IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION

ON NARRATIVE TEXT THROUGH 321 STRATEGY AT THE TENTH

GRADE OF SENIOR HIGH SCHOOL, MAS PAB 2 HELVETIA

A THESIS

Submitted to Tarbiyah and Teachers' Training Faculty of State Islamic University North Sumatera Meadan as as Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

By:

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DEPARTMENT OF ENGLISH EDUCATION

NORTH SUMATERA MEDAN

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Assalamu'alaikumWr. Wb

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Judul   : **IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION ON NARRATIVE TEXT THROUGH 321 STRATEGY AT THE TENTH GRADE OF SENIOR HIGH SCHOOL, MAS PAB 2 HELVETIA**

        Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasah skripsi pada Fakaultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

        Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, September 2019

Yang Membuat Pernyataan

Hidayatul Khairi
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DEDICATION

This thesis is dedicated to:

My beloved parents:

Mr. And Mrs. Mulkan Alhakim

My brother and five sisters:

1. Rabiatul Adawiyah

2. Al-Mukarromah

3. Mu'allimah

4. Nurhafizah

5. Citra Wahyu

6. Khairunnisa'

Thanks for your pure love,

support and prayer.

ABSTRACT

HIDAYATUL KHAIRI. IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION ON NARRATIVE TEXT THROUGH 321 STRATEGY AT THE TENTH GRADE SENIOR HIGH SCHOOL, MAS PAB 2 HELVETIA (2019).

Thesis: Department of English Education Faculty of Tarbiyah and Teachers' Training the State Islamic University North Sumatera Medan, 2019.

Key Words: Improving Students' Ability in Reading Comprehension on Narrative Text, 321 Strategy

This research was aimed to find out the improvement of students' ability in reading comprehension on narrative text through 321 strategy at the tenth grade senior high school, MAS PAB 2 Helvetia. This research was conducted by using classroom action research. The subjects of this research were all students in X-MIA 1 of MAS PAB 2 Helvetia Academic Year 2019-2020 concisting of 36 students.

This research was conducted in two cycles. Both cycle I and cycle II consisted of three meetings. The instruments of data collection were interview guide, observation sheet, multipke choice tests and researcher notes. Based on the observation sheet and interview, it was found that the students were interested in the implementation of 321 strategy in leraning reading comprehension because they could learn together but kept being accountable individually to answer the teacher's questions. Based on the students' test scores, the students' score kept improving in every test. In pre test, only 8,3% (3 students) got score >75. In cycle I test, 50% (18 students) got score >75. In cycle II test, 88,9% (32 students) got score >75. The data was then analyzed using t-test formula. It was found that t-count is greater than t-table.

Therefore, the implementation of 321 strategy was able to improve students' ability in reading comprehension on narrative text at MAS PAB 2 Helvetia.

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بسم الله الرحمن الرحيم

First of all, I would like to thank to Allah SWT. Who has given his blessing to me for finishing this thesis entitled "Improving Students' Ability in Reading Comprehension on Narrative Text through 321 Strategy at the Tenth Grade Senior High School, MAS PAB 2 Helvetia". Furthermore, great thanks to Muhammad SAW, peace be upon him, who has taken us from the darkness period into the brilliant period like now.

This thesis was written to fulfill one of the requirements for S-1 program at Department of English Education Faculty of Tarbiyah and Teacher Training the State Islamic University North Sumatera Medan. In writing this thesis, I found various difficulties. This thesis would not be as it is now without any helps and supports from many parties.

My deepest gratitude to the advisor I, Dr. Sholihatul Hamidah Daulay, S. Ag, M.Hum and to the advisor II, Ernita Daulay, M. Hum, who have exhaustively devoted a lot of time to give me valuable guidance, advice, and direction in preparing and writing this thesis.

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INTRODUCTION

A. Background of the Problem

English is one of compulsory subjects for all school levels right right now, consists of four skills, they are listening, speaking, reading and writing. It means that students are required to have a good ability in the four skils, especially in mastering reading. Considering that language consists of both spoken and written language. Obviously, spoken language can be comprehended by listening. Meanwhile, written language can only be comprehended by reading.

By reading, the readers get much information and knowledge. A good reader should be able to understand what a text about. The readers also know everything around the world, eventhough the readers do not go that place directly. Consideration the important of reading. It is very essential for students to comprehend what they read. Reading should be given the greatest attention in any level of education. However, reading in this case is certainly followedby comprehending, so that can take the topic, main ideas and the important points stated in the text.[1]

As in curriculum, one of reading standard competences for Junior and Senior High School Level is to comprehend the meaning of short functional texts and essays in the form of narrative, descriptive text and news item in the context of daily life activities and to access knowledge. Based on the standard competences, narrative text is one of te materials learnt on reading aspect.

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[1] Bambang K. Kartono. 2012. *SMP PLUS*. Jakarta: Erlangga, p. 75.

A Narrative text is a text which tells a story to amuse and entertain the readers and listeners. Narrative deals with the problematic events or complications which lead to a crisis and ends in a resolution.[2] One of the purposes to study a narrative text is that students must have a good ability in reading comprehension in narrative form. Students must be able to identify the meaning of the words, sentences, complications, and the events in narrative text.

However in fact, most students at MAS PAB 2 Helvetia Medanstill have low ability in reading comprehension even at the tenth year. They find it difficult to comprehend the information stated in a text. One of the causes is that they must find the meaning of a lof difficult words in dictionary. This makes them bored since it spends more time. Moreover, they suppose it such a boring lesson. It is caused of they have difficulties in comprehending reading text, especially related to understanding general idea of the text, the main idea of the text, explicitly and implicitly stated the information, certain word reference and the most is knowing the meaning of the words.

The causes of the above problems are students have low motivation, interest and self-confidence in reading. Moreover, most of the students are lack of vocabularies and they feel confused in understanding the passage.It seems that the teaching techniques that used by the teacher are monotonous, the class is dominated by the teacher, and students do not have the opportunity to develop their communicative competence as the result they feel that they get nothing during the teaching learning process.

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[2] Joko Daryanto and E. Rahayu P. Darini. 2012. *I Can Do It.* Sidoarjo: Masmedia, Buana Pustaka, p. 145.

Therefore, English teacher should be more creative in teaching reading. They should use various methods, techniques, or strategies, in teaching reading to develop the students" interest.Learning process will give such a good result as being expected if the strategy used is suitable to both the topic and the students' condition, that'swhy we must also consider which strategy will be used in order students can achieve the learning goal effectively and effeciently.

There are many strategies that can be applied in language teaching. One of them is 321 strategy. It is a strategy to help students in self- monitor comprehension, identify important details in the text, make connections to text or learning, or identify areas in the text or lesson where understanding is uncertain.

Therefore, the reasercher assumes that suitable strategy is fully neededto increase the students' ability in reading comprehension in narrative form. 321 strategy is proposed by Zygouris Coe, Wiggins and Smith 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 to them. Finally. Students have oppurtunity to build up a question about the text.

By this model students will find it easier to comprehend the information provided in narrative text. They can discuss and share their knowledge to one another. That's why the researcher chooses in researching the problem above by using 321 strategy, and the researcher wanted to conduct a research entitled " IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION ON

NARRATIVE TEXT THROUGH 321 STRATEGY AT THE TENTH GRADE OF SENIOR HIGH SCHOOL, MAS PAB 2 HELVETIA"

B. Identification of the Problem

Based on the background of the problem, it could be identified some problems in reading comprehension as follows:

1. The students were still pasive learners, quiet and not confident with their reading though students learnt kinds of texts.
2. The students did not get much progress in reading comprehension.
3. The teacher hadn't yet implemented suitable strategy in Reading Comprehension.

C. The Limitation of the Problem

There are many problems that can be identified, therefore the researcher would like to limit onthe improvement of students' ability in reading comprehension on narrative text through 321 strategy at MAS PAB 2 Helvetia Medan.

D. The Research of The Problem

Based on the limitation of the problems, it can be formulated the research questionis howcan the students' ability in reading comprehension on narrative text be improved by 321 strategy?

E. The Objective of The Study

Based on the research problems, the objectives of the study is to find out the students' ability in reading comprehension on narrative text improved by 321 strategy.

F. Significances of the Study

The result of this study is expected to be useful theoritically and practically. Theoritical significance of this study is for science development to improve the learning quality especially related to the learning strategy used in English learning.

While practically this study is useful for:

1. The principal

   As a contribution for the principal to improve the teacher's understandin of their function and responsibility as a teacher and to determine the efforts to improve the next teaching and learning quality.

2. English Teachers

   As a contribution and information for English teachers who want to use 321 strategy to increase the students' ability in reading comprehension.

3. The students

   As a consideration for students to overcome the students' difficulties in reading comprehension and to increase their ability in it through 321 strategy.

4. The Next Researcher

   As a consideration and comparison for the other researchers who want to conduct the relevant reseach.

CHAPTER II

THEORITICAL REVIEW

A. Theoritical Framework

In conducting a research, theories are needed to explain some concepts applied in research. The term must be clarified to avoid confusion between the writer and the reader.

1. Ability in Reading Comprehension

There are some definition about ability. According to Carrol, ability defined in terms "being able to perform something".[3] Ability derived from 'able', which means to become capacity or power in the use of to do various activity.

According to Allyn and Bacon, ability is potential capacity or power (to do something physical or mental) or special natural power to do something well. [4] It means ability is basic power to perform physical and mental activity well.

On the other hand, Sternberg and Grigorenko define ability is innate profile of biopsychological potentials representing coordinated profile of individual intelligence. [5] It means, ability is aptitude that owned human, whether knowledge and skill to do something.

From explanation above ability is capacity of aptitude that owned someone to do intelectual activity or physical activity.

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[3] John B. Carrol, *Human Cognitive Abilities,* (Cambridge: Cambridge University Press, 1993), p.3

[4] Allyn and Bacond, *Psychology the Science of Behavioral*, (London: Longman, 1964), p. 2

[5] Robert J Sternberg and Elena Grigorenko, *The Psychology of Abilities, Competencies and Expertise*, (USA: Cambridge University Press, 2003), p. 142

The ability can also we find in holy Quran. That is in At-Tin: 4, Allah

says: لَقَدْ خَلَقْنَا الْإِنسَانَ فِي أَحْسَنِ تَقْوِيمٍ [٩٥:٤]

Meaning: *Surely, we have created man in the best make*[6]

At-Tin: 4 describes that human have created in most excellent molds, Allah blessed human with physical, knowledge and ability that no other creature has.

While, Heilman-Balir-Rupley stated that reading is very important and useful for our life especially in learning process. Not only in English learning but also in the other learning; physics, Mathematics, Biology, Chemistry, etc. Through reading we can acccess more information. Reading is a language process requiring the understanding of written language.[7]

Farida Rahim stated that reading is a complex that involves a lot of things, not just recite the writing, but also involves the visual activity, thinking, psycolinguistics and metacognitive. As a visual process, reading is the process of translating the written symbols (letters) into spoken words. As a process of thinking, reading include were cognition activities, literal comprehension, interpretation, critical reading, and creative understanding.[8]

Those assume that reading is very useful andimportant for us not only in English learning but also in the other learning; physics, mathematics, chemistry, biology, etc. We can access more infotrmation through reading. Considering the

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[6] Maulawi Sher 'Ali, *The Holy Quran: Arabic Text and English Translation*, (Tilford: UK, Islam International Publication Ltd, 2004), p. 740

[7] Heilman-Balir-Rupley. 1981. *Prinnciples And Practises Of Teaching Reading*. USA: Merril, p. 50.

[8] Farida Rahim. 2008. *Pengajaran Membaca di Sekolah Dasar*. Jakarta: Bumi Aksara, p .2.

importance of reading, no wonder that Allah SWT commands human beings to read through the first revelations. Allah says in Holy Qu'ran, Al 'alaq: 1-5[9]

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِى خَلَقَ خَلَقَ الْإِنْسٰنَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِى عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسٰنَ مَا لَمْ يَعْلَمْ

"Proclaim! (Read!) In the same of thy Lord and Chrisher, who created, created man, out of a leech like clot: Proclaim! Nd thy Lord is Most Bountiful, He Who taught (the use of) the pen, taught man that which he knew not."

Quraish Shihab interpreted those five verses as follow.[10]

2. The first verse: Since the word *iqra'* means reading, analyzing, conveying, and so on, and the object is general- the object is not stated i the verse- so the command of eading includes analyzing the universe, society or oneself and written source, either Holy Qur'an or others.

