

# USING THREE TWO ONE TECHNIQUE TO IMPROVE THE BIOGRAPHICAL RECOUNT TEXT READING SKILL OF THE TENTH GRADERS OF SMA N 3 MAGELANG

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## Abstract

Reading skill is one of the fundamental skills that has to be mastered by students. It is the ability to understand the written form of the language. The students have to be able comprehend and understand the text. In fact the tenth graders of SMA Negeri 3 Magelang in the school year 2018/2019 have less motivation in learning biographical recount text reading skill and low reading skill of biographical recount text. It is proven by the mean score of biographical recount text reading skill test which is 69 which is still lower than the minimum requirement standard score which is 75. The writer conducted a Classroom Action Research (CAR) in order to know how great is the increase of motivation in learning biographical recount text reading skill and to know how great is the improvement of the biographical recount text reading skill of the tenth graders of SMA N 3 Magelang in the school year 2018/2019 after being taught by using Three Two One Technique. The subject of the research was X IPA 1 of SMA N 3 Magelang in the school year 2018/2019. The writer uses quantitative data analysis techniques that is test technique and qualitative data analysis technique that is non-test technique (observation, questionnaire, and documentation). The students' test average scores of biographical recount text reading skill improve after being taught using Three Two One Technique. In the Pre-Cycle the average score 69.32, then improves in Cycle 1 become 89.28, and in Cycle 2 become 93.41. Thus, there is improvement from Pre- Cycle to Cycle 2 that is 24.09 point. The students' motivation in learning biographical recount text reading skill also increases. It is proven by the results of observation that increase 24.09% from Pre-Cycle to Cycle 2. Then, the results of questionnaire increase 30.66% from Pre-Cycle to Cycle 2. Based on the above results, the writer concludes that the use of Three Two One Technique can increase the students' motivation in learning biographical recount text reading skill and improve the students' biographical recount text reading skill. The writer suggests both of the teacher and the students to use Three Two One Technique as an alternative in teaching and learning process of biographical recount text reading skill.

**Keywords:** *Reading Skill, Biographical Recount Text, Three Two One Technique*

## Introduction

Reading skill is the ability to understand the written form of the language. The students have to be able to comprehend and understand the text. They will make use of their existing background knowledge (schemata) to make predictions about what is coming next in the text and about how some new, unfamiliar piece of information relates to what is already known in the text. (Bojovic, 2010). There are many texts that are learned in English reading skill, one of them is recount text. Recount text that is learned in senior high school is different from the recount text that is learned in junior high school. In senior high school, the students learn about biographical recount text. For examples are the biography of hero and artist.



In fact, many Indonesian students still have difficulty in understanding and comprehending the text. The PISA study in (Fisher, 2016) reported Indonesia students' reading performance in 2009 and 2012. In 2009, Indonesia ranked 59 of 67 countries, and in 2012, Indonesia ranked 64 of 65 countries. The report shows that Indonesian students' reading performance has decreased during the period. The reason for that problem is most of the students do not bring the dictionary. They fell lazy to search the word in the dictionary. It makes the students lack of English vocabulary and difficulty in determining the main idea.

Based on the writer observation, it also happens in the tenth graders of SMA N 3 Magelang in the school years 2018/2019. It is proven by the average result of biographical recount text test which is 69, that is still lower than the minimum requirement standard score which is 75. It is caused by the students are less motivation in learning reading of biographical recount text. They think that English is very difficult, especially reading. Moreover, the teaching technique that is used by the teacher is monotonous. The teacher just uses the textbook and asks the students to do the assignments in there. All of them make the students are less interested in reading activity. They feel so bored when they learn English reading in the class. They prefer to talk with their friends, play their cell phone, even some sleep.

Based on the problems that are mentioned above, the writer was interested to do a research about a way to improve the biographical recount text reading skill of the tenth graders of SMA N 3 Magelang in the school year 2018/2019 using Three Two One Technique. According to Ayu, Citra (2016) this technique is effective technique in teaching reading skill. It is found by Coe et al (2004). He adopts from constructivism learning theory from Piaget that makes the students link their background knowledge while reading a text. This technique helps the students read for understanding by summarizing the text by using Three Two One table.

Based on the explanation, the writer conducted a research entitled "Using Three Two One Technique to Improve the Biographical Recount Text Reading Skill of the Tenth Graders of SMA N 3 Mangelang in the School Year 20018/ 2019".

The Objectives of this study are to know how great the increase of the learning motivation of biographical recount text reading skill of the tenth graders and to know how great the improvement of biographical recount text reading skill of the tenth graders of SMA N 3 Magelang in school year 2018/2019 after being taught using Three Two One Technique.

According to Guthrie et al (2012) in Tarchi (2017: 601) motivation is considered a multidimensional core predictor of reading comprehension, moderating the impact of cognitive processes on reading performances. Comprehension reading motivation is defined as a pattern of goals, values and beliefs that constitute the reader's approach to the processes and outcomes of reading.

