

**THE IMPLEMENTATION OF 3-2-1 STRATEGY IN  
TEACHING READING THROUGH ONLINE  
LEARNING IN THE JUNIOR HIGH SCHOOL**



**BY  
PUTU MELIA DEWI  
NIM. 1812021063**

**ENGLISH LANGUAGE EDUCATION  
FACULTY OF LANGUAGES AND ARTS  
GANESHA UNIVERSITY OF EDUCATION  
SINGARAJA**

**2022**

**THE IMPLEMENTATION OF 3-2-1 STRATEGY IN  
TEACHING READING THROUGH ONLINE  
LEARNING IN THE JUNIOR HIGH SCHOOL**

**SKRIPSI**

**Diajukan kepada**

**Universitas Pendidikan Ganesha**

**Untuk Memenuhi Salah Satu Persyaratan dalam Menyelesaikan**

**Program Sarjana Pendidikan Bahasa Inggris**



**Oleh**

**Putu Melia Dewi**

**NIM 1812021063**

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**JURUSAN BAHASA ASING**

**FAKULTAS BAHASA DAN SENI**

**UNIVERSITAS PENDIDIKAN GANESHA**

**SINGARAJA**

**2022**

**SKRIPSI**

**DIAJUKAN UNTUK MELENGKAPI TUGAS  
DAN MEMENUHI SYARAT-SYARAT UNTUK  
MENCAPAI GELAR SARJANA PENDIDIKAN**

**Menyetujui**

Pembimbing I,



Prof. Dr. Ni Made Ratminingsih, M.A.  
NIP. 196609081991022002

Pembimbing II,



I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.  
NIP. 197809182006041001

**Lembar Persetujuan Dosen Penguji Skripsi**

Skripsi oleh Putu Melia Dewi ini  
telah dipertahankan di depan dewan penguji  
pada tanggal 10 Juni 2022

Dewan Penguji,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

(Ketua)



Nyoman Karina Wedhanti, S.Pd., M.Pd.  
NIP. 198204212008122003

(Anggota)



Prof. Dr. Ni Made Ratminingsih, M.A.  
NIP. 196609081991022002

(Anggota)



I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.  
NIP. 197809182006041001

(Anggota)

**Lembar Persetujuan dan Pengesahan Panitia Ujian Skripsi**

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni  
Universitas Pendidikan Ganesha  
guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada:

Hari : Jumat

Tanggal : 15 Juli 2022

**Mengetahui,**

Ketua Ujian,

Sekretaris Ujian,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001



Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.  
NIP. 198304022006042001



Mengesahkan,

Dehan, Fakultas Bahasa dan Seni

Prof. Dr. I Made Sutarna, M.Pd.  
NIP. 196004241986031002

## PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul "The Implementation of 3-2-1 Strategy in Teaching Reading through Online Learning in the Junior High School" beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.

Singaraja, 10 Juni 2022

Yang membuat pernyataan,



Putu Melia Dewi  
NIM. 1812021063

## ACKNOWLEDGEMENT

The writer would like to express her sincere gratitude to the Almighty God, Ida Sang Hyang Widhi Wasa, for an endless blessing so this research paper entitled “The Implementation of 3-2-1 Strategy in Teaching Reading through Online Learning in the Junior High School” could be accomplished.

In this opportunity, the writer also would like to thank people who were offered invaluable assistance, support, time, patience, guidance, and suggestions during the accomplishment of this research paper:

1. Prof. Dr. Ni Made Ratminingsih, M.A. as the first supervisor who had kindly given valuable guidance, beneficial feedback, inspiring ideas, advice, as well as motivation that helped the writer a lot in finishing this research paper.
2. I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd. as the second supervisor who also gave beneficial guidance, helpful advice, suggestions, feedback, and valuable support for the writer in finishing this research paper.
3. All of ELE’s lecturers who had given guidance, invaluable knowledge, meaningful advice, suggestions, and support to the writer during the past few years in English Language Education.
4. Appreciation and gratitude are also expressed to SMP Negeri 4 Busungbiu which had given permission for the writer to collect data in this school.
5. The writer’s parents, Gede Widiassa and Nengah Tariami who always give affection, care, love, and endless support to the writer during the process of finishing her study.
6. The writer’s dearest siblings, Melinda Yani and Martin Jayadi who always supporting her during the ups and downs.
7. The writer’s best friends, Riska, Risna, and Mawar who had given endless support and helped her a lot during these university years.
8. The writer’s mates in college, classmates, and organization mates.

Finally, the writer hopes that this research paper can be useful and beneficial for the development of English language teaching and learning process. The writer is fully aware that this research paper is still far away from perfection.

Therefore, the writer really opens and appreciates to any constructive criticisms, suggestions, and feedbacks which are needed for the improvement of this research paper.

