

The Effectiveness of 3-2-1 Strategy and Close Reading Strategy to Enhance the Students' Motivation and Achievement in Reading Comprehension at Immanuel Senior High School Batam

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ABSTRACT

This research aimed to assess the effectiveness of the 3-2-1 strategy in enhancing student's motivation and achievement; to assess the effectiveness of the close reading strategy in enhancing student's motivation and achievement; to discuss the significant difference between the 3-2-1 strategy and close reading strategy in enhancing students' motivation and achievement; to show the use of motivation in enhancing students' achievement and to elaborate the relationship among the 3-2-1 strategy close reading strategy, students' motivation, and students' achievement. This research was a quasi-experimental study with a 2x2 factorial design focusing on two independent and dependent variables. The population of this research were the eleventh grade of students in Immanuel Senior High School Batam in the 2022/2023 academic year. Furthermore, the samples were taken from two classes with 37 participants in this research. Seventeen students were in experiment class I, and 20 were in experiment II. The results of this research showed that (1) the 3-2-1 strategy is effective in enhancing students' motivation in reading comprehension. (2) the 3-2-1 strategy effectively enhances students' achievement in reading comprehension. (3) close reading strategy effectively enhances students' motivation in reading comprehension. (4) close reading strategy effectively enhances students' achievement in reading comprehension. (5) the

3-2-1 strategy significantly enhances students' motivation in reading comprehension. (6) there is a significant difference between the 3-2-1 strategy and the close reading strategy in enhancing students' achievement (7) the use of motivation positively influences learning achievement. (8) there is a relationship between the 3-2-1 strategy, close reading strategy, students' motivation, and students' achievement.

Keywords: 3-2-1 Strategy, Close Reading Strategy, Reading Comprehension, Learning Motivation, Achievement

INTRODUCTION

English is a lingua franca used by people worldwide to interact. Lingua franca is a language used or selected by speakers from various linguistic backgrounds (Mallette, 2014, p. 332). English is used to aim that people who speak diverse first languages can deliver their idea to others and understand what is communicated. Therefore, it is essential to learn and master English. In learning English, four skills should be mastered by students. These skills are listening, speaking, reading, and writing. This research focuses on reading skills because reading is an important skill a second language learner (ESL) or English foreign learner (EFL) must acquire. Reading abilities are essential in promoting textual

material comprehension in everyday life. By reading, people may get knowledge from a variety of sources. According to Ahmadi & Gilakjani (2011, p. 142), the primary goal of reading is to comprehend the author's intended message. The ability to understand the meaning transmitted by the author is what we refer to as the "comprehension" concept in a text.

However, compared to other countries, the literacy level in Indonesia nowadays might need to be considered adequate and relatively low. Based on the 2019 PISA survey, Indonesia was placed 62 out of 70 countries, indicating that its literacy rate was among the lowest 10 in the world. Literacy abilities become benchmarks of a student's level of competence when seen from the education perspective. Therefore, improving literacy by bolstering the reading activity is needed. Literacy development practices can bring students to a higher level of literacy. This skill must be fostered in the school teaching and learning process.

I found that most of the students in Immanuel senior high school Batam did not achieve the curriculum expectation and had a lower ability to understand English, especially reading comprehension. It is compatible with my preliminary work for eleventh-grade students of Immanuel senior high school Batam, who needed help comprehending the academic text. These difficulties result in the student's poor performance on reading tests. There were internal and external factors that contributed to students' problems. The students read the text word by word, relying too much on their visual cues, significantly slowing their reading speed and affecting their comprehension. They only read the text but cannot recognize and grasp what they read. Furthermore, students were difficult to determine explicit and implicit information in a text, so they could not appropriately answer the questions. Moreover, students were not familiar with reading strategies. The strategy encourages students to start to understand the learning process. Without a strategy, students did not know how to

encounter their difficulties. Students who struggle to grasp what they are reading may become frustrated and lose motivation.

Other than internal factors, external factors can also affect students' reading comprehension. It comes from the classroom environment. The reading activity in class fosters boredom in classroom learning and monotonous teaching, making students feel more unmotivated and uninterested. Therefore, most students become passive and lazy to read. The Immanuel senior high school teacher Batam still uses conventional strategies in teaching reading and does not use strategies to make the students understand and be interested in reading. The teacher usually explains the material and asks students to practice from the text provided by the book. Students have limited opportunities to express their idea and become active. The conventional strategy seems ineffective in the reading activity. It bored the students, did not engage their background knowledge and caused them not to comprehend the material.

