The Implementation of 3-2-1 Strategy in Teaching Reading through Online Learning

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ABSTRACT

This study aimed to investigate the effect of the implementation of 3-2-1 strategy in teaching reading through online learning towards the eighth-grade students' reading comprehension of SMP Negeri 4 Busungbiu. This study was an experimental research with Pretest-Posttest Control Group Design. Two classes of the eighth-grade students in SMP Negeri 4 Busungbiu were selected as the sample of the study through cluster random sampling technique. Class VIII C was the experimental group which was taught reading through online learning by using 3-2-1 strategy, while class VIII A was the control group which was taught by using the conventional method. The pre-test and post-test data obtained in this study were analyzed descriptively and inferentially using SPSS 23.0. The result of the data analysis showed that the students in the experimental group performed better than the students in the control group after being given treatment. It was proven by the result of the descriptive analysis that showed the mean score of the experimental group (81.29) was higher than the mean score of the control group (69.81) in the post-test. Furthermore, the result of the independent sample t-test showed that the p-value of pre-test was 0.535 ($> \alpha = 0.05$) and the p-value of post-test was 0.000 ($< \alpha = 0.05$). Thus, it can be concluded that the implementation of 3-2-1 strategy gave a significant effect on the eighth-grade students' reading comprehension achievement of SMP Negeri 4 Busungbiu.

Keywords: online learning, reading comprehension, 3-2-1 strategy

INTRODUCTION

Reading is the most important skill which should be mastered by EFL students. It is considered as the basis for the development of other English language skills, such as speaking, listening, and writing (Mohaidat, 2018). Reading is the process of gaining information or knowledge from written text (Gilakjani & Sabouri, 2016). Anggeraini et al. (2020) further explained that reading is not a simple process since it requires students to construct meaning from text, process the information contained in the text, and relate it to their prior knowledge or experiences to interpret the information or messages conveyed by the writer of the text. In reading activities, students are needed to be able to comprehend the whole information contained in texts that they have read. Specifically, in teaching reading to EFL students, reading comprehension is a significant aspect to be emphasized by EFL teachers. Mohaidat (2018) explained that reading comprehension is the ability of students to construct the meaning of a text in the target language by connecting their prior knowledge and experience with the reading text, so they can build up a mental representation of the

24

information from the text. In line with that statement, Lambe (2017) stated that reading comprehension is a process of obtaining and understanding the whole information which presented in the text. Therefore, it can be inferred that fostering students' reading comprehension is essential to be done by EFL teachers in teaching reading in EFL classes since reading comprehension will encourage the development of students' language learning.

EFL students in Indonesia often face some difficulties in reading comprehension. The difficulties which usually faced by EFL students include difficulty in determining the main idea of the text, identifying specific information contained in the text, making inferences about the text, understanding vocabulary meaning based on its context, and also understanding sentence structure found in the text (Dambayana et al., 2021; Utami, 2017). It makes teaching reading in EFL classes more challenging for teachers.

The difficulties found by EFL students in reading comprehension can be caused by some factors. In the process of reading English texts, students are still difficult to comprehend the information or ideas in the text because they find a lot of unfamiliar vocabulary (Satriani, 2018; Sianturi et al., 2020). If the amount of unfamiliar words found by the students is greater than the familiar ones, it will be harder for them to get the point of the text since there is a strong relationship between students' vocabulary knowledge with reading comprehension. Sianturi et al. (2020) further stated that poor grammar mastery also becomes another factor that makes the students even more difficult to comprehend the text being read. Kasim & Raisha (2017) and Mubarok & Sofiana (2018) added that most of the students feel uninterested in reading because the teachers only use a conventional method to teach them. When the teachers use a conventional method in teaching reading for EFL students, they usually only give a reading text to the students and ask them to read the text by themselves. After that, students are asked to answer some questions about the text to measure their reading comprehension. If teachers always use the conventional method in teaching reading, it makes the students get bored easily and less motivated in reading so that they cannot comprehend the whole information in the text being read well. Another factor that also influences the success of students' reading comprehension is reading motivation. Dambayana et al. (2021) explained that Indonesian EFL students' motivation in reading is still low. This statement is supported by the Program for International Student Assessment (PISA) survey in 2018. The survey revealed that the students' reading comprehension in Indonesia is still regarded as very low because it sits in the 72nd position out of 77 surveyed countries (Schleicher, 2019 as cited in Dambayana et al., 2021). The low motivation in reading will make the students do not read the text well. Moreover, due to the occurrence of the Covid-19 pandemic, all teaching and learning processes in Indonesia are conducted through online mode. As a result, the difficulties faced by EFL students in reading English texts will be greater.