3. The second verse. As stated in the first, Allah commanded Muhammad to read in the name of Allah who craeted human beings-except Adam and Hawa- from a leech like clot.

4. The third verse: Allah promises whoever reads in the name of Allah science, new comprehensions and knowledge although the reading material has been read for many times. This is obviously provided. The activity of reading Al- Qur'an keeps giving new interpretations. Reading this universe, likewise, keeps leading to new inventions which expose the secreet of nature, although the object is still the same.

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[9] Tim Penerjemah Al-Quran Terjemah Indonesia Inggris. 2008. *Al-Qur'an Terjemah Indonesia Inggris.* Solo: Penerbit Al-Qur'an Qamari, p. 1304.

[10] M. Quraish Shihab. 2009. *Tafsir Al- Mishbab: Pesan, Kesan, dan Keserasian Al-Qur'an.* Jakarta : Lentera Hati, p.455-464.

5. The fourth and fifth verse: Allah teaches human beings through two ways. The first, Allah teaches through something written which must be read by human beings. The second Allah teaches huma beings directly without a medium.

It can be concluded that Allah SWT commands all human beings to read everything. He craetes in this world in the ename of Him, analyze, recite, and research all knowledge and also the secreet on what He craetes.

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Basic beginning level textbooks in a foreign language presuppose a students' reading ability if only because it's a book that is the emdium. Most formal tests use the written word as a stimulus for test taker response; even oral interviews may acquire reading performance for certain tasks. Reading, arguably the most essential skill for success in all educational contexts, reamains a skill of paramount importance as we create assessments of general language ability.[11]

Besides some definitions above, based e way of reading, the activity of reading itself can also be defined in two poins of view.[12]Reading is understanding writte text to get the understanding of the content. In this case, reading is ussulaly done for oneself.Reading means pronouncing written text orally. This activity may be for text comprehension or not.

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[11] H. Douglas Brown. 2004. *Language Assessments Principles and Classroom Practice.* UnitedState of America: tpn, p. 185.
[12] Tri Wiratno. 2003. *Mencerna Buku Teks Bahasa Inggris Melalui Pemahaman Grammatika.* Yogyakarta: pustaka Pelajar, p. 162.

Those indicates that reading is pronouncing words, sentences by sentences and so on either loudly or not with/without comprehending the text to get the main ideas or the specific information. However, in this thesis the researcher will conduct a research related to the first point of view, that is reading as the activity of understanding the content of written text.

When students read, they clearly have different purposes in their reading; these will include: to obtain information (facts, data, etc), to understand ideas or theories, etc. To discover author's viewpoints.To seek evidence for their own point of view and to quote of which may be needed for writing their essays, etc. [13]

Meanwhile, Tri Wiratno classified the purposes of reading into two kinds. They are:[14]Reading for general ideas. Readers with this purpose only identify the topic of discussion. They can pay special attention to the first or the lasst sentence or paragraph. Reading to locate specific information. Readers with this purpose must read sentence by sentence quickly to get more details.

Shortly, readers read any kinds of written text to get the ideas from the text. Then, the result of reading can be used for any purposes depend on the reader's need.

Reading comprehension is a complex process which involves the using of various abilities either successfull or failed. After reading, we should be ale to remember the information in the text.[15]

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[13] R. R. Jordan. 1997. *English for Academic Purposes*. New York: Cmbridge University Press, p. 143.

[14]Tri Wiratno. 2003. *Mencerna Buku Teks Bahasa Inggris Melalui Pemahaman Grammatika*. Yogyakarta: pustaka Pelajar, p. 162.

[15] Gordon Wainwright. Tt. *Speed Reading Better Recalling*. Tpn, p.42.

According to Victoria Bull comprehension is ability to understand something[16]. It can be said that in reading comprehension, the reader comprehends actively in contracting meaning internally from interacting with materials that is read.

However, what and how much we can remember the information in a certain text depend on some factors. They are:[17] Reading speed, reading purpose, reading material, the arrangement of reading material, and the environment where we read. If reading speed oversteps, it can give bad effect toward comprehension. When you try to increase your reading speed gradually, your comprehension won't decrease. If it decreases, it won't happen any more if you are accustomed to read more quickly.

Based on the explanation above, it can be concluded that reading comprehension is a process of understanding the meaning from a given written text.

Comprehension quantity and quality towards reading material can be improved through three main ways. They are[18] by reading the materials with broad and various topics.Through discussionyour comprehension is directly accepted or rejected. If other eopla agree with your opinion and you obviously understand what you read, this can increase your impression from the material and help you to recall it later.

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[16] Victorial bull (ed). 2009. *Oxford Learners Packet Dictionary.* New York: Oxford University Press, p. 86.
[17]Gordon Wainwright, *opcit,* p. 44.
[18]Gordon Wainwright, *opcit,* p. 44.

On the contrary, if other people don't agree with you and you obviously miscomprehend the material you read, this gives better effect. You can take their opinion and use it to change and improve your comprehension. Thus, after a discussion, you will have better comprehension than before.By doing a test. After reading, you should do a test related to the material you read. This aims to test your comprehension.

2.   Narrative Text

2.1   Definition, Functions And Language Features

Pardiyono [19]he states that Narrative text is the type of text which is very appropriate to recount past activities or events, which high light the problematic experience and resolution with the intention to amuse and often intended to give moral lessons to the reader.

Whereas Anderson and Anderson [20], they state that narrative is a piece of the text which tells a story and entertains or informs the reader. Some examples of narrative text are fantasy novels, bed time stories (spoken), historical fiction, and stories. In others, Djuhari[21] states that narrative text is kind of text about story or fairy tale which has purposed to entertain the reader. The main characteristic of a narrative text is about the problem and how to solve the problem, which is like a solution. Narrative text content is about fantasy or event true story which has been added some engineering story.

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[19] Pardiyono. 2007. *Teaching Genre-Based Writing.* Yogyakarta: Andi Yogykarta, p. 94.
[20]Anderson, M., & Anderson, K. 1997. *Text Types in English.* South Yarra: Macmillian Education Australia, p. 8.
[21]Djuharie, O. S. 2008. *Genre.* Bandung : CV. YRAMA WIDYA, p. 41.

Based on the definitions above, narrative text is type text to telling the story past and its plot consist of climax of the story (complication) then followed by resolution.

The functions of narrative text are to tell about personal experiences, about other people's live and experiences, and about factual or historical events.To retell events for the purpose of amusing or entertainng the reader or listener.

Narrative text is divided into fiction and non-fiction.Fiction is writing that describes invented people and events, not real ones.[22] Fiction may include folktales, fables, myths, mysteries, science legends, historical narratives, and short stories.Non-fiction, if the story or event is true and actually occured. Non-fiction is often found in biography, history, newspaper writing and human experiences.

Additionally, every naarrative has six basic elements. They are.[23]**Where and when**, the writer sets the scene of the action, event, or conflict that will take place.**Who**, a narrative usually revolves around people, although an animal may take the central role. The writer discloses significant characteristics and qualities of the participants, either explicity or implicity, often showing rather than telling.**What**, whether one event or a series occur, action, conflict, and change are essential to the story.**How**, the *how* of a narrative often involves cause and effect.**Why**, the reasoning of motivation, usually of the central character, that propels the action.

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[22]*Oxford Learner's pocket dictionary*. 2008. New York: Oxford University Press, p. 164.
[23] Betty Mattix Dietsch. 2006. *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader and Handbook.* New York: McgrawHill, p. 125-126.

It can be concluded that narrative is a type of text which provides any kinds of stories, past events either fiction or nonfiction. The purpose is toentertain and to amuse readers and listeners.

2.2   The Generic Structure Of Narrative Text

In tenth grader's English handbook, the generic structure of narrative text is[24]**Orientation**, a paragraph in which the narrator tells the audience about who is/are involved in the story, where the story is taking place and where the action partipates happening.**Complication**: sets off a chain of events that influences what will happen in the story.**Resolution**, the characters finally sortout complication.**Coda**provides a comment ormoral value based on what has been learned from the story (an optional step).

Here is an example of narrative text.

The Deer and The Sea Nails

A long time ago in a jungle in Aru Islands, Maluku, lived a group of deer. They were very proud of their ability in running very fast. They always stayed in different places. They challenged other animals in a running match. If the deer won the match, they took over the place and stayed there.

 Not far from the jungle, there was a beautiful beach. A group of sea snail lived there. The deer heard about the beautiful beach and planned to live there.

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[24]Utami Widiati. 2013. *English:tenth grader's English handbook.* Jakarta: Sinar Grafika, p. 87-89.

They had a plan to challenge snails in a running match. They were very sure to win the match.

Sea snails were slow in walking. "What's the rule?" asked the leader of the sea snails after he heard about the challenge. "Do you see all the capes there? There are twelve capes, from here until there," the deer leader pointed the capes. The distance between one cape to another was very far. "We run from the first cape until the twelfth cape. If my runner arrives first at the twelfth cape, we're the winner. And we stay here!"

The sea snails then had a meeting. They set a strategy to win the match. "My plan is to put the twelve of us in every cape. If their runner arrives in every cape, you shout. So, the deer will never rest and gets very tired," said the leader.

And the day of the match finally arrived. All animals watched this unique match, the deer versus the sea snail. The runners were standing side by side. Then, the deer ran very fast. In just a second, he already left the sea snail. After a few hours of running, he arrived at the first cape. He shouted, "Hey? Where are you?" "I'm here," said the sea snail. He was another sea snail that was hiding in the first cape. The deer was surprised. He cancelled his plan to get some rest. He continued running.

In every cape, there was always a sea snail. And the deer always cancelled his plan to get some rest. Finally, the deer almost reached the twelfth cape but he was exhausted. He was really tired. And he gave up. He did not have any more strength to run. He fell down on the ground. "Hooray!" said all the sea snails. The

deer were so embarrassed. They were just tricked by the clever sea snails. So the deer came back to the jungle and never returned to the beach.

The generic structure from the story of the Deer and The Sea Nails are **Orientation:** it states that the participants are the deer and the sea snails who live a long time ago in a jungle in Aru Island, Maluku.**Complication:** from the second until the fifth paragraph, we see that the major of complication is set by the arrogant deer. The deer have a plan to challenge the snails in running match.**Resolution:** The Story Of The Deer and The Sea Snails is closed with the scene of the sea snails winning the challenge thet the deer give.**Moral Value:** the value that we get from the Deer and The Sea Snails is we may not look down on anyone. And we can not feel that we are better than others.

2.3   Grammatical Features of Narrative Text

Narrative usually includes the grammatical features. They are[25]**Nouns** that identify the specifc characters and places in the story.**Adjectives** that provide accurate description of the characters and setting.**Time words** that connect events to tell when they occur.**Verbs** that show the actions that occur in the story.**The uses of past tenses.** The most familiar past tenses used in narrative text are simple past tense and past continous tense.

Here are formulas and the functions of those two kind of tenses.The formulas of **simple past tense** are:(+) S + Verb 2 + O/C, (-) S + did + not + Verb 1 + O/C, (?) Did+ S + Verb 1 + O/C + ?. Question words + did + S + Verb 1 +

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[25]Abdul Ghafur Yusuf. 2010. *Narrative Text in Teaching English.* http://teachingenglish4all.wordpress.com. Accessed on March, 3rd 2013.

O/C + ? . The uses of simple past tense.[26]are to indicate actions completed in the past at a definite time.To indicate actions whose time is not given but which occupied a periodof time now terminated, or occured at a certain time in a period of time now terminated. To indicate past habits.To build conditional sentences type 2.

The formula of past continous tense are:(+) S + to be (was, were) + Verb ing + O/C, (-) S + to be (was, were)+ not + Verb ing + O/C, (?)To be (was, were) + S + Verb ing + O/C + ?. Question words + to be (was, were)+ S + Verb ing + O/C + ?. The uses of Past Continous Tense are[27]to emphasize the duration of one past event that has a possible beginning and ending. What is particularly stressed in the midst of the action.To express duration of an event at one point in the past.To indicate that a past action in progress is uncompleted (at least momentarily) because of the interruption.To indicate two past actions which are in progress simultaneously.