A teacher must be able to support, lead, and encourage students in their learning process. As the learning director, the teacher is responsible for creating, maintaining, and enhancing students' learning motivation. Dealing with the problems of eleventh-grade students of Immanuel Senior High School Batam, it is suggested that the teacher needs to select the appropriate strategy to teach reading material and activate students' learning in the reading activity. Moreover, to promote students' reading motivation and achievement, the teacher should create an engaging environment by applying appropriate strategies for reading comprehension. Therefore, this research used two teaching strategies such as 3-2-1 strategy and close reading strategy, to answer the problem raised above. According to Zygouris-Coe et al. (2005, p. 381), the 3-2-1 strategy is an active and meaningful strategy that promotes students' participation and interaction with the text to create

understanding. Otherwise, Fisher & Frey (2012) described that close reading necessitates that students read attentively to identify what the text means directly, to make logical inferences from their connections with a text, and to cite specific textual evidence while reading to support conclusions reached from the text. By applying two teaching strategies, the researcher can examine which strategy gained more significant student motivation and achievement results. This research investigates the effectiveness of the 3-2-1 and close reading strategies to enhance the students' motivation and achievement in reading comprehension.

METHODS

Research Design

The research design used in this study is experimental, and a quasi-experimental study was used as part of the research design to meet the research's objectives. Furthermore, a quantitative approach was used to prove the efficacy of the 3-2-1 and close reading strategies to enhance the students' motivation and achievement in reading comprehension. There was an experimental class I and experimental class II in this research. The researcher gave the experimental class I treatment using the 3-2-1 strategy, while the experimental class II received the close reading treatment. An experimental study using a 2 x 2 factorial design was used to gather quantifiable data. The factorial design 2x2 was presented below to make the objective of this research clearer:

Table 1. Factorial Design

		Teaching Strategy				
		3-2-1 Strategy		Close Reading Strategy		
		Pre	Post	Pre	Post	
Learning Outcomes	Motivation	x1	x2	y1	y2	x2 y2 (RQ5)
		x1 x2 (RQ1)		y1 y2 (RQ3)		
	Achievement	x3	x4	y3	y4	x4y4 (RQ6)
		x3 x4 (RQ2)		y3y4 (RQ4)		
		x2 x4 and y2 y4 (RQ7)				
(RQ8) The relationship among the 3-2-1 strategy, close reading strategy, students' motivation, and students' achievement.						

x1= students' motivation before having treatment using 3-2-1 strategy

x2= students' motivation after having treatment using 3-2-1 strategy

x3= students' achievement before having treatment using 3-2-1 strategy

x4= students' achievement after having treatment using 3-2-1 strategy

y1= students' motivation before having treatment using close reading strategy

y2= students' motivation after having treatment using close reading strategy

y3= students' achievement before having treatment using close reading strategy

y4= students' achievement after having treatment using close reading strategy

Therefore, this research was used to determine the effectiveness of the 3-2-1 strategy in enhancing student's motivation and achievement; to assess the effectiveness of the close reading strategy in enhancing student's motivation and achievement; to discuss the significant difference between the 3-2-1 strategy and close reading strategy in enhancing students' motivation and achievement; to show the use of motivation in enhancing students' achievement and to elaborate the relationship among the 3-2-1

strategy close reading strategy, students' motivation, and students' achievement.

Participants

The research was conducted at Immanuel Senior High School Batam. The population was fulfilled at eleventh-grade students of Immanuel Senior High School Batam. The number population consist of 53 students and divided into 3 class. XI IPA consist of 16 students, XI IPS 1 consist of 17 students, and XI IPS 2 consist of 20 students. In this research, I selected three classes: XI IPA as

a try-out class, XI IPS I as experiment class I and XI IPS II as an experimental class II.

Instruments

The researcher used some instruments to collect data from eleventh-grade students of Immanuel Senior High School Batam. In this research, the researcher used multiple choice consisting of twenty-five questions test from analytical exposition text to determine student learning. Furthermore, to determine students' reading motivation, the researcher provides 20 lists of items of learning motivation questionnaire sheet and observation sheet to examine students' response during the reading activity using the 3-2-1 and close reading strategy.