Based on the preliminary observation which had been done in *SMP Negeri 4 Busungbiu*, it was found that most of the students were not actively engaged and felt bored easily during the reading activities in EFL classes. They only read the text when the teacher asked them to read and answer some questions about the text given. During the occurrence of the Covid-19 pandemic, English teachers in *SMP Negeri 4 Busungbiu* taught reading materials such as reading narrative text, recount text, descriptive text, and other types of text in English classes through online learning. Reading activities through online learning increase the unwillingness of students to read the English text given properly.

Teaching reading in EFL classes in the 21st century requires EFL teachers to apply an innovative and effective teaching strategy. It means that teachers can not just simply give the

text and ask the students to read it by themselves. Asking students to read the text given from the beginning until the end of the text cannot guarantee that they will gain a good comprehension of the text that has been read. The teachers need more effort to provide clear guidance to the students in constructing the meaning of the text to achieve successful comprehension. One of the innovative and effective teaching reading strategies that can be implemented in teaching reading in EFL classes is 3-2-1 strategy. The 3-2-1 strategy is a reading strategy that consists of three components (Putri et al., 2017; Zygouris-Coe et al., 2004). These components require students to summarize three important ideas from the text, find out two interesting things from the text, and formulate a question about the text to clarify certain information in the text which still confusing or not well understood. The 3-2-1 strategy can provide clear guidance for students about what aspects should be given attention by them when reading a text.

The 3-2-1 strategy has some advantages in its application. The implementation of the 3-2-1 strategy in teaching reading can increase students' participation and engagement in reading comprehension activities, help students to be more concentrate on the text being read, guide students to get a better understanding of the information contained in the text which they read, and also develop students' critical thinking about the text (Misnawati & Novita, 2019; Zygouris-Coe et al., 2004). Besides that, they also asserted that this strategy can be used as a formative assessment in the process of teaching reading to the students and it can be adapted to any reading situation depending on the learning objectives, curriculum, and reading purposes.

Several studies had been conducted to investigate the effectiveness of implementing 3-2-1 strategy for teaching reading in EFL offline classes. A study conducted by Putri et al. (2017) showed that there was a significant effect of implementing 3-2-1 strategy on the eighth-grade students' reading comprehension achievement in *SMP Negeri 4 Padang*. A study also had been conducted by Juliantina & Lestari (2018) to analyze whether the use of 3-2-1 strategy can give a significant effect or not on the tenth-grade students' reading comprehension of recount text in *SMA Negeri 1 Bahorok*. The result of the study showed that the mean score of students' reading comprehension on recount text in the experimental class after being taught reading using the 3-2-1 strategy was higher than the mean score of students' reading comprehension in the control class which taught reading by using the conventional method. Zainurrahman & Djabir (2020) found in their study that the implementation of 3-2-1 strategy in teaching reading could significantly improve the eighth-grade students' reading comprehension achievement in Islamic Junior High School 1 in Ternate. Additionally, they also found that the students showed positive responses toward the use of the 3-2-1 strategy in reading text because of some reasons, such as the 3-2-1 strategy helped the students to escape from boredom while reading, gave them new learning experience, and helped them to maintain their focus and concentration on the text being read. Furthermore, Deliany et al. (2020) in their study also found that there was a significant effect of using the 3-2-1 strategy in teaching reading towards the eighth-grade students' reading comprehension achievement on the narrative text in *SMP Negeri 5 Jember*. The findings of those previous studies had proven that 3-2-1 strategy was effective to be used in improving students' reading comprehension.