2.4   Characteristics of Narrative Text

There are many characteristics in narrative text.[28]Participants are often specific and individualized.Many action verbs (material processes), and there is also the use of verbal and mental processes.Past tense usually use.Many use linking words related to time.Often include dialogue, and tense will

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[26] A. J. Thomson and A. V. Martinet. 1986. *A practical English Grammar.* London: Oxford University Press, p. 162.

[27] Marcella Frank. 1972. *Modern english: A Practical Reference Guide. New York: Prentice-Hall, Inc, p. 73-74.*

[28]Http://Soeharrr.Com/2010/03/28/Materi-Bahasa-Inggris-Narrative-Texts/.accessed on January 11, 2015th 11.17 A.M

probablychange.Descriptive language used for creating images in the minds of readers.Can be written in the first person (I), or third (he, she, it).

Using specific nouns as a personal pronoun, certain animals and objects in the story. For example: the king, the queen, and so on.Using adjectives which from the noun phrase. For example: long black hair, two red apples, etc.Using time and conjunctions connectives to sequence events. For example: then, before, after, soon, etc.Using adverbs and adverbial phrase to indicate the location of the incident or event. For example: here, in the mountain, happily ever after, and so on.

3.   321 Strategy

3.1   Definition of 321 Strategy

3-2-1 is a reading strategy developed by educators Vicky Zygouris-Coe, Lourdes H. Smith and Matthew B. Wiggins involving three important parts. The first covers points in which students make summary of reading text, second followed by students individual perspectives on most interesting part of the text, and in final giving students space to generate questions related to the text.[29]

The proposed strategy is a flexible reading strategy that can be applied in any reading text like textbooks, articles, novels, etc., that demands students to decide important ideas of the instructed reading text while at the same time assist students' reading comprehension and boost their desire in reading activity.

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[29]Vicky Zygouris-Coe, et al. 2005. *Engaging Students with Text: 3-2-1 Strategy, The Reading Teacher,* Vol. 58 No. 4, p. 381.

With the concept of 3-2-1 strategy, students can reflect on ideas read, arouse them to find what interest them in the reading topic, and provide students the opportunity to seek for clarification. This is related to the goal of 3-2-1 strategy as confirmed by Neal A. Glaslow and Thomas S. C. Farrell that 3-2-1 strategy is purposed to obtain students maximal interaction with text, to maintain students' involvement with text and to lead students in performing personal thinking for comprehension.[30]

The emergence of 3-2-1 are naturally based on several empirical researches. One of the strength is recorded from the National Reading Panel who pointed out eight highly-effective strategies to enhance comprehension with two out eight consisting of asking questions about the text and summarization of the important text content.[31] In addition, G. Woolley emphasizes that active engagement with text while reading is likewise important to be a good comprehender in reaching meaning and understanding of text.[32]

To draw a conclusion, 3-2-1 strategy is a reading aid that helps improve students reading comprehension in a form of summary writing that seeks them to focus in reading and to figure out the content of the text.

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[30]Neal A. Glasgow & Thomas S. C. Farrell . 2007. *What Successful Literacy Teachers Do: 70 Research-Based Strategies for Teachers, Reading Coaches, and Instructional Planners,*Thousand Oaks: Corwin Press, p. 41.

[31] 14National Reading Panel (U.S.) & NICHD (U.S.). 2000. *Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* (Washington, NICHD & NIH,), p. 4-42.

[32]Gary Woolley, 2011. *Reading Comprehension: Assisting Children with Learning Difficulties.* Australia: Springer, p. 34

3.2   Teaching Procedures

3-2-1 strategy chart should be filled in by students during or after reading. Its application can be modified in several ways by changing the chart items yet referring to the basic 3-2-1 strategy chart as prompted by the original founder, Vicky Zygouris-Coe, Matthew B. Wiggins and Lourdes H. Smith.

In applying this chart in the classroom, teachers must begin by introducing students about the strategy of the chart details and show how students can make use of it to facilitate their reading activity. Teachers can begin modeling the strategy together in the classroom before students work individually. For instance, when students are in demand to summary three main points, teachers must previously give students the idea of summarizing. Teachers can suggest students to turn back to text, underlining, highlighting, or any other way that helps students easily find important points.

While discussing two interesting things about the topic, teachers can invite students to spot out what they mostly enjoyed about the topic or by relating the text to their lives through open-discussion. In final step, ask students to make question about any part of the text that they still lack understanding or that need further clarification.[33] After simulation of the strategy, then students can be expected to use the strategy to work individually or in groups during or after reading.

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[33]Glasgow & Farrell, op. cit., p. 42.

3.3 **The Advantages and disadvantages of 3-2-1 Strategy**

Good strategy has to give significant advantages, so that the teacher can reach the goal of the strategy and get the best result as a implementation from this strategy.Here are several benefits of the strategy:

a. Based from the purposes that 3-2-1 strategy develops students" critical thinking about the text that they read.In this strategy, students demanded to read entire the text not only for the first sentence like the students read commonly.

b. 3-2-1 strategy is a simple and easy process reading strategy to apply at young learner. In this strategy, the students are guided by some easy steps to understand the text.

c. Then it uses complied question to guide learner and improve what is the main problem. Some guiding questions are to cover the text that students read.

d. It helps the teacher determine wheter or not the students understood the main point of lesson. 3-2-1 strategy also serves informative assessment and a collection of ongoing data for the teacher. This determines the beginning of the lesson for next day, how much re-teaching the teacher have to do before move on.[34]

Meanwhile the disadvantages of using this strategy are as follow:

a. A student who is unconfident to speak in front of their friends will find it difficulty in following the learning.

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[34]Zigouris-Coe,V., Wiggins, M. B., & Smith, L. H, *opcit,* p. 383.

b. Students feel bored to read the text.

c. If a student is not accustomed to this, it is difficult for him to follow this strategy.

B. Related Study

1. Zahara Nurrahmah. 2017. Improving Students' Reading Comprehension in Narrative Text Through Collaborative Stretegic Reading (CSR) at the second grade of SMP Muhammadiyah Bandar Lampung. A thesis of FKIP University of Lampung. This study concerns with the improving students' ability in reading comprehension through CSR Strategy. The objective of this study is to discover whether the use CSR Strategy could significantly improving students' ability in reading comprehension. It was conducted by applying classroom action research which was carried out in two cycles. The subject of this study was the second grade of SMP Muhammadiyah Bandar Lampung which consisted of 34 students, the instrument for collecting data were pre-test and post-test which consisted of 25 items in the form of multiple choices with four alternative answers. The techniques for data analysis were qualitative and quantitative. The result of this study showed that the mean score of cycle I (58,94). The mean score of cyle II (71,53), So the result of this study show that the use of CSR strategy significantly improved students; achievement in reading comprehension.

2. Susilowati. 2018. The Influence Of Using Thieves Technique Toward Students' Reading Comprehension in Narrative Text at the second semester of the tenth grade at SMA Negeri 2 Natar in the academic year of 2017/2018. A thesis of English Education of Tarbiyah And Teacher Training Faculty. Raden Intan State Islamic University. This study is aimed at the Influence Of Using Thieves Technique Toward Students' Reading Comprehension in Narrative Text. The method of the study was quantitative research, thisresearch was divided into some steps. There are try-out, pre-test, treatment in threetimes, and post-test. The sample of the research was 55 students taken from tenth grade of SMAN 2 Natar which was chosen through random sampling technique. The sample of the research was two classes consisting of 28 students for experimental class and 27 students for control class. The instrument for collecting data were pre test and post test by serving a multiple choice test which consists of 25 items for each test. The data were nalyzed by using SPSS to compute independent sample t-test. The result of statistical calculation, the mean score of pre-test in experimental class is 51, 64 and 80.85 for post-test. Meanwhile, the mean score of pre-test in control class is 51.41 and 73.21 for post-test. Moreover, in the table of hypothetical test, it can be seen that $Sig = 0.011$ and $\alpha = 0.05$. It proved that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted because $Sig < \alpha = 0.05$. In the other words, thieves technique could significantly improve students' ability in reading comprehension in narrative test at the tenth grade student of SMAN 2 Natar in the academic year of 2017/2018.

C. Conceptual Framework

Reading is an important language skill for every language learners. Reading is the window to several information and help extend ones' knowledge. In Indonesia, English that plays a role as a foreign language has turned to great importance and as one of requisite subject throughout education. Through this understanding, students must be given several opportunities to be a good reader and have a high skill of English reading comprehension.

Despite the importance, most Indonesian students still encounter problems in reading comprehension. 3-2-1 strategy is one of reading strategy that can be implemented to students with reading problems. It is a strategy that requires students to write the summary of the text they read, the things they are interested in and questions they still have about the reading text.

This strategy is proposed to help students get engaged with a text and to give them clear understanding of the text. By using this strategy, students are also expected to be comprehensive readers because their task is to analyze each paragraph of the text until they reach a complete understanding. Besides, it can be helpful as students reading guidance that may be helpful to overcome their reading problems and may enhance their reading ability.

Therefore, the writer would like to perform a research on the effect of 3-2-1 strategy on students reading comprehension. The writer would like to find out ifthis strategy can become a solution for the students reading comprehensionproblems specifically in the study of narrative text.

D. Actional Hypothesis

      Based on the framework above, the hypothesis of this research is that the student's ability in reading comprehension on narrative text can be improved by using 321 s.tartegy.

CHAPTER III

RESEARCH METODOLOGY

A.   Research Setting

This research was conducted at MAS PAB 2 Helvetia Medan which is located on Jl. Veteran Pasar IV Helvetia Kecamatan Labuhan Deli Kabupaten Deli Serdang. The subject of this research wasthe tenth grade at MAS PAB 2 Helvetia Medan. The number of the students in the class consisted of 36students.

B.   Data and Data Source

The technique of analyzing data of this research was applied by using qualitative and quantitative data. The qualitative data is used to describe the situation during teaching and learning process. The data is analyzed from interview and observation and quantitative data is student's score that takes from pre-test and post-test.

C.   Research Method

This research used classroom action research. Classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. According to Watts, action research are: 1)Teachers and principals work best on problemsthey have identified for themselves. 2)Teachers and principals become more effectivewhen encouraged to examine and assess theirown work and then consider

ways of workingdifferently. 3) Teachers and principals help each other byworking collaboratively. 4)Working with colleagues helps teachers andprincipals in their professional development[35]

According to Kemmis and McTaggart, classroom action research is the way groups of people can organize the conditions under which they can learn from their own experiences and make their experience accesible to others. [36]

According to Hopkins, classroom action research is a form of self reflective inquiry to improve the practice conducted within the educational experiences. [37]

So, classroom action research is research conducted by teacher, researcher and colleagues collaboratively and the objective of classroom action research are to improve, to examine and to asses the educational practice.

In this research, the researcher uses the classroom action research procedure based on Kemmis and Taggart's procedure. This procedure consists several cycle and each cycle consists of four steps; planning, acting, observing and reflecting. If result in the first cycle is not succes, it is neccessary to continue to the second cycle with the same concept of the first cycle. Classroom action research procedure based on Kemmis and Taggart's following procedure:

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[35] Eileen Ferrance, *Action Research*, (New York: Brown University, 2000), p. 1.
[36] Sukardi, *Metode Penelitian Pendidikan Tindakan Kelas*: *Implementasi dan Pengembangannya*, (Jakarta: Bumi Aksara, 2013), p. 3.
[37] Masnur Muslich, *PTK itu Mudah*, (Jakarta: Bumi Aksara, 2009), p. 8.
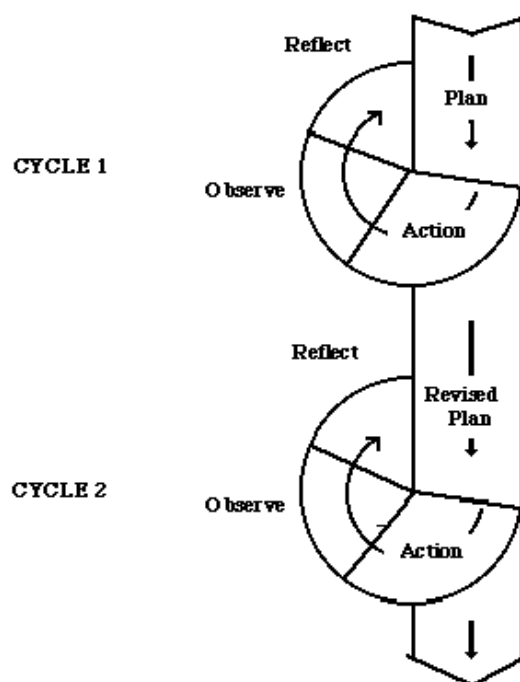
Figure 1 Cyclical Model of Action Research by Kemmis and Mc Taggart

The procedure of this action research as follows: 1) **plan,** at this step where the researcher plans all of the things before conduct actions. It contains of prepare lesson plan, conduct test, prepare teaching facilities, design the application model of teaching-learning scenario, etc. 2) **action,** at this phase the strategy and learning scenario are applied. 3) **observation** is done while the process during teaching learning process. At this phase, the researcher records all occurence during implementation of the action. The data collection can be in form of quantitative data (test score, quiz score, etc) and qualitative data, such as student's activity, enthuiasm etc. Generally, instrument used in observation are tests, observation sheets, interview, etc. 4) **reflection,** in this phase the feedback of the teaching learning process that has been done based on the data that has been

collected. Reflection in classroom action research consists analysis, synthesis, and evaluation in observation.