Data Analysis Techniques

The research used statistical analysis because the data will be in numerical form. I used a normality test, homogeneity test, t-test, descriptive statistics, and MANOVA to analyse the data in this research. In the normality test, Shapiro-Wilk and Kolmogorov-Smirnov tests were used to determine whether or not the data from the pre-and post-tests are regularly distributed. The data are typically distributed if the significance value is more than 0.05 (sig. > 0.05). Furthermore, Lavene tests are used to determine whether or not the data from the pre-and post-tests are homogeny. The data are homogeneous if the significance value is more than 0.05 (sig. > 0.05). Moreover,

descriptive statistics are also used to show the maximum, minimum, mean, and standard deviation of variable values from the test results. In addition, in T-test and MANOVA, the data is significant if the significance value is less than 0.05 (sig. < 0.05). Also, the researcher used descriptive qualitative to explain students' motivation in reading comprehension based on the motivation percentage and motivations categories before and after students were treated by strategies.

RESULT

In this research, the findings from the pre-test and post-test, as well as normality and homogeneity, the results of the paired-sample t-test, the independent-sample t-test, and the reading motivation questionnaire were presented in the first part the research. Furthermore, the findings will be discussed in the discussion section, which elaborates on the data analysis.

Descriptive Statistics

Both the experimental class I and the experimental class II were given a different kind of treatment. The experimental class I was IX IPS 1 treated by 3-2-1 strategy and the experimental class II was IX IPS 2 treated by close reading strategy. After conducting the test, the result of both experimental class I and II could be seen in table below:

Table 2. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment Class I	17	40	84	55.29	12.668
Post-Test Experiment Class I	17	72	96	84.47	7.195
Pre-Test Experiment Class II	20	40	84	55.00	11.743
Post-Test Experiment Class II	20	72	92	79.70	6.233
Valid N (listwise)	17				

As it presented on the table, experimental class I resulted mean score is 55.29 whereas experimental class II resulted mean score is 55.00. Based on these findings, it can be concluded that the mean score of experimental class I and II does not have any significant difference. Furthermore, the

tabulation of post-test score, the mean score of students in experiment class I was 84.47. Meanwhile, the mean score of students in experiment class II was 79.70. Different from the pre-test result, from the score of post-test in experimental class I is higher than experimental class II. It means that 3-2-

1 strategy is more effective than close reading strategy. Both 3-2-1 strategy and close reading strategy were effective to be applied in teaching reading comprehension because the mean score of both experiment class I and II was higher than pre-test score in both classes.

Normality Test

This test was conducted using SPSS 25 after the pre-test, and post-test scores were obtained. The normality test was driven by using Kolmogorov-Smirnov and Shapiro-Wilk statistical analysis. To sum up, the following tables of Kolmogorov-Smirnov and Shapiro-Wilk showed the normality of the data in the pre-test and post-test.

Table 3. Normality Test of Pre-Test and Post-Test in Experimental Class I and II

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Score	Pre-Test Experiment Class I	.191	17	.101	.898	17	.064
	Post-Test Experiment Class I	.159	17	.200*	.945	17	.380
	Pre-Test Experiment Class II	.135	20	.200*	.931	20	.158
	Post-Test Experiment Class II	.181	20	.086	.913	20	.073
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the column Shapiro-Wilk in the table above, the significant values of the pre-test score of experiment class I was 0,064 and the pre-test score of experiment class II was 0,158. The pre-test in experiment class I and II significant values were higher than 0,05, which means that the pre-test data was distributed normally. In addition, the table above also represented the significant values of the post-test score of experiment class I, which was 0,380 and the post-test score of experiment class II, which was 0,073, which were higher than

0,05. It indicates that the post-test data were distributed normally, and the result of all the pre-test and post-test data was distributed normally.

Homogeneity Test

To compute the homogeneity, the lowest and the highest variance were calculated by statistical analysis using Levene's Test for Homogeneity of Variance. The data were considered homogenous when the significant values were higher than 0,05.

Table 4. Homogeneity Test of Pre-Test in Experiment Class I and II

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	.043	1	35	.836
	Based on Median	.000	1	35	.983
	Based on Median and with adjusted df	.000	1	33.076	.983
	Based on trimmed mean	.024	1	35	.879

It could be seen from the significant value was higher than 0,05. In the homogeneity test using the Levene Statistic, the significant value for the homogeneity test of the post-test in experiment class I and II was 0,567. In conclusion, the two tables above concluded that the data variances were homogeneous because the significant values of the pre-and post-test were higher than a (0,05).

The Effectiveness of 3-2-1 Strategy in Enhancing Students' Motivation in Reading Comprehension.