Regarding the aforementioned studies, the 3-2-1 strategy can help EFL students to comprehend English texts better since it provides clear guidance for students about what aspects should be given attention while reading the texts. However, the implementation of this strategy is still hardly found in Bali, especially in the Buleleng regency. Moreover,

during the Covid-19 pandemic situation, all teaching and learning processes are conducted through online learning, so it is crucial to conduct research that investigates the effect of the implementation of 3-2-1 strategy in teaching reading through online learning in EFL classes. Thus, this study formulates one research question: (1) Is there any significant effect of implementing 3-2-1 strategy in teaching reading through online learning in EFL classes towards the eight-grade students' reading comprehension in *SMP Negeri 4 Busungbiu*?

METHOD

This research was an experimental study with Pretest-Posttest Control Group Design. Pretest-Posttest Control Group Design is a type of experimental research that involves two groups whereby one group receives the experimental treatment (experimental group) while the other group does not receive the experimental treatment (control group), and both groups are given pre-test and post-test (Fraenkel et al., 2012). The population of this research was eighth-grade students of *SMP Negeri 4 Busungbiu* in the academic year of 2021/2022. The total of the population was 154 students who were distributed into five classes, namely VIII A, VIII B, VIII C, VIII D, and VIII E. There were two classes selected as the sample of the study through a cluster random sampling technique, namely class VIII A and class VIII C in which each class consisted of 31 students. Class VIII A was assigned as the control group which was treated by using a conventional method. On the other hand, class VIII C was assigned as the experimental group which was treated by using the 3-2-1 strategy. The results of the normality test and homogeneity test of both groups before the treatment indicated that the two classes had a normal distribution as well as homogeneous.

There were two variables used in this research, namely an independent variable and a dependent variable. The independent variable was "3-2-1 strategy", while the dependent variable was the students' reading comprehension. Furthermore, there were two kinds of instruments used in this research, including instrument for treatment (teaching scenarios) and instrument for collecting data (reading comprehension tests). The teaching scenario for the experimental group was designed for teaching reading through online learning using the 3-2-1 strategy, while the teaching scenario for the control group was designed using the conventional method. The reading comprehension test instrument which used to collect data in this research was divided into two, namely pre-test instrument and post-test instrument. A pre-test instrument was used to measure students' reading comprehension of the experimental group and control group before the treatment, while a post-test instrument was used to measure students' reading comprehension of both groups after given the treatment.

Before using the instruments, all of the instruments were tested. Teaching scenarios were consulted to the researcher's supervisors before being implemented during the treatment. The pre-test and post-test instruments were checked first by two expert judges in terms of content validity to examine the appropriateness of items with the indicators. The results given by the expert judges were analyzed using Gregory formula to obtain the content validity. The results of Gregory's formula showed that the value of pre-test content validity was 1.00 and the value of post-test content validity was also 1.00. It means that the content validity of pre-test and post-test instruments were in a very high level. Thus, it can be inferred that those instruments were valid in terms of content.

After measuring the content validity, the pre-test and post-test instruments were tried out on the 25 ninth-grade students of *SMP Negeri 4 Busungbiu*. The results of try-out tests were analyzed using *ANATES* program to measure the empirical validity and reliability of the tests.

From the empirical validity results, it was found that there were 26 items out of 30 items in the pre-test instrument categorized as valid items and there were 27 items out of 30 items in the post-test instrument categorized as valid items. Furthermore, the reliability test results indicated that both pre-test and post-test instruments had a very high level of reliability. Finally, both the pre-test and post-test instruments used by the researcher to collect data about students' reading comprehension consisted of 25 multiple-choice questions with four answer choices.

