of their prior knowledge of subject matter, how they interpret the subject matter and how they undertake the learning activities. Thus, every student will have their own ideas in 3-2-1 chart that they can discuss in their group work to strengthen their understanding and share concepts.

The idea of students working in groups work is supported by Burke (2011, p.88). Burke argues that group learning fosters not only creativity but also learning and comprehension. Burke also adds that students working in small groups make a tendency to learn more of what is thought and it retains longer in students' mind than when the same material is presented in other instructional format. Although working in groups has advantages, but there are also times when problems arise. Beebe and Masterson cited in Burke (2011, p.88) state that sometimes some members in groups may rely on others to do work and it takes more time to work in a group than to work alone. Therefore, group work may create not only advantages but also disadvantages. Teacher as facilitator needs to consider whether group members aware of the learning objective and assign members with specific tasks or responsibility.

The students' score improve gradually from the first cycle to the second and third cycle because 3-2- strategy allows students to apply mechanism of interactive reading process for understanding reading text. Students combine the reading both from bottom-up and top down process. Brown (2007, p. 358) says "A combination of top down and bottom up processing is almost always a primary ingredient in successful teaching methodology because both process are important". In relevance with Brown's idea, the teacher facilitates students not only reading aloud the text (bottom-up process) but also reading for understanding meaning (top-down process)

The improvement of students' involvement and ability are also affirmed by the conducive learning atmosphere in which students feel happy and relaxed at the time they learn. The conducive learning atmosphere promotes students to learn language easily. Based on the interview, most students enjoy the learning because they feel the learning is fun, understandable and more relaxed. The finding is also consistent with the concept from Lewis and Hill (1992, p. 2) who claim "students learn best when they are mentally relaxed. As humans learn their native language

in the most natural way, they are welcome to the learning experience". In contrast, there are some students have difficulty to involve the learning activity because of they feel shy and nervous. Consequently, when human learn by pressurized, they will probably lack of success to acquire the language.

The teacher's instruction is also one of the factor that effect to the success of student learning. Based on the interview, some students inform that they understand the lesson because the are familiar with the teacher's instructions which are short, understandable and concise. Harmer (2007, p.37) clarify that giving instruction is very important, "it is waste of time if students do not understand what they supposed to do". Harmer also suggests rules for giving instructions that they must be as simple as possible and logical.

The other factor to support students in improving their involvement and score is the teacher's knowledge of pedagogical skill. The pedagogical skill includes the teacher's ability to design lesson, to conduct teaching, to evaluate students and to understand student development. This idea is relevant with Hammer (2007, p. 28) who claims "Effective teachers are well-prepared. Part of this preparation resides in the knowledge they have of the subject and the skill of teaching"

However, some students also have difficulty in summarizing the ideas and facts from the reading. They also have problem to write 1 question from the text. Those students inform that they lack of vocabulary to support them to understand the reading. Pang, Muaka, Bernbardt, and Kamil (2003, p. 12) state "vocabulary is crucial to reading comprehension". Then, Pang,et al., also state that to understand a text, readers need to know the meaning of individual words because the words construct an understanding of the text by assembling and making sense of the words in context. Therefore, the implication for classroom teaching is to teach vocabulary directly and indirectly to students.

CONCLUSION AND SUGGESTION

Conclusion

Based on the analysis of research findings and discussion, the writer concludes that the classroom action research on using 3-2-1 strategy in reading comprehension at the VIII A student of the junior high school of SMP Negeri 2 Sungai Raya in academic year 2013/2014 could improve not only teacher teaching practice but also students' involvement in learning process and student's reading ability. Students became more active and encouraged to learn that effect to the improvement of their reading comprehension ability. The success or the failure of students' learning in three cycles were affected by factors to support or hinder the practice of 3-2-1 strategy. The factors were not only from the students but also from the teacher's practice. The use of 3-2-1 strategy in this research induced conducive learning atmosphere for students that promote motivation for students to involve in the learning activity and improve their ability.

Suggestion

The writer proposes some suggestions to improve teaching learning process especially using 3-2-1 strategy in reading comprehension. The use of 3-2-1 strategy is recommended for other English teachers as one of the effective and

alternative strategies to teach reading comprehension. In order to use the strategy effectively, first, it is suggested for teacher to explain clearly about the procedures to do the strategy and the benefits that students may get if using the 3-2-1 strategy. Then, the strategy is more effective if given to students who has prior knowledge about relevant vocabulary and grammar because 3-2-1 strategy requires students not only to summarize the important point from the text but also to construct question about the text. Then, the use of interesting media such as flashcards, slides and video can also encourage students interest to learn.

In relevance with the use of 3-2-1 strategy, students should be facilitated by classroom activities that are based on a cooperative rather than individualistic approach to learning. Therefore teacher plays an important role to make students feel comfortable in group work task or pair works. Finally, The result of this research can be used as a reference for other researchers dealing with the methodology in language teaching, students' involvement and reading comprehension. Furthermore, the other researcher can draw analysis from other points of view by doing different kind of research.

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