Bojovic (2010: 1) states that reading skill is a cognitive ability which involves identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions.



According to Knap (2005: 224) recount Text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people.

Preszler (2006) states that Three Two One Technique is a technique that gives the students the opportunity to pause and review.. In addition, when students apply this technique to their learning, they automatically synthesize information and formulate questions they still have regarding a topic of study. According to Coe et al (2004) in Ayu Citra (2016) Three Two One Technique consist of the following three steps:

- 1) Three things you discover or three of the most important idea.
- 2) Two interesting things or Two Supporting Details for Each of the ideas.
- 3) One question you still have in each idea.

## Methodology

The type of this research is Classroom Action Research (CAR) that consists of two cycles, they were Cycle 1, and Cycle 2. Before doing those cycles, the writer does Pre-Cycle in order to know the students motivation and biographical recount text reading skill before being taught using Three Two One Technique. The subject of the research was X IPA 1 of SMA N 3 Magelang in the school year 2018/2019.

The writer uses quantitative data analysis techniques that is test technique and qualitative data analysis technique that is non-test technique (observation, questionnaire, and documentation). The indicators of observation that is used in this paper is from Notoadmojo (2005) in Sarwanti (2015: 179) one of the ways to measure motivation is behavioural observation or creating a certain situation. (1) The motivation of the students to listen to the teacher's explanation: students give attention to the teacher explanation, students ask about the material, students comment about the material, students answer teacher's question, and students make a note. (2) The motivation of the students during learning process: students have spirit in learning process, the students involve in the learning process, the students can understand about the material. (3) The motivation of the students do the task that is given by the teacher: the students can answer the evaluation test, the students can finish the task on time. While the questionare indicators is adopted from Wigfield & Guthrie (1997) in Khan, Sani, & Abdullah (2017: 54-56) reading Motivation can be measured using The Motivations for Reading Questionnaire (MRQ) that consists of 4 point there are Self-Efficacy, Intrinsic Motivation, Extrinsic Motivation and Social Aspect.

The performance indicators of this research are: At least 75% of the students are motivated in reading skill of biographical recount text after being taught using Three Two One Technique and at least 75% of the students get score 75 or higher in reading skill biographical recount text after being taught using Three Two One Technique.

## Finding(s) and Discussion

*The Improvement of the Students' Biographical Recount Text Reading Skill*



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The writer compared the result of Pre- Cycle, Cycle 1, Cycle 2 Test to know the improvement of the students' biographical recount text reading skill. It shows in the Table 1.

Table 1 Students' improvements

Assessment Aspect	Average Score			Improvement Score		
	PC	C1	C2	PC-C1	C1-C2	PC-C2
Average	69.32	89.29	93.41	19.97	4.12	24.09

The students' reading skill of biographical recount text are improved. In the Pre-Cycle the average score 69.32, then improves in Cycle 1 become 89.28, and in Cycle 2 become 93.41. Thus, there is improvement from Pre- Cycle to Cycle 2 that is 24.09 point

*The Increase of Students' motivation in Learning Biographical Recount Text Reading Skill.*

Table 2 The Observation Result in All Cycles

Assessment Aspect	Average Score			Improvement Score		
	PC	C1	C2	PC-C1	C1-C2	PC-C1
Observation	55,45	80,95	85,45	25,50	4,12	24,09

Based on the results, it can be concluded that the students' motivation in learning biographical recount text reading skill increase after being taught using Three Two One Technique. It is proven by the result of observation that increase 24,09% from Pre-Cycle to Cycle 2.

*The Result and Discussion of Questionnaire in All Cycles*

Table 3 The Questionnaire Result in All Cycles

Questionnaire in PC	Questionnaire in C1	Questionnaire in C2
45.91	66.67	76.57

The result of questionnaire increase 30.66% from Pre Cycle to Cycle 2. Based on the documentations, the students are looked more enthusiastic in the learning process and have good responsibility in learning process.

**Conclusion(s)**

Based on the analysis data in the Pre-Cycle, Cycle 1, Cycle 2, the writer concluded that there is great increase of students' motivation in learning biographical recount text reading skill of the tenth graders of SMA N 3 Magelang in the school year 2018/2019 after being taught using Three Two One Technique and there is great improvement of biographical recount text reading skill of the tenth graders of SMA N 3 Magelang in school year 2018/2019 after being taught using Three Two One Technique.

Furthermore, the writer would like to give suggestion to English teacher and the students in relation with the disadvantages of using Three Two One Technique. The English teacher should check and control each group, so that all members are active in the discussion. Moreover when students communicate the results of Three Two One table that they have filled out, it is better for the teacher



to manage the class by giving a rule to take turns when giving comments and raise their hands first. so that this activity will run perfectly and not make the class too crowded without control. The students have to more focus when fill the Three Two One Technique table so it will not need much time and have active discussion in group, so it will not bored.

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