In collecting the data, firstly the experimental group and the control group were given a pre-test. The result of the pre-test showed the students' reading comprehension achievement in the experimental class and control class before the treatment. After administering the pre-test, the experimental group and control group were given treatment three times by following the lesson plan that had been designed by the researcher. The 3-2-1 strategy was implemented in teaching reading through online learning using Google Meet in the experimental group and the conventional method was used in teaching reading through online learning in the control group. The kind of text which was taught to both groups during the treatment was recount text, especially personal recount text. After the treatment had been done for three meetings, the experimental group and the control group were given a post-test.

The data of students' pre-test and post-test results obtained from the experimental group and control group were analyzed through two forms of statistical analysis, namely descriptive statistical analysis and inferential statistical analysis using SPSS 23.0. The descriptive analysis was done in terms of the mean, median, range, variance, and standard deviation to show the summary of the obtained data in this study. Meanwhile, the inferential analysis was conducted to test the hypothesis through 2-tailed independent sample t-test. The independent sample t-test was used to find out whether there was a significant difference between the mean score of the experimental group and the control group. The qualifications in determining the result of the hypothesis testing are when the significance value of the test is lower than the standard alpha value ($\alpha = 0.05$), the alternative hypothesis of this research which stated that "There is a significant effect of implementing 3-2-1 strategy in teaching reading through online learning in EFL classes towards the eighth-grade students' reading comprehension in *SMP Negeri 4 Busungbiu*" was accepted. In contrast, when the significance value of the test is higher than the standard alpha value ($\alpha = 0.05$), the alternative hypothesis was rejected.

FINDINGS AND DISCUSSION

This section presents the findings of the research which consist of descriptive statistical analysis and inferential statistical analysis of pre-test and post-test data obtained from the control group and experimental group. Then, it is followed by the discussion which presents the description of the result of this research related to the theory concerned and other related research.

DESCRIPTIVE STATISTICAL ANALYSIS

Descriptive statistical analysis is conducted to show the summary of the obtained data of the research (Fraenkel et al., 2012). Descriptive statistics in this study provided information about the mean, median, range, variance, and standard deviation of both groups' pre-test and post-test results.

Table 1 below presented the result of descriptive statistical analysis of pre-test scores from the control group and the experimental group.

Table 1. The Descriptive Analysis Result of Pre-test Scores

	Control Group	Experimental Group
Valid	31	31
Missing	31	31
Mean	59.35	56.52
Median	60.00	56.00
Std. Deviation	18.391	17.397
Variance	338.237	302.658
Range	68	72
Minimum	24	16
Maximum	92	88

The mean score of students' pre-test in the control group was higher than the mean score of students' pre-test in the experimental group. The mean score of the control group was 59.35 and the mean score of the experimental group was 56.52. The median of pre-test data in the control group was 60.00, while the median of the experimental group's pre-test data was 56.00. Furthermore, in the pre-test data of the control group, the maximum score of the students was 92 and the minimum score was 24. The range of the pre-test data in the control group was 68 which was obtained by subtracting 92 with 24. In the pre-test data of the experimental group, the maximum score of the students was 88 and the minimum score was 16. Thus, it could be calculated that the range of the pre-test data in the experimental group was 72. The variance of the control group's pre-test data was 338.237, while the variance of the experimental group was 302.658. The variance of the control group was higher than the experimental group. It showed that the pre-test score of the students in the control group was more spread out than the students' score in the experimental group. The standard deviation of pre-test data in the control group was 18.391 and the standard deviation of the experimental group was 17.397. The control group had a standard deviation that was higher than the experimental group. It means that the control group had more variety of scores.

Table 2 below showed the descriptive statistical analysis result of post-test scores from the control group and the experimental group.