Singaraja, 10 Juni 2022

Putu Melia Dewi



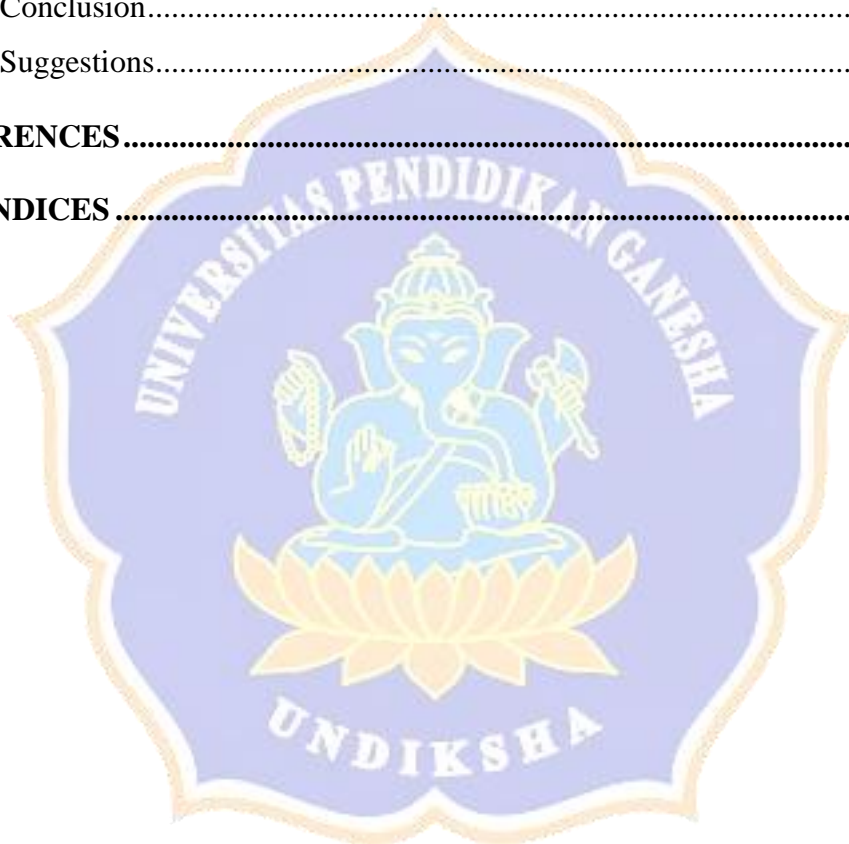


## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>iii</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF TABLES</b> .....	<b>viii</b>
<b>LIST OF FIGURES</b> .....	<b>ix</b>
<b>LIST OF DIAGRAMS</b> .....	<b>x</b>
<b>LIST OF APPENDICES</b> .....	<b>xi</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Research Background.....	1
1.2 Problem Identification.....	7
1.3 Research Limitation.....	9
1.4 Research Question.....	10
1.5 Research Objective.....	10
1.6. Research Significances.....	10
1.6.1 Theoretical Significance.....	10
1.6.2 Practical Significance.....	10
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>12</b>
2.1 Theoretical Review.....	12
2.1.1 Reading.....	12
2.1.1.1 The Importance of Reading.....	13
2.1.1.2 Aspects of Reading.....	14
2.1.2 Reading Comprehension.....	16
2.1.2.1 Barrett’s Taxonomy of Reading Comprehension.....	17
2.1.3 Teaching Reading.....	20
2.1.4 The Nature of 3-2-1 Strategy.....	23
2.1.5 The Procedure of Implementing 3-2-1 Strategy.....	27
2.1.6 The Advantages of 3-2-1 Strategy.....	30

2.1.7 Conventional Method (Scientific Approach).....	31
2.1.8 Online Learning .....	33
2.1.9 The Use of Google Meet in Online Learning .....	35
2.2 Empirical Review .....	36
2.3 Conceptual Framework .....	43
2.4 Research Hypothesis .....	44
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>46</b>
3.1 Research Design .....	46
3.2 Research Setting .....	48
3.3 Population and Sample .....	48
3.3.1 Population .....	48
3.3.2 Sample .....	49
3.4 Research Variables .....	51
3.5 Research Instrument .....	52
3.5.1 Instrument for Treatment (Teaching Scenarios).....	52
3.5.2 Instrument for Collecting Data (Reading Comprehension Tests).....	54
3.6 Validity and Reliability of Instruments .....	54
3.6.1 Validity of Instruments .....	54
3.6.1.1 Content Validity .....	54
3.6.1.2 Empirical Validity.....	58
3.6.2 Reliability of Instruments .....	63
3.7 Method of Data Collection .....	65
3.8 Method of Data Analysis.....	68
3.8.1 Descriptive Statistical Analysis .....	68
3.8.2 Inferential Statistical Analysis .....	69
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>73</b>
4.1 Findings .....	73
4.1.1 Description of Data .....	74
4.1.1.1 Description of Pre-Test Data.....	74
4.1.1.2 Description of Post-Test Data .....	78
4.1.2 Comparison of Scores between Both Groups .....	82