D.   Technique of Collecting the Data

To collect the data, the researcher uses several techniques in this research, namely 1) test; there are two kinds tests in classroom action research, pre-test and post test. Pre-test conducts to asses student's ability before researcher applying media in classroom while post-test conducts in the end to know effectiveness the media that applied by teacher. Researcher gave 20 multiple choice questions for the students. 2) observation, According to Marshall, through observation the researcher learn about behavior. [38] observation used to know student's improvement during teaching learning process. 3) interview; the researcher asked a set of oral question to students and English teacher who can give information to complete the data.

E.   Technique of Analyzing the Data

To analyze the data, this research uses t test for quantitative data and use Miles and Huberman's technique to analyze the qualitative data namely, data condensation, data display and drawing and verifying conclusion. The formula of the t test is:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

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[38] Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2017), p. 310.

Where:

$\overline{D}$= Mean of differences of post test 1 an post test 2

D = Difference

N= Subject of students

While data condensation refers to the process of selecting, focusing, simplifying, abstracting and/for transforming the data that appear in the full corpus (body) of written-up field notes, interview transcript, documents and other empirical materials. By data condensation, qualittaive data can be transformed in many ways: through selection, through summary or paraphase, through being subsumed in a larger patern and so on.

Data display is the second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. As with the condensation, the creation and use of displays is not separate from analysis.

Drawing and verifying conclusion means is conclusion drawing and verification. Conclusion are also verified as the analyst proceeds. Final conclusions may not appear until data collection is over. In this phase the researcher must make sure is the first conclusion is credible or not and researcher concludes result of the research based on the research problem. [39]

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[39] Matthew B. Miles, et al, *Qualitative Data Analysis* (3rd edition), (Arizona: Sage, 2014), p. 12-14.

F. Technique of Establishing Trustworthiness

To achive credibility, the researcher uses triangulation. Triangulation is the third mode of improving the probability that findings and interpretation will be found credible. There are four modes of triangulation exist: the use of multiple and different method, multiple source of data, multiple investigators or multiple of theories to confirm emerging findings. Here, the researcher uses two modes of triangulation only, methodological triangulation, and sources triangulation. Use of methodological triangulation of data collection, for example, what someone tells you in an interview can be checked against what researcher observe on site or what you read about in documents relevant to the phenomenon of interest. There are three methods of data collection interviews, observations, and documents. Triangulation using source triangulation of data means comparing and cross checking data collected through observations at different times or in different places, or interview data collected from people with different perspectives or from follow-up interviews with the same people.[40]

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[40] Sharan B. Merriam, *Qualitative Research*, (San Francisco: Wiley Imprint, 2009), p. 215-216.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Description of Data

1. Pre Test

Pre test was given before learning in cycle I was conducted. This aimed to know the students' ability in reading comprehension on narrative text before 321 strategy was implemented. The pre test consisted of 20 multiple choices questions. The students' score in pre test can be seen in table. 1 below.

Table 1. The students' score in Pre Test

No.	Initial Name	Pre Test
1.	AD	50
2.	ARP	45
3.	AA	35
4.	ARA	80
5.	AS	55
6.	DM	45
7.	DR	50
8.	FH	50
9.	HNM	40
10.	HK	50
11.	IQ	45
12.	IA	60
13.	KI	35

14.	MZ	40
15.	MFS	50
16.	NML	75
17.	NF	50
18.	NZ	50
19.	NA	60
20.	NFH	50
21.	NK	50
22.	PMSR	80
23.	PA	55
24.	PH	30
25.	RS	50
26.	RMR	80
27.	SMH	50
28.	SK	50
29.	SIN	50
30.	SASS	40
31.	SS	50
32.	SFS	60
33.	SNH	40

34.	SN	45
35.	TUD	40
36.	UAM	50
Total		**1835**
Mean		**50,97**

Based on table 1, the students' average score in pre test was 50,97. There were 3 students (8,3 %) who got score up to 75, while the others (91,7 %) had not achieved score up to 75 yet.

2. Activities in Cycle I

a. Planning

There were some activities conducted during this step, they were:

1. Arranging the schedule of research

   This classroom action research was conducted in August 2019. Cycle I was planned with the allocation 6 x 45minutes (3 meetings).

2. Preparing the lesson plan based on the syllabus.

   The researcher arranged the lesson plan as aguide to teach the learning material. The learning material was about narrative text.

3. Determining the minimum standard of achievement determined in this research was that the students' average score was >75 and at least 80% of the number of the students got a score >75.

4. Preparing the instruments of the research

The researcher prepared the observation sheet of the students' learning activities, the observation sheet of the teacher's teaching activity and also the test. The test was objective test in mutiple choice forms which consisted of 20 questions. Besides that, it was also needed to prepare a camera to tae some photographs which described the learning situation.

b. Action

Action was certainly conducted based on the planning which had been arranged before. Thus, there were some activities in this step. Firstly, the researcher together with the teacher came into the classroom. The researcher was ready to begin the learning. Secondly, the researcher ensured that all the students were in the classroom and sat on their own seat. Thirdly, the researcher began the learning based on the lesson plan arrangred before.

The learning activity was classified into three steps; opening, main activities and closing. Opening activities began with the activity of calling the students' names one by one based on the attendant list to know those who present and absent. Then, the teacher (the researcher) told the students the material being discussed and the learning purposes.

The material was about narrative text. In the first cycle, the learning purposes were that students able to: (1) identify the communicative purposes of a narrative text, (2) identify the meaning of words on narrative text, (3) identify the meaning of sentences on narrative text text, (4) identify the complication of a narrative story, (5) identify the events of a narrative story, (6) identify the

characteristics of the objects described on a narrative story, (7) identify the main points of anarrative story, and (8) answer the questions based on a arrative text.

Besides that, opening activities also included apperception and motivation. In apperception, the researcher asked the students classically questions that connected rhe previous material or knowledge to the material being discussed. Those who anted to answer the questions raised their hand and delivered their answer. While motivation meant that the researcher motivated the students to participate actively during the learning.

Main activities began with exploration in which the researcher asked for the students' knowledge about narrative text. this aimed to know their prior knowledge about the material. Then, the researcher divided the class into 6 groups to discuss further about narrative text using 321 strategy. Each group consisted of 6 students.

This learning strategy began with filling 321 strategy chart, firstly the researcherintroduced the students about the strategy of the chart details and showed how the students can make use of it. Each group had to fill the chart by writing their understanding of the text in their own word. In which the students had to discover 3 major points or details they found while reading the text, such as the key facts, the characters, the setting and the problem or action happens to the character. Then the students were asked to find 2 interesting items that stood out as being something interesting to them related to the action of the character to solve the probblem and the moral value which the students got from the story. Finally, the students wrote 1 question about the text, the students might ask about

unclear explanation about the text, or misunderstood event, or conceptual gaps. After filling the 321 strategy chart, the researcher called out some students in each group to share their discussion to the other members, and the other members could interrupt or add something related to the text was discussed. The last step, at the end of the discussion, the researcher with the students concluded the material.

At the end of learning (closing activities), the researcher gave the students a test which consisted of 20 multiple choice questions to measure the students' achievement in cycle I. Then the researcher motivated all students to participate actively in learning and to study harder at home.

c. Observation

In this research, observation during the action in cycle I was also conducted by the researcher. It was focused on the elarning activities of reading comprehension on narrative text using 321 strategy. The learning activities included the teacher's activities during the learning.

Based on the observation, the teacher's activities during the learning can be seen in table 2 below.

Table 2.

The Observation Result on the Teacher's Acitivities

During the Learning in cycle 1

No.	Observation Aspect	Interpretation	
		Yes	No
1.	Starting the learning a. Conveying the learning process	√	

		√	
	b. Motivating the students to participate in learning	√	

2.	Organizing the learning
	    a. Presenting the material
	    b. Giving example
	    c. Using the suitable learning media
	    d. Giving the studets chance to ask about the material
	    e. Giving reinforcement
		√
		√
		√
		√
		
		√	

3.	Managing time,organizing students and learning source
	    a. Managing time
	    b. Organizing students
	    c. Utilizing learning source
		√
		√
		√	

4.	Conducting evaluation
	    a. Conducting evaluation during learning
	    b. Conducting evaluation at the end of learning
		√
		√	

5.	Closing the learning
	    a. Concluding the learning material
	    b. Giving feedback
		√
		√	

Based on the observation, the data related to the students' activities during learning can be seen in table 3 below.

Table 3.

The Observation Result on the Students' Acitivities

During the learning in cycle 1

No.	Observation Aspect	Cycle I	
		F	**%**
1.	Listening to the teacher's explanation	27	75%
2.	Asking questions	4	11,1%
3.	Responding to the teacher's questions	7	19,4%

4.	Giving ideas	2	5,56%
5.	Writing a resume of the lesson	25	69,44%
6.	Being active during the discussion	13	36,11%
7.	Doing the test independently	29	80,56%

Based on table 3, it can be said that among the seven activities, activity 7 was the activity with the highest percentage in which 29 students could do their test independently. It indicated that they did not find any difficulties in answering the test.

However, most of them seemed passive during the learning in cycle I. It wad described by the percentage of activity 2, 3, 4 and 6. There were only a few students involved actively during the learning in cycle I, especially in asking some parts of the material which they had not understood yet. Moreover, when they were asked about the lesson individually, they often refused to answer. But when they were asked about the material classically, they could answer well. This also happened when they were asked to give some ideas.

Besides that, it was also found that the students' ability in comprehending the text was still low. They found it difficult to identify the general the specific information of a certain text. this happened because they did not know the meaning of most words in a text.

However, based on the unstructured interviewing with some students, it was obtained some responses to the learning cycle I. The first response was stated by a student (ARA). She stated "I am quite interested in learning using 321

strategy. The teacher asked the students to read the text entirely together with our own group, understand and discuss it that we can comprehend the text well and work in team is very pleased because we can tell one another if we did not know the meaning ". The second response was stated by a student (NK). she said, "when we learn about text, we usually forget the content of the text after reading the text because we only read, but not write what we got and understand from the text. That we did not comprehend the text well. But when we learn by using 321 strategy chart, we were able to comprehend the text well because we did not read only, but also underlined, highlightedthat helps students easily find important points"

Those indicates that the implementation of 321 strategy can improve the students' ability in reading comprehension on narrative text although the students' learning outcomes in cycle I did not indicate that 80% percents of the total students got score >75. The students' learning outcomes in cycle I can be seen in table 4 below.

Table 4.

Students' Learning Outcomes in Cycle I

No.	Initial Name	Score
1.	AD	70
2.	ARP	80
3.	AA	80
4.	ARA	85
5.	AS	80

6.	DM	70
7.	DR	80
8.	FH	80
9.	HNM	80
10.	HK	75
11.	IQ	70
12.	IA	80
13.	KI	80
14.	MZ	80
15.	MFS	60
16.	NML	80
17.	NF	80
18.	NZ	65
19.	NA	80
20.	NFH	60
21.	NK	80
22.	PMSR	80
23.	PA	60
24.	PH	65
25.	RS	80
26.	RMR	85

27.	SMH	75
28.	SK	75
29.	SIN	60
30.	SASS	70
31.	SS	60
32.	SFS	80
33.	SNH	65
34.	SN	70
35.	TUD	60
36.	UAM	55
Total		**2635**
Mean		**73,19**

d. Reflection

As being explained in the obsrvation result of cycle I, the students'
learning outcomes had not reached the completeness criteria yet. It was only 18
students able to get score >75. It was only 50 % of the students who got score
>75. However, it does not mean that the students are not able to improve their
ability in comprehending a narrative text. the students' scores in cycle I were
much better than their scores in pre test. This proved that the implementation of
321 strategy is able to improve the students' ability in reading comprehension on
narrative text.