Table 2. The Descriptive Analysis Result of Post-Test Scores

	Control Group	Experimental Group
Valid	31	31
Missing	31	31
Mean	69.81	81.29
Median	72.00	84.00
Std. Deviation	10.775	8.541
Variance	116.095	72.946
Range	40	32
Minimum	52	64
Maximum	92	96

The experimental group had a higher mean score than the control group in the post-test. The control group's mean score of post-test was 69.81, while the experimental group's mean score of post-test was 81.29. The median of post-test data in the control group was 72.00 and the median of post-test data in the experimental group was 84.00. In the post-test data of the control group, the maximum score of the students was 92 and the minimum score was 52. The range was calculated by subtracting 92 with 52. Thus, the range of the post-test data in the control group was 40. In the post-test data of the experimental group, the maximum score of the students was 96 and the minimum score was 64. From these maximum and minimum scores, it could be calculated that the range of the post-test data in the experimental group was 32. The variance of post-test data in the control group was 116.095, while the variance of the experimental group was 72.946. The variance of the control group was higher compared to the experimental group. Therefore, it could be concluded that the post-test score of the students in the control group was more spread out than the score of the students in the experimental group. Furthermore, the standard deviation of the control group's post-test data was 10.775 and the standard deviation of the experimental group was 8.541. The standard deviation of the experimental group was lower than the control group. It indicated that the mean of the students in the experimental group who taught reading by using 3-2-1 strategy could be said more representative compared to the mean of the control group.

COMPARISON OF SCORES BETWEEN BOTH GROUPS

After conducting the descriptive statistical analysis for the control group and experimental group, the results of students' reading comprehension scores in pre-test and post-test would be compared to get an overview of the scores between both groups before and after the treatment and to see the progress achieved in each group. The overview of pre-test and post-test scores between both groups could be seen in Figure 1 below.
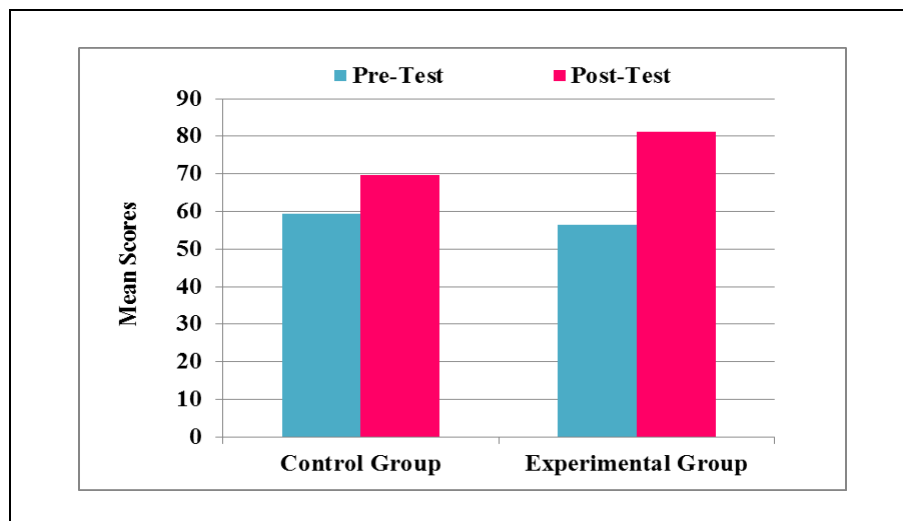

Figure 1. Overview of Both Groups' Scores

Figure 1 above illustrated that the pre-test mean score of the experimental group was 56.52 and the pre-test mean score of the control group was 59.35. The pre-test mean score of the experimental group was lower than the control group. This reflected that the students in the

experimental group had lower reading comprehension achievement than the students in the control group before given the treatment.

Figure 1 above also showed the overview of the post-test mean scores of both groups. The post-test mean score of students in the experimental group increased significantly from its pre-test mean score which was from 56.52 to 81.29. It showed that the improvement of the mean score in the experimental group from pre-test to post-test was 24.77 points. In the control group, there was also an improvement in its mean score from pre-test to post-test which was from 59.35 to 69.81. It indicated that the improvement of the mean score in the control group from pre-test to post-test was 10.46 points. Even though both groups showed improvement in the post-test result, the improvement of the mean score in the control group was not as high as the experimental group. Thus, it could be concluded that the students in the experimental group achieved higher reading comprehension achievement than the students in the control group after the experimental group taught reading using the 3-2-1 strategy.