4.1.3 Inferential Statistical Analysis .....	84
4.1.3.1 Normality Test .....	84
4.1.3.2 Homogeneity Test .....	86
4.1.3.3 Hypothesis Testing (T-test).....	88
4.2 Discussion .....	91
4.3 Implications .....	101
<b>CHAPTER V SUMMARY, CONCLUSION, AND SUGGESTIONS .....</b>	<b>103</b>
5.1 Summary .....	103
5.2 Conclusion.....	105
5.3 Suggestions.....	106
<b>REFERENCES .....</b>	<b>108</b>
<b>APPENDICES .....</b>	<b>112</b>



## LIST OF TABLES

Table 2.1 3-2-1 Strategy Chart .....	25
Table 2.2 Modification of 3-2-1 Strategy Chart for Recount Text.....	26
Table 3.1 Distribution of Research Population.....	48
Table 3.2 The Result of Normality Test before Treatment .....	50
Table 3.3 The Result of Homogeneity Test before Treatment .....	51
Table 3.4 The Comparison of Steps for Teaching Reading Using 3-2-1 Strategy and Conventional Method .....	53
Table 3.5 Cross Tabulation Table.....	55
Table 3.6 Level of Content Validity .....	56
Table 3.7 The Result of Pre-Test Content Validity .....	56
Table 3.8 The Result of Post-Test Content Validity.....	57
Table 3.9 The Result of Pre-Test Empirical Validity .....	59
Table 3.10 The Result of Post-Test Empirical Validity .....	61
Table 3.11 The Coefficient and Qualification of Reliability .....	63
Table 3.12 The Result of Pre-Test Reliability .....	64
Table 3.13 The Result of Post-Test Reliability .....	64
Table 3.14 The Criteria for Testing Normal Distribution .....	70
Table 3.15 The Criteria for Testing Homogeneity of Variance .....	71
Table 3.16 The Qualification for Hypothesis Testing.....	72
Table 4.1 The Descriptive Analysis Result of Pre-Test Scores.....	74
Table 4.2 The Descriptive Analysis Result of Post-Test Scores .....	79
Table 4.3 Normality Test of Pre-Test.....	85
Table 4.4 Normality Test of Post-Test .....	86
Table 4.5 Homogeneity Test of Pre-Test.....	87
Table 4.6 Homogeneity Test of Post-Test .....	87
Table 4.7 T-test Result of Pre-Test Scores .....	89
Table 4.8 T-test Result of Post-Test Scores.....	90

## LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	43
Figure 2.2 Hypothesis Formula.....	45
Figure 3.1 The Figure of Pretest-Posttest Control Group Design.....	47
Figure 3.2 The Relationship between Independent and Dependent Variable.....	52
Figure 3.3 Gregory Formula .....	55



## LIST OF DIAGRAMS

Diagram 4.1 Pre-Test Control Group Histogram.....	77
Diagram 4.2 Pre-Test Experimental Group Histogram.....	78
Diagram 4.3 Post-Test Control Group Histogram .....	81
Diagram 4.4 Post-Test Experimental Group Histogram.....	82
Diagram 4.5 Overview of Both Groups' Scores .....	83



## LIST OF APPENDICES

Appendix 1. Letter of Permission .....	113
Appendix 2. Letter of Accomplishment.....	114
Appendix 3. Lesson Plan of Experimental Group .....	115
Appendix 4. Lesson Plan of Control Group.....	147
Appendix 5. Blue Print of Pre-Test Instrument before Try-Out .....	179
Appendix 6. Blue Print of Post-Test Instrument before Try-Out .....	182
Appendix 7. Try-Out of Pre-Test Instrument.....	185
Appendix 8. Try-Out of Post-Test Instrument .....	195
Appendix 9. Expert Judgement Sheets of Pre-Test Instrument .....	205
Appendix 10. Expert Judgement Sheets of Post-Test Instrument.....	209
Appendix 11. Empirical Validity and Reliability Test of Pre-Test Instrument.....	213
Appendix 12. Empirical Validity and Reliability Test of Post-Test Instrument.....	225
Appendix 13. Blue Print of Pre-Test Instrument after Try-Out.....	237
Appendix 14. Blue Print of Post-Test Instrument after Try-Out .....	240
Appendix 15. Reading Comprehension Test (Pre-Test) .....	243
Appendix 16. Reading Comprehension Test (Post-Test).....	252
Appendix 17. Pre-Test Score of Control Group and Experimental Group .....	261
Appendix 18. Post-Test Score of Control Group and Experimental Group ....	263
Appendix 19. Normality Test and Homogeneity Test of Pre-Test Data.....	265
Appendix 20. Normality Test and Homogeneity Test of Post-Test Data .....	268
Appendix 21. Result of Descriptive Statistical Analysis of Pre-Test Data.....	271
Appendix 22. Result of Descriptive Statistical Analysis of Post-Test Data ....	273
Appendix 23. Results of Independent Sample T-test of Pre-Test and Post-Test .....	275
Appendix 24. Documentations.....	277
Appendix 25. Author's Biography .....	289