Nevertheless, there were still some obstacles found in cycle I. Firstly, there was not enough time for discussion. Not all members of each group got a turn to share their discussion result. Secondly, they still found it difficult to organize sentences in English since they had less vocabulary so that it took long time for them to answer the teacher's question. Thirdly, there were some students who were not cooperative during the discussion. They did not give any responses or ideas while discussing with their group.

Based on the obstacles found in cycle I, The action research needed to be continued to cycle II to make some improvements, especially for the students' learning outcomes.

There were some actions planned in cycle II: (1) revising the lesson plan, (2) giving reward not only to those who could answer the teacher's question correctly, but also to all students who participated during the discussion, (3) motivating the students, especially those who did not participate actively in cycle I to express their ideas in English, and (4) giving the students more time for questions and answer.

3. Activities in Cycle II

a. Planning

There were some activities conducted this step, they were:

1. Arranging the schedule of research

   This classroom action research was conducted in August 2019. Cycle I was planned with the allocation 6 x 45minutes (3 meetings).

2. Preparing the lesson plan based on the syllabus.

   The researcher arranged the lesson plan as aguide to teach the learning material. The learning material was about narrative text.

3. Preparing the instruments of the research

   The researcher prepared the observation sheet of the students' learning activities, the observation sheet of the teacher's teaching activity and also the test. The test was objective test in mutiple choice forms which consisted of 20 questions. Besides that, it was also needed to prepare a camera to tae some photographs which described the learning situation.

4. Organizing the format of the students' seat

   Since this research implemented 321 strategy, the teacher instructed the students to sit altogether with their group.

   Besdides that, to overcome the obstacles in cycle I, learning in cycle II was improved by giving reward not only to those who could answer the teacher's question, but also to all students who participated during the discussion and motivating the students, especially those who did not participate actively in cycle I to express their ideas in English. This aimed to grow up their interest and also their confidence in proposing their ideas during the discussion.

   Another improvement was giving the students more time for questions and answer. In this step, the students were expected to ask the teacher directly everything they did not fully understand related to narrative texts. This included the easiest way to fnd the answer related to the communicative purpose of a narrative text, the forms, references and also the moral value. This aimed to make

students fully understood the material.

b. Action

Action was certainly conducted based on the planning which had been arranged before. Thus, there were some activities in this step. Firstly, the researcher together with the teacher came into the classroom. The researcher was ready to begin the learning. Secondly, the researcher ensured that all the students were in the classroom and sat on their own seat. Thirdly, the researcher began the learning based on the lesson plan arrangred before.

The learning activity was classified into three steps; opening, main activities and closing. Opening activities began with the activity of calling the students' names one by one based on the attendant list to know those who present and absent. Then, the teacher (the researcher) told the students the material being discussed and the learning purposes.

The material was about narrative text. In the first cycle, the learning purposes were that students able to: (1) identify some kinds of narrative text, as: legend, fairi tale, myth, fable, etc., (2) identify the communicative purposes of a narrative text, (3) identify the meaning of words on narrative text, (4) identify the meaning of sentences on narrative text, (5) identify the complication of a narrative story, (6) identify the events of a narrative story, (7) identify the characteristics of the objects described on a narrative story, (8) identify the main points of a narrative story, (9) identify the moral value of a narrative text, (10) answer the questions based on a narrative text.

Besides that, opening activities also included apperception and motivation.

In apperception, the researcher asked the students classically questions that connected rhe previous material or knowledge to the material being discussed. Those who anted to answer the questions raised their hand and delivered their answer. While motivation meant that the researcher motivated the students to participate actively during the learning.

Main activities began with exploration in which the researcher asked for the students' knowledge about narrative text. this aimed to know their prior knowledge about the material. Then, the researcher divided the class into 6 groups to discuss further about narrative text using 321 strategy. Each group consisted of 6 students.

This learning strategy began with filling 321 strategy chart, Each group was given 15 minutes to discuss a narrative text. they had to fill the chart by writing their understanding of the text in their own word. After filling the 321 strategy chart, the researcher called out some students in each group to share their discussion to the other members, and the other members could interrupt or add something related to the text was discussed. Although it was a cooperative learning, every student had an individual accountability. Next, the teacher asked some students in each group to answer another question orally, and the teacher gave some comments on the students' answers. The last step, at the end of the discussion, the researcher with the students concluded the material.

At the end of learning (closing activities), the researcher gave the students a test which consisted of 20 multiple choice questions to measure the students' achievement in cycle I. Then the researcher motivated all students to participate

actively in learning and to study harder at home.

c. Observation

In this research, observation during the action in cycle II was also conducted by the researcher. It was focused on the learning activities of reading comprehension on narrative text using 321 strategy. The learning activities included the teacher's acitivities and the students' activities during the learning.

In cycle II, the students had been accustomed to the learning steps of 321 strategy since it had been introduced and implemented in cycle I. The students were no more worried when they were asked to give some comments or ideas. Thus, the obstacles which happened in cycle I could be overcome. Even such a serious difficulty wasn't found during the observation. Besides that, the most significant improvement was seen on the students' learning outcomes which they achieved in cycle II.

The observation of the teacher's activities during the learning in cycle II can be seen in table 5 below.

Table 5.

The Observation Result on the Teacher's Activities

During the Learning in Cycle II

No.	Observation Aspect	Interpretation	
		Yes	No

1.	Starting the learning
	   c. Conveying the learning process
	   d. Motivating the students to participate in learning
		√
		√	

2.	Organizing the learning		
	f. Presenting the material	√	
	g. Giving example	√	
	h. Using the suitable learning media	√	
	i. Giving the studets chance to ask about the material	√	
	j. Giving reinforcement	√	
3.	Managing time,organizing students and learning source		
	d. Managing time	√	
	e. Organizing students	√	
	f. Utilizing learning source	√	
4.	Conducting evaluation		
	c. Conducting evaluation during learning	√	
	d. Conducting evaluation at the end of learning	√	
5.	Closing the learning		
	c. Concluding the learning material	√	
	d. Giving feedback	√	

Based on the observation, the data related to the students' activities during learning in cycle II can be seen in table 6 below.

Table 6.

The Observation Result on the Students' Activities

During the Learning in Cycle II

No.	Observation Aspect	Cycle I	
		F	%
1.	Listening to the teacher's explanation	32	90%
2.	Asking questions	8	22,2%
3.	Responding to the teacher's questions	12	33,3%
4.	Giving ideas	6	16,7%

5.	Writing a resume of the lesson	29	80,56%
6.	Being active during the discussion	24	66,7%
7.	Doing the test independently	31	86,11%

Based on table 6, it can be said that among the seven activities, activity 1 was the activity with the highest percentage in which 32 students paid attention to the teacher's explanation. Meanwhile, the percentage of activity 7 in which 31 students did their test by themselves indicated taht they did not find any difficulties in answering the test. Next, in cycle II, there were 24 students involved actively during the discussion. This indicated that they began to enjoy learning together with their friends.

Next, the data of the students' learning outcomes in cycle II can be seen in table 7 below.

Table 7.

Students' Learning Outcomes in Cycle II

No.	Initial Name	Score
1.	AD	75
2.	ARP	85
3.	AA	85
4.	ARA	90
5.	AS	85
6.	DM	85
7.	DR	90

8.	FH	80
9.	HNM	85
10.	HK	80
11.	IQ	85
12.	IA	90
13.	KI	85
14.	MZ	90
15.	MFS	75
16.	NML	85
17.	NF	85
18.	NZ	80
19.	NA	85
20.	NFH	80
21.	NK	90
22.	PMSR	85
23.	PA	80
24.	PH	75
25.	RS	85
26.	RMR	90
27.	SMH	85
28.	SK	80

29.	SIN	85
30.	SASS	85
31.	SS	65
32.	SFS	80
33.	SNH	85
34.	SN	85
35.	TUD	80
36.	UAM	80
Total		**2995**
Mean		**83,19**

d. Reflection

Based on the data obtained during the action research and observation in cycle II, it was found that the percentage of the students' activities on all aspects was improving, it was different from the students' activities in cycle I in which the students still seemed passive in learning. In cycle II, most of them were involved actively during the discussion. It can be seen from the percentage of the students' activity on the sixth aspect. There were 24 students actively involved during the discussion.

The improvement of the students' activities certainly affected the students' test score in cycle II. Those who were involved actively inlearning were able to achieve the completeness criteria. It can be seen in table 7 that 32 students

(88,9%) got score >75. It means that the students' ability in comprehending a narrative text was improved through the implementation of 321 strategy.

In this case reward giving and motivation also affected the students' progress. The students who were rewardedfor their participation showed their enthusiasm during the learning. While those who were less active during the learning kept being motiveted in order to make them sure that they could do better.

While question and answer session which were done at the end of learning helped the students to overcome the students' learning difficulty. The students were pleased to ask one or more questions related to the material so that there was no confusion in their mind when the learning ended.

Furthermore, the recapitulation of the students' learning outcomes in cycle I and II can be seen in table 8 below.

Table 8.

The Recapitulation of the Students' Learning Outcomes

in Cycle I and Cycle II

No.	Cycle	Cumulative Score	Mean
1.	Cycle I	2635	73,19
2.	Cycle II	2995	83,19

Based on the table, it can be seen that the average score of the students' learning outcomes in cycle I was 73,19. While the average score of the students' learning outcomes in cycle II was improved, that was 83,19.

Since the observation result in cycle II indicated that that 32 students

(88,9%) got score >75, the research did not need continuing to cycle III. This research ended in cycle II.

Next, to accept or reject the hypothesis presented by the researcher that the implementation of 321 strategy can improve the students' ability in reading comprehension on narrative text at MAS PAB 2 Helvetia, the students' learning outcomes in cycle I and II were analyzed by using statistical analysis t-test. The analysis of t-test can be seen in table 9 below.

Table 9

The Analysis of the Students' Learning Outcomes in Cycle I and Cycle II

No.	Initial Name	Cycle I	Cycle II	D	D^2
1.	AD	70	75	5	25
2.	ARP	80	85	5	25
3.	AA	80	85	5	25
4.	ARA	85	90	5	25
5.	AS	80	85	5	25
6.	DM	70	85	15	225
7.	DR	80	90	10	100
8.	FH	80	80	0	0
9.	HNM	80	85	5	25
10.	HK	75	80	5	25
11.	IQ	70	85	15	225
12.	IA	80	90	10	100

13.	KI	80	85	5	25
14.	MZ	80	90	10	100
15.	MFS	60	75	15	225
16.	NML	80	85	5	25
17.	NF	80	85	5	25
18.	NZ	65	80	15	225
19.	NA	80	85	5	25
20.	NFH	60	80	20	400
21.	NK	80	90	10	100
22.	PMSR	80	85	5	25
23.	PA	60	80	20	400
24.	PH	65	75	10	100
25.	RS	80	85	5	25
26.	RMR	85	90	5	25
27.	SMH	75	85	10	100
28.	SK	75	80	5	25
29.	SIN	60	85	25	625
30.	SASS	70	85	15	225
31.	SS	60	65	5	25
32.	SFS	80	80	0	0

33.	SNH	65	85	20	400
34.	SN	70	85	15	225
35.	TUD	60	80	20	400
36.	UAM	55	80	25	625
Total				**360**	**5200**

From table 9, it was gotten:

$$\overline{D}: \frac{360}{36} = 10$$

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{10}{\sqrt{\dfrac{5200 - \dfrac{(360)^2}{36}}{36(36-1)}}}$$

$$t = \frac{10}{\sqrt{\dfrac{5200 - \dfrac{129600}{36}}{36(35)}}}$$

$$t = \frac{10}{\sqrt{\dfrac{5200 - 3600}{1260}}}$$

$$t = \frac{10}{\sqrt{\dfrac{1600}{1260}}}$$

$$\frac{10}{1{,}27}$$

$$t = 7{,}87$$

Therefore, t-count = 7,87 while t-table at df 35 and $\propto = 0,0515$ is 1,69. Since t-count (7,87) > t-table (1,69), so the hypotesis which was presented is accepted.