INFERENTIAL STATISTICAL ANALYSIS

Inferential statistical analysis refers to the statistical analysis procedure that allows the researcher to make inference about the population based on findings from the sample (Fraenkel et al., 2012). After the pre-test data and post-test data of the control group and experimental group were analyzed descriptively, the data were further analyzed using inferential statistical analysis. The inferential statistical analysis was conducted through hypothesis testing (t-test) to find out whether the difference between the mean score of the experimental group and the control group was significant or not. Before conducting the hypothesis testing (t-test), the normality test and the homogeneity test were conducted first to ensure that the data were normally distributed and homogeneous.

The normality test was conducted to find out whether the data were normally distributed or not. In this study, the researcher used Kolmogorov-Smirnov statistics to test the normality of pre-test data and post-test data from the experimental group and control group. Based on the result of normality test of pre-test, the significance value of Kolmogorov-Smirnov of pre-test data in the control group was 0.200 (> 0.05) and the significance value in the experimental group was 0.171 (> 0.05). Since the significance values of both groups had exceeded 0.05, it could be concluded that the pre-test data of the control group and experimental group were normally distributed. Furthermore, the result of normality test of post-test data showed that the significance value of Kolmogorov-Smirnov of post-test data in the control group was 0.200 (> 0.05) and the significance value in the experimental group was 0.122 (> 0.05). The significance values of both groups were more than 0.05. It indicated that the post-test data of the control group and the experimental group had a normal distribution.

The homogeneity test was done to determine whether the variances of the obtained data were homogeneous or not. Levene's statistic was used to test the homogeneity of the pre-test data and post-test data in this study. From the result of the homogeneity test of pre-test data, it could be seen that the significance value of the data was 0.410 (> 0.05). It indicated that the variances of the pre-test data from the control group and the experimental group were homogeneous. Furthermore, the homogeneity test of post-test data showed that the significance value of the data was 0.134 (> 0.05). Thus, it could be concluded that the post-test data of both groups in this study were also categorized as homogeneous.

After ensuring that the pre-test data and post-test data obtained in this study had been normally distributed and homogeneous, the data were further analyzed inferentially through hypothesis testing by using 2-tailed independent sample t-test.

T-TEST RESULT OF PRE-TEST SCORES

The result of t-test analysis of pre-test scores of the control group and the experimental group was presented in Table 3 below.

Table 3. Independent Sample T-Test Result of Pre-Test Scores

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.689	.410	.624	60	.535	2.839	4.547	-6.256	11.934
	Equal variances not assumed			.624	59.816	.535	2.839	4.547	-6.257	11.934

From the result of the independent sample t-test above, it could be seen that the value of Sig. (2-tailed) of the data was 0.535. The significance value of the data was higher than the standard alpha ($\alpha = 0.05$). It means that there was no significant mean difference in the pre-test result between both groups. In conclusion, the mean score of students' reading comprehension in the control group was not significantly different from the mean score of students' reading comprehension in the experimental group before given the treatment.

T-TEST RESULT OF POST-TEST SCORES

Table 4 below presented the t-test result of post-test scores of the control group and the experimental group after given the treatment.

Table 4. Independent Sample T-Test Result of Post-Test Scores

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | Sig. (2-tailed) | Mean Diffe-rence | Std. Error Difference | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df				Lower	Upper
Score	Equal variances assumed	2.311	.134	-4.650	60	.000	-11.484	2.469	-16,423	-6,544
	Equal variances not assumed			-4.650	57.029	.000	-11.484	2,469	-16,429	-6,539

Based on the result of the independent sample t-test of post-test scores as shown in Table 4 above, the value of Sig. (2-tailed) of the data was 0.000. The significance value of the data was lower than the standard alpha value ($\alpha = 0.05$). It indicated that there was a significant difference between the mean score of students in the experimental group who taught reading through online learning by using the 3-2-1 strategy and the mean score of students in the control group who taught reading through online learning using the conventional method. Thus, the alternative hypothesis (Hα) of this research which stated that "There is a significant effect of implementing 3-2-1 strategy in teaching reading through online learning in EFL classes towards the eighth-grade students' reading comprehension in *SMP Negeri 4 Busungbiu*" was accepted.