B. Research Discussion

The result of this research has proved that learning strategy gives an important role during learning. It can be seen by the significant improvement of the students' score in cycle I and cycle II. Besides that, the improvement can also bseen during the learning in which the students' activities in cycle II were better than cycle I.

Based on the observation, the improvement of the students' activity during learning in cycle I and cycle II can be seen the whole aspects. On the aspect of listening to the teacher's explanation, the percentage in cycle I was 75% and in cycle II it became 90%. On the aspectof asking questions, the percentage in cycle I was 11,1 % and in cycle II it became 22,2 %. On the aspect of responding to the teacher's questions in cycle I, the percentage was 19,44% and it became 33,3 % in cycle II. On the aspect of giving ideas, the percentage in cycle I was 5,56 % and it became 16, 7% in cycle II. On the aspect of writing a resume of the lesson, the percentage in cycle I was 69,44 % and it became 80,56% in cycle II. On the aspect of being active during the discussion, the percentage in cycle I was 36,11% and it became 66, 7 % in cycle II. On the aspect of doing a test independently, the percentage in cycle I was 80,56% and it became 86,11% in cycle II. These improvement indicated that the students began to be accustomed to 321 strategy.

Another improvement was observed from the students's test score in which the two tests were given at the end of the learning. Certainly, the test were given to measure the students' ability after 321 strategy implemented during learning both in cycle I and II. In cycle I, there were 18 students who got score > 75. While in cycle II, there were 32 students who got score >75.

The improvement of their the students' learning activities or the students' score indicated that the implementation of 321 strategy is able to improve the students' ability in reading comprehension on narrative text. in addition, this learning strategy also trains students to be accountable for the result of their discussion individually. Although they discuss the same topic together with their group, they mustn't involve their group while anwering the teacher's question so that each individual will participate during the discussion and try to comprehend their topic well.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of this action research, it can be concluded that:

1. In cycle 1, there were only 18 students (50%) got score >75. Since the percentage had not reached the minimum standart of achievement determined yet, that was 32 students (88,9%) got score >75. Therefore, this percentage had reached the minimum standard of achievement.

2. The implementation of 321 strategy was able to improve the students' ability in reading comprehension on narrative text at MAS PAB 2 Helvetia. It was proved by the statistical analysis t-test in which t-count = 7,87 and t-table with the subjects (N =36) $\propto$ = 0,0515 is 1,69. It means that t-count is greater than t-table. Therefore, the hypothesis is accepted.

B. Suggestions

1. For the principal, it is better for him to keep motivating the teachers sepecially the English teachers to improve their understanding of their function and responsibility as a teacher and to determine the efforts to improve the next teaching and learning quality.

2. For the English teachers, it is better for them to implement various suitable learning strategy; one of them is 321 strategy to improve the students' ability in reading comprehension.

3. For the students, it is better for them to study harder, more seriously and try to improve their ability in English, especially in reading comprehension by reading varios texts and discussing the general and spesific information of the texts with their friends.

4. For the next researchers, it is better for them to conduct with different variables to give a contribution in English learning implementation.

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Appendix 1

Interview the English teacher before implementing 321 strategy

1. **The researcher: How is the students' ability inEnglish, Miss?**

   The teacher   :I think this class is not too be active. There are many students

   haven't a good ability in English so they are not interested in

   learning English.

2. **The   researcher:How   is   the   students'   ability   in   reading
   comprehension,Miss?**

   The teacher   :They still have different skill in English. Especially in reading

   comprehension, they need more practice

3. **The researcher: What difficulties do you often find in English learnig,
   especially in reading comprehension on narrative text?**

   The teacher   : I feel difficult to make them understand the content of the

   text faster because they lack of vocabularies, they hard to find

   the meaning of sentences.

4. **The researcher: How do you overcome the difficulties?**

   The teacher   : I helped them to translate the text well that they are able to

   understand thecontent of the text.

5. **The researcher: What kinds of strategies do you usually use in
   Englishlearning on aspect of reading?**

   The teacher   : I don't have any certain strategies, I only ask the students

   to read the text in their English book, then answer some

questions about the text which are written in their text book.

Interview the English teacher after implementing 321 strategy

1. **The researcher: What is your opinion about teaching process of reading narrative text before and after implementing 321 strategy?**

   The teacher : The students are more enhusiastic and active in leraning English, especially in reading comprehension.

2. **The researcher: How is the improvement after implementing 321 strategy in teaching reading narrative text?**

   The teacher : their reading comprehension is improved, they know many vocabularies and able to translate the sentences by themselves, they are also able to answer the questions related to narrative text corectly. And they are confident to speak English in front of their friends.

Interview the students before implementing 321 strategy

1. **The researcher : Do you like English?**

   The student 1 : Yes, I like.

   The student 2 : Yes, I like.

   The student 3 : No, I don't like.

2. **The researcher : What do you like from learning English? (teacher, material, or method)?**

The student 1   : I like the material.

The student 2   : I like seeing my teacher speaking English, and I tried to imitate her, but I could not because I do not have many vocabularies.

The student 3   : I do not all about English. English is the most difficult lesson for me.

3. **The researcher   : Do you get difficulties when you analyze a text? Why?**

The student 1   : I do not have many vocabularies.

The student 2   : I do not understand the meaning.

The student 3   : I feel bored to read the text.

4. **The researcher : What method do you like most in learning English? (individual, or group)?**

The student 1   : I like learning individually because I can more concentrate.

The student 2   : I like grouply because I do not do the work by myself.

The student 3   : I like grouply because I do not understand English at all.

Interview the students after implementing 321 strategy

1. **The researcher   : Do you understand the material that I teach?**

The student 1   : Yes, I understand a lot.

The student 2   : Yes, I understand.

The students 3   : Yes, I understand

2. **The researcher   : Is the 321 strategy ever done by your English teacher?**

The students   : No, our English teache never do the strategy for us.

3. **The researcher : What is your impression of 321 strategy?**

   The students : first time, reading narrative text by using 321 strategy was difficult beacause this is the fist time we use it. But now, English is easier and fun than before. We feel interesting when analyzing the narrative text and answering all of the questions.

Appendix 2

<div align="center">

LESSON PLAN

CYCLE I

</div>

School	: MAS PAB 2 Helvetia
Grade	: X
Subject	: Bahasa Inggris
Topic	: Reading
Sub Topic	: Narrative
Time Allocation	: 2x45 menit

A. Standard Competence

Comprehending the meaning of short functional texts and simple essays in the form of narrative, descriptive, and news item in daily life context and to access sciences.

B. Basic Competence

Responding the meaning and rgethoric steps of simple essays accurately, fluently and acceptable in daily life context and to access sciences on narrative, descriptive and newsitems texts.

C. Skill

Reading

D. Indicators

1. Identifying the meaning of words on narrative text
2. Identifying the meaning of sentences on narrativetext
3. Identifying the complication of a narrative story
4. Identifying the events of a narrative story
5. Identifying the characteristics of the objects described on a narrative story
6. Identifying the main points a narrative story
7. Answering the questions based on a narrative text

E. The Learning Aims

1. Students are able to identify the meaning of words on narrative text
2. Students are able to identify the meaning of sentences on narrative text
3. Students are able to identify the complication of a narrative story
4. Students are able to identify the events of a narrative story
5. Students are able to identify the characteristics of the objects described on a narrative story
6. Students are able to identify the main points of a narrative story
7. Students are able to answer the questions based on a narrative text

F. Learning Material

Narrative text

G. Methods/ Strategy

Lecture, question-answer and discussion/ 321 strategy

H. Learning Activities

Learning Steps:

No.	Learning Activities
1.	Opening: Apperception - The teacher is going to ask the students questions that connect the previous material or knowledge to the material being discussed. Motivation - The teacher is going to motivate the students to participate actively during the learning.
2	Main activities - The teacher is going to ask for students' knowledge about narrative text.

	Elaboration
	- The teacher is going to involve the students to analyze a narrative text.
	- The teacher is going to devide the class into some groups. Each group consists of 5 students.
	- Each group is going to discuss the narrative text. All group members must be able to comprehend the content of the text.
	- Each member of the group is going to do 321 strategy step. (1) Students write down three (3) things they learned from reading the text. (2) Students should write down two (2) things they find interesting and they want to learn more about, or they think they may learn more about in the text they are reading. (3) Finally, students have to write one (1) question about the text. Students may ask about unclear explanation about the text, or misunderstood event, or conceptual gaps.
	- The teacher asks every group to convey their recovery, and the other students may interrupt or add anything.
	- The teacher is going to call out number of the group. Every member of the group must be able to answer the teacher's questions.
	Confirmation
	- The teacher together with the students is going to conclude the lesson material.
3	- The teacher give question session to overcome the obstacle in students mind.
	Closing :
	- The teacher is going to give individual task. Each student must answer 20 multiple questions based on narrative texts given.
	- The teacher is going to motivate all students to participate actively in learning and to study harder at home.

I. Learning Source

Textbook

J.   Assessment

      Procedure   : Individual

      Technique   : Written Test

      Instruments   : Objective Test- Multiple Choice

      Assessment Guide

$$S = \frac{R}{N} \; x \; 100$$

Medan,April 2019

Headmaster   Guidance Teacher   researcher

Drs. H. M Fauzi Sunara, M. A   Deci Rahayu Sormin, SPd   Hidayatul Khairi

Appendix 3

<div align="center">

LESSON PLAN

CYCLE II

</div>

School	: MAS PAB 2 Helvetia
Grade	: X
Subject	: Bahasa Inggris
Topic	: Reading
Sub Topic	: Narrative
Time Allocation	: 2x45 menit

D. Standard Competence

Comprehending the meaning of short functional texts and simple essays in the form of narrative, descriptive, and news item in daily life context and to access sciences.

E. Basic Competence

Responding the meaning and rgethoric steps of simple essays accurately, fluently and acceptable in daily life context and to access sciences on narrative, descriptive and newsitems texts.

F. Skill

Reading

D. Indicators

1. Identifying some kinds of narrative text, as: legend, fairytale, myth, fable, etc.
2. Identifying the communicative purpose of a narartive text
3. Identifying the meaning of words on narrative text
4. Identifying the meaning of sentences on narrative text
5. Identifying the complication of a narrative story
6. Identifying the events of a narrative story

7. Identifying the characteristics of the objects described on a narrative story

8. Identifying the main points a narrative story

9. Identifying the moral value of a narrative text

10. Answering the questions based on a narrative text

11. Building up their own sentences using past tenses

E. The Learning Aims

1. Students are able to identifysome kinds of narrative text, as: legend, fairytale, myth, fable, etc.

2. Students are able to identify the communicative purpose of narrative text.

3. Students are able to identify the meaning of words on narrative text.

4. Students are able to identify the meaning of sentences on narrative text

5. Students are able to identify the complication of a narrative story

6. Students are able to identify the events of a narrative story

7. Students are able to identify the characteristics of the objects described on a narrative story

8. Students are able to identify the main points of a narrative story

9. Students are able to identify the moral value of a narrative text

10. Students are able to answer the questions based on a narrative text

11. Students are able to build up their own sentences using past tenses

F. Learning Material

Narrative text

G. Methods/ Strategy

Lecture, question-answer and discussion/ 321 strategy

H. Learning Activities

Learning Steps:

No.	Learning Activities
1.	Opening: Apperception - The teacher is going to ask the students questions that connect the previous material or knowledge to the material being discussed. Motivation - The teacher is going to motivate the students to participate actively during the learning.
2	Main activities - The teacher is going to ask for students' knowledge about narrative text. Elaboration - The teacher is going to involve the students to analyze a narrative text. - The teacher is going to devide the class into some groups. Each group consists of 5 students. - Each group is going to discuss the narrative text. All group members must be able to comprehend the content of the text. - Each member of the group is going to do 321 strategy step. (1) Students write down three (3) things they learned from reading the text. (2) Students should write down two (2) things they find interesting and they want to learn more about, or they think they may learn more about in the text they are reading. (3) Finally, students have to write one (1) question about the text. Students may ask about unclear explanation about the text, or misunderstood event, or conceptual gaps. - The teacher asks every group to convey their recovery, and the other students may interrupt or add anything. - The teacher is going to call out number of the group. Every member of the group must be able to answer the teacher's questions.

3	Confirmation - The teacher together with the students is going to conclude the lesson material. - The teacher give question session to overcome the obstacle in students mind. Closing : - The teacher is going to give individual task. Each student must answer 20 multiple questions based on narrative texts given. - The teacher is going to motivate all students to participate actively in learning and to study harder at home.

I. Learning Source

Textbook

J. Assessment

Procedure   : Individual

Technique   : Written Test

Instruments   : Objective Test- Multiple Choice

Assessment Guide

$$S = \frac{R}{N} \ x \ 100$$

Medan, April 2019

Headmaster   Guidance Teacher   researcher

Drs. H. M Fauzi Sunara, M. A   Deci Rahayu Sormin, SPd   Hidayatul Khairi

Appendix 4

The Observation Sheet on the Teacher's Acitivities

During the Learning in cycle 1

No.	Observation Aspect	Interpretation	
		Yes	**No**

10.	Starting the learning
	   e. Conveying the learning process
	   f. Motivating the students to participate in learning
		√
		
		√	

11.	Organizing the learning
	   k. Presenting the material
	   l. Giving example
	   m. Using the suitable learning media
	   n. Giving the studets chance to ask about the material
	   o. Giving reinforcement
		
		√
		√
		√
		√
		
		√	

12.	Managing time,organizing students and learning source
	   g. Managing time
	   h. Organizing students
	   i. Utilizing learning source
		
		√
		√
		√	

13.	Conducting evaluation
	   e. Conducting evaluation during learning
	   f. Conducting evaluation at the end of learning
		
		√
		√	

14.	Closing the learning
	   e. Concluding the learning material
	   f. Giving feedback
		
		√
		√	

Appendix 5

The Observation Sheet on the Teacher's Acitivities

During the Learning in cycle II

No.	Observation Aspect	Interpretation	
		Yes	No

1.	Starting the learning
	  g. Conveying the learning process
	  h. Motivating the students to participate in learning
		√
		√	

2.	Organizing the learning
	  p. Presenting the material
	  q. Giving example
	  r. Using the suitable learning media
	  s. Giving the studets chance to ask about the material
	  t. Giving reinforcement
		√
		√
		√
		√
		√	

3.	Managing time,organizing students and learning source
	  j. Managing time
	  k. Organizing students
	  l. Utilizing learning source
		√
		√
		√	

4.	Conducting evaluation
	  g. Conducting evaluation during learning
	  h. Conducting evaluation at the end of learning
		√
		√	

5.	Closing the learning
	  g. Concluding the learning material
	  h. Giving feedback
		√
		√	

Appendix 6

The Observation Sheet on the Students' Acitivities

During the learning in cycle I

No.	Observation Aspect	Cycle I	
		F	**%**
1.	Listening to the teacher's explanation	27	75%
2.	Asking questions	4	11,1%
3.	Responding to the teacher's questions	7	19,4%
4.	Giving ideas	2	5,56%
5.	Writing a resume of the lesson	25	69,44%
6.	Being active during the discussion	13	36,11%
7.	Doing the test independently	29	80,56%

Appendix 7

The Observation Sheet on the Students' Activities

During the Learning in Cycle II

No.	Observation Aspect	Cycle I	
		F	**%**
1.	Listening to the teacher's explanation	32	90%
2.	Asking questions	8	22,2%
3.	Responding to the teacher's questions	12	33,3%
4.	Giving ideas	6	16,7%
5.	Writing a resume of the lesson	29	80,56%
6.	Being active during the discussion	24	66,7%
7.	Doing the test independently	31	86,11%

Appendix 8

PRE TEST

Name :

Class :

Choose the right answer by crossing a, b, c or d.

Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella did the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, and did not work at the house. Their mother gave them many beautiful dresses to wear.

Oneday, the two step sisters received an invitation to the ball thatthe king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and the sisters went away to it. Cinderella could not help them crying after they had left.

"why are you crying Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. :well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go the ball."

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown :now", Cinderella, "She said; :you must leave before midnight." Then she drove away in her beutiful coach.

Cinderella was having a wonderfully good time. She danced again and with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slippers was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Cinderella's step sisters tried to on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella tried on the slipper. She tuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They got married and lived happily ever after.

1. The text above is an example of . . . text
   a. Narative   c. Procedure
   b. Descriptive   d. Argument

2. The text tells us about . . .
   a. Sangkuriang   c. Danau Toba
   b. Cinderella   d. Malin Kundang

3. Who is Cinderella?
   a. An old girl   c. A young girl
   b. An old lady   d. a young lady

4. She lived with. . .
   a. Her steps mother and two step sisters
   b. Her step mother and two step sister
   c. Her step sisters
   d. Her step mother and two step sisters

5. The two step sisters received an . . . to the ball that the king's son aws going to give at the palace
   a. Invitation   c. Orientation
   b. Information   d. news

6. Where did they go?
   a. The house   c. The jungle
   b. The Ball   d. The hole

7. Who has helped Cinderella to go to a party?
   a. Her mother   c. The fairy godmother

b. Her sister   d. the grandmother

8. The fairy godmother changed a pumpkin into a . . . and mice into a . . .

   a. Fine coaches, coachman   c. Find coach, coachman

   b. Fine coach, coachmen   d. fine coach, coachman

9. What is the main idea of paragraph 4?

   a. The step mother and sisters treated Cinderella very badly

   b.The two step sisters received an invitation to the ball

   c.The fairy godmother helped Cinderella to go to the ball

   d. Cinderella got married and lived happily ever after

10. The right statement based on the text is. . .

   a. The step mother and sisters treated Cinderella very badly

   b. Cinderella could not go to the ball

   c. One of Cinderella's step sisters would marry with the king

   d. The fairy godmother changed a pumpkin into a coachman

11. What does the word *I* in paragraph 3 line 7 refers to?

   a. Step mother   c. Step sister

   b. Cinderella   d. Fairy godmother

12. The resolution of the text is in paragraph. . .

   a. 1   c. 5 and 6

   b. 2, 3 and 4   d. 7

13. What does the word *it* in paragraph 6 refers to?

   a. The glass of slipper   c. The glasses slipper

   b. The glass slipper   d. the glass slippers

14. The moral message from the text is . . .

   a. We should have a bad behaviour

   b. Not to be foolish

   c. Never help someone

   d. A good person will get a betterlife

15. The synonym word of ever after?

   a. Moment   c. Forever

   b. Die   d. Last

16. No matter how hard they squeezed their toes into it. The synonym word of this sentences is?

   a. Cinderella's step sisters put on the slipper

   b. Cinderella's step sisters take the slipper

   c. Cinderella's step sisters keep the slipper

   d. Cinderella's step sisters take off the slipper

17. "Well" said the godmother. The antonym word of well?

   a. Best   c. Better

   b. It's okay   d. Like

18.   How did the story end?

   a. Annoying   c. Sad

   b. happy   d. funny

19. Cinderella was having a wonderfully good time. What is the subject of the sentence?

   a. Was   c. Cinderella

   b. Woderfully   d. Good time

20. *Oneday, the two step sisters received an invitation to the ball thatthe king's son was going to give at the palace.*The italic sentences include the.... of the text.

   a. orientation   c. resolution

   b. complication   d. coda

Appendix 9

POST TEST FOR CYCLE I

Name   :

Class   :

Choose the right answer by crossing a, b, c or d.

The Clever Boy

A man with his donkey carrying two sacks of wheat was on his way to the market. After a little while, he was tired and they rested under a tree.

When he woke up from his nap, he could not see the donkey and start searching for the donkey everywhere. On the way, he met a boy and asked him, "Have you seen my donkey?". The boy asked. Is the donkey's left eyes blind, and his right foot lame, and is he carrying a load of wheat?". The man man was happy and said, "Yes, exactly! Where have you seen it?" The boy answered, "I haven't seen it." This made the man very angry and he took the boy to the village chief for punishment.

The judge asked, "Dear boy, if you had not seen the donkey, how could you describe it?" The boy answered, "I answered, 'I saw the tracks of a donkey and the right and the left tracks were different. From this, I understood that the donkey that passed there was limping. And the grass on the right side of the road was eaten but the grass on the left was not. From that I understood that his left eye was blind. There were wheat seeds scattered on the ground and I understood that he must have been carrying a load of wheat".

The judge understood the boy's cleverness and told the man to forgive the boy.

1. The text tells us about . . .
    a. a wise judge   c. A bold chief
    b. a clever boy   d. a bad tempered man

2. The communicative purposes of the text is to . . .

    a. provide entertainment

    b. amuse the readers

    c. teach the readers a lesson

    d. make the audiences think about an issue

3. What was the man carrying on his way to the market?

    a. a sack of rice   c. a bottle of milk

    b. two sacks of wheat   d. a tin of jar

4. <u>After a little while,</u> he was tired and they rested under a tree.

  The underlined word belongs to adverb of. . .

    a. time   c. place

    b. additon   d. manner

5. Where did the man and his donkey rest?

    a. Under a tree   c. In the market

    b. In the field   d. on the road

6. Who did he meet on the way?

    a. a donkey   c. a girl

    b. a boy   d. an old lady

7. What did the man do after he could not see his donkey?

    a. Keptcalm   c. searched for

    b. Went home   d. asked for someone help

8. Where did the man take the boy?

    a. Under a tree   c. The village chief

    b. Everywhere   d. the ground

9. What is the main idea of paragraph 2

    a. The man went to the market   c. the boy tricked the man

    b. The man had lost his donkey   d.the donkey is blind

10. The man was happy and said "Yes, exactly! Where have you seen *it*. It refers to?

    a. The man   c. The judge

    b. The boy   d. The donkey

11. The resolutioun of the text is in the ... paragraph

   a. fisrt   c. third

   b. second   d. last

12. The man got angry with the boy because . . .

   a. he liked tricking people

   b. he was ashamed to be fooled by the little boy

   c. he did not want to tell him where the donkey was

   d. d. he pretended to see the man's donkey

13. The text shows that the boy knewabout the donkey based on. . .

   a. the clues that he saw

   b. the evidence from the donkey owner

   c. the characteristics of the donkey he saw on the road

   d. the report made by passerby

14. The word *they* in paragraph 1 refers to. . .

   a. the man and the donkey   c. two sacks of wheat

   b. the man and the boy   d. the man and the judge

15. ".. that *he* must have been carrying a load of wheat." The word in italics refers to. . .

   a. The man   c. the village chief

   b. The donkey   d. the clever boy

16. "There were wheat seeds scattered on the ground...". the word scattered means...

   a. Thrown   c. inlaid

   b. Strewn   d. in a mess

17. The right statement based on the text is. . .

   a. The boy saw a donkey eating the grass

   b. The donkey could not walk well since his left foot was lame

   c. The donkey ate the grass on the right side of the road

   d. The man took the boy to the village chief because the boy hid his donkey

18. The word *searching for* means. . .

   a. hunted for   c. looking for

   b. looking after   d. spying on

19. Who is clever in this story?

   a.   The boy   c. the man

   b.   The donkey   d. the judge

20. The moral message from the text is . . .

   a. judgement should be done as possible.

   b. we mustn't downgrade other people even children

   c. We should not be quick to judge people

   d. we must obey a chief's judgement

Appendix 10

POST TEST FOR CYCLE II

Name   :

Class   :

Choose the right answer by crossing a, b, c or d.

Pari Temples

Along time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. He prayed days and nightss for her daughter to have a husband.

Oneday a young man came to his place. The man's name was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. He agreed to have Jaka as his student with one condition that he would marry his daughter. Jaka Pandelengan and Dwi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of Pari or paddy to the couple. He asked he couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted them to help poor people. The couple started a new life. They planted the seeds. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some pari seeds but the couple refused to help them.

Kiai Gede heard about the couple's bad behaviour. Soon he visited the couple. He met them when the couple was working in the field. He talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to him. Kiai Gede got very angry. Then, he said, "You two are like temples". You did not listen to me." Right after he said those words, an

incredible thing happened. Slowly, Jaka and Dwi turned into temples. Because the temples stood among the Pari, people then named them as Pari Temples.