DISCUSSION

Referring to the results of descriptive analysis and inferential analysis explained previously, the students in the experimental group who were treated using the 3-2-1 strategy got higher reading comprehension achievement rather than the students in the control group who were treated using the conventional method in the post-test. It indicated that the implementation of 3-2-1 strategy in teaching reading through online learning gave a significant effect on the eighth-grade students' reading comprehension of *SMP Negeri 4 Busungbiu*. The 3-2-1 strategy was more effective to be used in teaching reading comprehension to the students compared to the conventional method.

The result of this study was also confirming the results of the studies on the implementation of 3-2-1 strategy conducted by other researchers. First, Putri et al. (2017) did quasi-experimental research to investigate the effect of the implementation of 3-2-1 strategy on the eighth-grade students' reading comprehension in *SMP Negeri 34 Padang*. The result of the study found that the students who were taught reading using the 3-2-1 strategy performed significantly better in comprehending the text rather than the students who were taught reading

using the conventional method. It meant that the 3-2-1 strategy gave a significant effect on the eighth-grade students' reading comprehension. Second, Misnawati & Novita (2019) conducted a classroom action research on the first-year students of *MAN Gandapura*. In their research, they applied the 3-2-1 strategy to improve students' reading comprehension. The result of the study revealed that the implementation of 3-2-1 strategy had improved the students' reading comprehension achievement. It could happen because most of the students felt easier in identifying and summarizing the main idea and specific information from the text given by using the 3-2-1 strategy. Third, Zainurrahman & Djabir (2020) did a classroom action research related to the implementation of 3-2-1 strategy in teaching reading to the eighth-grade students of Islamic Junior High School 1 in Ternate. The result of the study also showed that the use of 3-2-1 strategy in teaching reading could significantly improve the students' reading comprehension. It indicated that the 3-2-1 strategy gave a positive impact on the students.

Research conducted by Juliantina & Lestari (2018) revealed that the 3-2-1 strategy gave a positive influence on students' reading comprehension of recount text as they found that the mean score of the experimental group which taught reading using the 3-2-1 strategy was higher than the control group which taught reading using the conventional method. The research was applied to the tenth-grade students of Senior High School. It was different from the current research which investigated the effect of the implementation of 3-2-1 strategy on the eighth-grade students' reading comprehension of recount text. Yet, both of the research showed similar conclusion about the positive effect of 3-2-1 strategy towards students' reading comprehension achievement, especially on recount text. It means that the 3-2-1 strategy can be used for teaching reading comprehension both in Junior High School students and Senior High School students.

The 3-2-1 strategy is not only can be used to teach reading for recount text as what had been done in the current research but it also can be used to teach different kinds of text, such as hortatory exposition text and narrative text. Chotib (2018) conducted quasi-experimental research to find out whether the use of 3-2-1 strategy in teaching reading gave a significant effect or not on the eleventh-grade students' reading comprehension of hortatory exposition text in *SMAN 10 Tangerang Selatan*. In his research, Chotib (2018)found that the use of 3-2-1 strategy in teaching reading has an effect in improving the eleventh-grade students' reading comprehension of hortatory exposition text. Nada (2019) and Deliany et al. (2020) did experimental research to examine the effect of applying 3-2-1 strategy in teaching narrative text to the eighth-grade students. The findings of the research done by Nada (2019) and Deliany et al. (2020) revealed that there was a significant effect of applying the 3-2-1 strategy on the eighth-grade students' reading comprehension achievement of narrative text. Those previous research found a similar result with the result of this current research in which the 3-2-1 strategy gave a significant effect in improving students' reading comprehension achievement but in different kinds of text.

The implementation of 3-2-1 strategy resulted in a better ability of students in comprehending reading text, especially recount text which was taught during the treatment. There were some significant influences of the 3-2-1 strategy which contributed to the success of students in comprehending the text. When students were told about the use of 3-2-1 strategy to assist their reading comprehension, they were enthusiastic to know about it since they had never been trained to use any kind of strategy to read English texts. The implementation of the 3-2-1 strategy helped students to be more concentrated in their reading. The students seem so focused in getting information from the text given since they need to fill in the 3-2-1 strategy chart based on the information they got from the text. It made the students trained to be active

readers. The implementation of the 3-2-1 strategy also made students feel motivated in reading English texts since the steps of the 3-2-1 strategy provide clear guidance for them to truly comprehend the whole information presented in the text being read. In addition, when discussing the 3-2-1 strategy chart that has been filled with the information about the text given, each student was given chance to participate in sharing their comprehension of the text. It indicated that the implementation of the 3-2-1 strategy could improve students' participation in the learning process. The advantages of the implementation of the 3-2-1 strategy found in this current research were also consistent with the advantages of the 3-2-1 strategy stated by Zygouris-Coe et al. (2004), Misnawati & Novita (2019), and Zainurrahman & Djabir (2020). As explained by Zygouris-Coe et al. (2004), the implementation of the 3-2-1 strategy in teaching reading can maximize students' interaction with the reading text given, help students to maintain their concentration on the text being read, and give clear guidance to make students understand the whole context of the text being read better. Furthermore, the findings of studies by Misnawati & Novita (2019) and Zainurrahman & Djabir (2020) which applied the 3-2-1 strategy in teaching reading revealed that the 3-2-1 strategy is very helpful to guide students in identifying and summarizing the main idea and specific information of the text and it also can help the students to be active readers and feel motivated in the reading activities in the class. Overall, this current research found that the 3-2-1 strategy was an effective strategy for teaching reading in EFL classes.

Based on the explanation above, the result of this study has met the theory and supported the claims of other related research. This study reflected that 3-2-1 strategy was a teaching strategy that could give a positive impact on students' reading comprehension. Finally, it could be concluded that there was a significant effect of 3-2-1 strategy on the eighth-grade students' reading comprehension of *SMP Negeri 4 Busungbiu* in the academic year 2021/2022 after given treatment in which students who were taught reading by using 3-2-1 strategy performed better in reading comprehension than the students who were taught by using the conventional method.

CONCLUSION

The research findings and discussion showed that there was a significant effect of implementing 3-2-1 strategy in teaching reading through online learning in EFL classes towards the eighth-grade students' reading comprehension of *SMP Negeri 4 Busungbiu*. It was supported by the result of the independent sample t-test of post-test scores from the experimental group and control group. The independent sample t-test result of the post-test scores revealed that the value of Sig. (2-tailed) was 0.000, which was lower than 0.05. It indicated that the experimental group and the control group had a significant mean difference after given the treatment, so the alternative hypothesis of this research was accepted. The students in the experimental group after being taught reading through online learning using the 3-2-1 strategy got better achievement in reading comprehension rather than the students in the control group who were taught reading through online learning using the conventional method. In conclusion, the research proved that the implementation of the 3-2-1 strategy in teaching reading through online learning had improved the reading comprehension achievement of eighth-grade students in Junior High School.

This research has found that the implementation of 3-2-1 strategy gave a positive impact on students' reading comprehension achievement. Therefore, it is suggested for English teachers to use the 3-2-1 strategy in teaching reading comprehension in EFL classes since it is

effective to improve the students' reading comprehension. This teaching reading strategy will help students to be more focused on what they read so that they will be able to comprehend the whole information of the text better. Additionally, the implementation of the 3-2-1 strategy also can train the students to be more active readers. For students, it is also recommended to use the 3-2-1 strategy in their daily reading activities as guidance to practice and improve their reading comprehension skills. For other researchers who are interested to conduct similar research, it is suggested to improve it by conducting similar research with different research designs, different populations, and different genres of the text. It is also suggested to find out about the students' opinions or responses regarding the implementation of the 3-2-1 strategy for teaching reading in online learning.

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