1. The text is called. . .
   a. folktale   b. legend   c. fable   d. myth
2. The text tells us about. . .
   a. Arrogant couple   c. magic pari seeds
   b. Temple   d. rebillious daughter
3. The communicative purpose of writing the text is . . .
   a. to entertain the readers
   b. to teach the readers a lesson
   c. to describe a particular and special thing
   d. the excite the reader's emotions
4. Who had supernatural power?
   a. Kiai Gede   c. Bah Marijan
   b. Ki Joko Bodo   d. Sangkuriang
5. Where did the story take place?
   a. in Sinabung Mountain   c. in Penanggungan Mountain
   b. in Pari Temple   d. in West Sumatra
6. What did Kiai Gede Penanggungan pray for?
   a. He prayed for her daughter to be rich
   b. He prayed for to have a wife
   c. He prayed for her daughter's health
   d. He prayed for her daughter to have a husband
7. Who was Kiai Gede Penanggungan's student?
   a. Dewi Walangangin   c. her neighbour
   b. Jaka Pandelengan   d. her daughter
8. The word *they* in paragraph 3 refers to. . .
   a. Kiai Gede and his daughter
   b. Kiai Gede and his son in law
   c. Jaka Pandelengan and Dewi Walangangin

    d. Dewi Walangangin and herneighbour

9. What did Kiai Gede give to the couple?

    a. Pari Temples   c. much money

    b. His whole wealth   d. some seeds of pari or paddy

10. Jaka Pandelengan and his wife became rich because. . .

    a. they helped the poor people   c. they had a great power

    b. they planted pari seeds   d. they built a temple

11. "... an <u>incredible</u> thing happened". The underlined word means....

    a. untouchable   c. coomon

    b. unbelievable   d. usual

12. The right statement based on the text is. . .

    a. Jaka had to marry Dewi before he became Kiai Gede's student

    b. Jaka and Dewi often gave their neighbours a lot of rice

    c. Kiai Gede gave Jaka and Dewi a paddy field when they got married

    d. The neighbours asked some rice from the couple

13. "You did not listen to me.". The word *you* refers to. . .

    a. Jaka Pandelengan   c. Jaka Pandelengan and Dewi Walangangin

    b. Dewi Walangangin   d. Kiai Gede

14. Jaka and Dwi <u>turned into</u> temples. The underline word means. . .

    a. became   c. moved to

    b. altered   d. replaced

15. The moral message from the story is. . .

    a. we should live separately from our parents

    b. we have to listen our parents'advice

    c. we have to prepare a good paddy field

    d. we should refuse other people's help

16. the first paragraph of the text above is called. . .

    a. complication   c. thesis

    b. orientation   d. general classification

17. <u>Along time ago</u>, there lived an old man in the Penanggungan Mountain.

The underlined word belongs to adverb of. . .

   c. time   c. place

   d. additon   d. manner

18. What is the main idea of last paragraph?

   a. Jaka Pandelengan and Dwi Walangangin soon got married

   b. Kiai Gede got very angry and turned Jaka and Dwi into temples

   c. The couple became arrogant people when they were rich

   d. Kiai Gede Penanggungan taught Jaka many things

19. How did the story end?

   a. Annoying   c. Tragic

   b. Happy   d. Funny

20. The complication of the text is in paragraph. . .

   a 1 and 2   c. 2,3 and 4

   b 2 and 3   d. 3 and 4

Appendix 11

KEY ANSWER

PRE TEST

1. a	6. b	11. b	16. a
2.b	7. c	12. d	17. b
3.c	8. d	13 b	18. b
4.d	9. c	14. d	19. c
5.a	10. a	15. c	20. b

POST TEST CYCLE I

1. b	6. b	11. d	16. b
2. c	7. c	12. d	17. c
3. b	8. c	13. a	18. c
4. a	9. b	14. a	19. a
5. a	10. d	15. b	20. c

POST TEST CYCLE II

1. b	6. d	11. b	16. b
2. a	7. b	12. a	17. a
3. b	8. c	13 c	18. b
4. a	9. d	14. a	19. c
5.c	10. b	15. b	20. c

Appendix 12

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Researcher's Note

</div>

The 1st Meeting

   The researcher came into the students' classroom (X-MIA 1). The researcher introduced her personal identity to the students. Then, the researcher told the students that the researcher would conduct a research in their class. The research was related to their ability in reading comprehension on narrative text. after that, the researcher callaed out their name one by one based on the attendant list to ensure that all students had come into the classroom. On the first meeting, the students were given a pre test consisting of 20 multiple choice questions. They were also instructed not to discuss the anwers with their classmates. They had to do the best by themselves. This aimed to know their prior knowledge.

The 2nd Meeting

   The researcher began cycle 1 learning. The researcher implemented 321 strategy during the learning. The learning was implemented based on the lesson plan which had been arranged before. It consisted of opening activities, main activities and closing.

   During the learning in cycle I, there were some problems found: (1) there was not enough time for discussion. Not all members of each group got a turn to answer the teacher's question during the discussion. (2) they still found it difficult to organize sentences in English since they had less vocabulary so that it took long time for them to answer the teacher's question. (3) there were some students who

were not cooperative during the discussion. They did not give any responses or ideas while discussing with their group.

At the end of learning the students were given a test consisting of 20 multiple choice questions. The test consisted of a narrative text.

The 3rd Meeting

The researcher together with the students discussed the answers of the test in cycle I. Most of the students looked enthusiastic listening to the key answers. The students were also pleased to ask some parts of the test which they had not understood. However, there were only few students asking the reasons of choosing certain answers.

After scoring the students' test, the researcher discussed with the English teacher about the students' progress. The researcher also asked for the teacher's suggestions for the next plans.

There were some actions planned in cycle II: revising the lesson plan, (2) giving reward to all students who participated during the discussion, (3) motivating the students, especially those who did not participate actively in cycle I to express their ideas in English, and (4) giving the students more time for questions and answer.

The 4th Meeting

The researcher began cycle II learning. The researcher implemented 321 strategy during the learning. The learning was implemented based on the lesson plan which had been arranged and revised before. It consisted of opening activities, main activities and closing.

In cycle II learning, the students had been accustomed to the learning steps of 321 strategy. Most of them also showed their enthusiasm during the discussion. They look more confident to give a response during the discussion. In addition, they did not also feel ashamed to ask some questions related to the material.

At the end of learning the students were given a test consisting of 20 multiple choice questions. The test consisted of a narrative text. during the test, the students did not show any confusion even most of them do the test independently.

The 5th Meeting

The researcher together with the students discussed the answers of the test in cycle II. The researcher called out 20 of them to answer the questions. Most of the students looked enthusiastic listening to the key answers. Some of them also asked some parts of the test which they had not understood.

After scoring the students' test, the researcher discussed with the English teacher about the students' progress.

The 6th Meeting

The researcher showed the students their scores in pre test and the two post tests to motivate them in English learning. The researcher also asked for their comments related to the learning in cycle I and cycle II. Some of them commented that they had understood about narrative text more than before. Even, they commented that they got a lot of new vocabularies during the discussion.

Appendix 13

The researcher introduced 321 strategy chart details in reading comprehension activity

The students were doing pre test

Cycle I Learning: The students were discussing a narrative text with their group.

Cycle I Learning: The students were discussing a narrative text with their group.

Cycle I: The students share and convey their 321 chart Of a narrative text

Cycle II Learning: the student is answering the teacher's questions

Appendix 14

ATTENDANCE LIST

X MIA MAS PAB 2 HELVETIA

No.	Name	Meeting					
		1	2	3	4	5	6
1	Adilla Daniyah						
2	Nurul Fadillah Hasibuan						
3	Aidil Ricky Pramana						
4	Aldino Armansyah						
5	Annisa Rahma Aulia						
6	Aqilla Syafiqah						
7	Delvi Mustika						
8	Dessy Ramadani						
9	Fatimah						
10	Hubban Nabiel M						
11	Husnul Khotimah						
12	Iftahil Qolby						
13	Ipah Aini						
14	Khairul Iwal						
15	Maydatul Zannah						
16	M . Fajar Suprayetno						
17	Nabillah Maulina L						
18	Naya Fadillah						
19	Nazilah						
20	Nissa Abdawiyah						
21	Nurul Khodijah						
22	Puan Maulida Syifa R						
23	Puja Aliani						
24	Putri Hapsyari						
25	Rahma Syahfitri						
26	Raisa Muriza Ramzi						
27	Sakinah Muizzah H						
28	Salwa Khairunnisa						
29	Samsida Ira Nurzannah						
30	Sella Ayu Syahbina S						
31	Shalsa Sya'bania						
32	Shofy Fransiska S						
33	Siti Nabila Harahap						
34	Siti Nurfadilla						
35	Tasya Utami Daulay						
36	Uly Anti Mawaddah						

Appendix 15

TABEL NILAI KRITIS DISTRIBUSI T

df	One-Tailed Test						
	0,25	0,10	0,05	0,025	0,01	0,005	0,001
	Two-Tailed Test						
	0,50	0,20	0,10	0,05	0,02	0,01	0,002
1	1,000000	3,077684	6,313752	12,706205	31,820516	63,656741	318,308839
2	0,816497	1,885618	2,919986	4,302653	6,964557	9,924843	22,327125
3	0,764892	1,637744	2,353363	3,182446	4,540703	5,840909	10,214532
4	0,740697	1,533206	2,131847	2,776445	3,746947	4,604095	7,173182
5	0,726687	1,475884	2,015048	2,570582	3,364930	4,032143	5,893430
6	0,717558	1,439756	1,943180	2,446912	3,142668	3,707428	5,207626
7	0,711142	1,414924	1,894579	2,364624	2,997952	3,499483	4,785290
8	0,706387	1,396815	1,859548	2,306004	2,896459	3,355387	4,500791
9	0,702722	1,383029	1,833113	2,262157	2,821438	3,249836	4,296806
10	0,699812	1,372184	1,812461	2,228139	2,763769	3,169273	4,143700
11	0,697445	1,363430	1,795885	2,200985	2,718079	3,105807	4,024701
12	0,695483	1,356217	1,782288	2,178813	2,680998	3,054540	3,929633
13	0,693829	1,350171	1,770933	2,160369	2,650309	3,012276	3,851982
14	0,692417	1,345030	1,761310	2,144787	2,624494	2,976843	3,787390
15	0,691197	1,340606	1,753050	2,131450	2,602480	2,946713	3,732834
16	0,690132	1,336757	1,745884	2,119905	2,583487	2,920782	3,686155
17	0,689195	1,333379	1,739607	2,109816	2,566934	2,898231	3,645767
18	0,688364	1,330391	1,734064	2,100922	2,552380	2,878440	3,610485
19	0,687621	1,327728	1,729133	2,093024	2,539483	2,860935	3,579400
20	0,686954	1,325341	1,724718	2,085963	2,527977	2,845340	3,551808
21	0,686352	1,323188	1,720743	2,079614	2,517648	2,831360	3,527154
22	0,685805	1,321237	1,717144	2,073873	2,508325	2,818756	3,504992
23	0,685306	1,319460	1,713872	2,068658	2,499867	2,807336	3,484964
24	0,684850	1,317836	1,710882	2,063899	2,492159	2,796940	3,466777
25	0,684430	1,316345	1,708141	2,059539	2,485107	2,787436	3,450189
26	0,684043	1,314972	1,705618	2,055529	2,478630	2,778715	3,434997
27	0,683685	1,313703	1,703288	2,051831	2,472660	2,770683	3,421034
28	0,683353	1,312527	1,701131	2,048407	2,467140	2,763262	3,408155
29	0,683044	1,311434	1,699127	2,045230	2,462021	2,756386	3,396240
30	0,682756	1,310415	1,697261	2,042272	2,457262	2,749996	3,385185
31	0,682486	1,309464	1,695519	2,039513	2,452824	2,744042	3,374899
32	0,682234	1,308573	1,693889	2,036933	2,448678	2,738481	3,365306
33	0,681997	1,307737	1,692360	2,034515	2,444794	2,733277	3,356337
34	0,681774	1,306952	1,690924	2,032245	2,441150	2,728394	3,347934
35	0,681564	1,306212	1,689572	2,030108	2,437723	2,723806	3,340045
36	0,681366	1,305514	1,688298	2,028094	2,434494	2,719485	3,332624
37	0,681178	1,304854	1,687094	2,026192	2,431447	2,715409	3,325631
38	0,681001	1,304230	1,685954	2,024394	2,428568	2,711558	3,319030
39	0,680833	1,303639	1,684875	2,022691	2,425841	2,707913	3,312788
40	0,680673	1,303077	1,683851	2,021075	2,423257	2,704459	3,306878