The questionnaire was distributed to the students in the experimental class I to determine their motivation in learning reading comprehension after the treatment using the 3-2-1 strategy. There were five categories: strongly motivated, motivated, fairly motivated, unmotivated, and strongly

unmotivated. The scoring classification of the students' score was presented below:

Table 5. The Classification of Pre-Students' Motivation using 3-2-1 Strategy

Percentage	Category	Frequency	Percentage
85-100	Strongly motivated		
69-84	Motivated		
52-68	Fairly motivated	8	47,06
36-51	Unmotivated	8	47,06
20-35	Strongly unmotivated	1	5,88
Total		17	100

There were 8 students (47.06%) whose scores were in the fairly motivated and 8 students (47.06%) whose scores were in the unmotivated. Furthermore, 1 student (5,88%) whose scores were strongly unmotivated. Meanwhile, none of students marked as strongly motivated and motivated.

Table 6. The Classification of Post Students' Motivation using 3-2-1 Strategy

Percentage	Category	Frequency	Percentage
85-100	Strongly motivated	7	41,18
69-84	Motivated	9	52,94
52-68	Fairly motivated	1	5,88
36-51	Unmotivated		
20-35	Strongly unmotivated		
Total		17	100

The data in the table above indicated those 7 students (41,18%) whose scores were in the strongly motivated classification and 9

students (52,94%) whose scores were in the motivated category, and 1 student (5,88%) marked as fairly motivated. None of the students was labelled as unmotivated or strongly unmotivated.

From the classification of pre and post-motivation above, it could be seen that students' motivation scores in experiment class I improved after treatment using a 3-2-1 strategy. Before the treatment, students' motivation scores were in the strongly unmotivated, unmotivated and fairly motivated categories. Furthermore, after being treated using 3-2-1 strategy, students' motivation scores improved into a fairly motivated, motivated and strongly motivated category. Most students were motivated to learn after being treated using 3-2-1 strategy.

The Effectiveness of 3-2-1 Strategy in Enhancing Students' Achievement in Reading Comprehension.

A statistical formulation T-Test was used to analyse the result. Furthermore, the result was calculated using SPSS 25 version. The results of analysis were presented in the following tables:

Table 7. Paired Sample Statistics of 3-2-1 Strategy

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	55.29	17	12.668	3.072
	Post-test	84.47	17	7.195	1.745

In paired sample statistics, the mean pre-test score in experimental class I was lower than the mean post-test score. The pre-test in experimental class I was 55.29, whereas the post-test score was 84.47. The number of subjects (N) was the same between the pre-test and post-test in experimental class I. The standard deviation of the pre-test and post-test were 12.668 and 7.195.

Furthermore, the pre-test and post-test standard error means were 3.072 and 1.745. It could be concluded that students' reading comprehension is enhanced after treatment using the 3-2-1 strategy because the mean score is increased. In addition, to measure whether the difference was significant, it was then calculated by using the paired t-test. The result is as follows.

Table 8. Paired Sample T-Test of 3-2-1 Strategy

Paired Samples Test		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower		Upper			
Pair 1	Pretest-Posttest	68.382	17.533	3.007	62.265	74.500	22.742	33	.000

The results revealed that the mean score pre-test and post-test of students in the experimental class I were 68.382. Furthermore, the standard deviation and standard error mean scores of the pre-test and post-test students in experimental class I were 17.533 and 17.533. Meanwhile, the results of paired samples t-test were 22.742 with $df = 33$. In addition, the significant values resulted in 0.000, which is lower than 0,05. It means there was a significant effect of the 3-2-1 strategy in enhancing students'

achievement in reading comprehension. The 3-2-1 strategy was effective in enhancing students' achievement.

The Effectiveness of Close Reading Strategy in Enhancing Students' Motivation in Reading Comprehension.

There were five categories such as strongly motivated, motivated, fairly motivated, unmotivated, and strongly unmotivated. The scoring's classification of the students score was presented below:

Table 9. The Classification of Pre Students' Motivation using Close Reading Strategy

Interval Score	Category	Frequency	Percentage
85-100	Strongly motivated		
69-84	Motivated		
52-68	Fairly motivated	10	50
36-51	Unmotivated	9	45
20-35	Strongly unmotivated	1	5
Total		20	100

The table above showed the pre-test of students' motivation in the experiment class II. There were 10 students (50%) whose scores were in the fairly motivated and 9 students (45%) whose scores were in the

unmotivated. Furthermore, 1 student (5%) whose scores were in the strongly unmotivated. Meanwhile, none of students marked as strongly motivated and motivated.

Table 10. The Classification of Post Students' Motivation using Close Reading Strategy

Interval Score	Category	Frequency	Percentage
85-100	Strongly motivated	4	20
69-84	Motivated	14	70
52-68	Fairly motivated	2	10
36-51	Unmotivated		
20-35	Strongly unmotivated		
Total		20	100

The data in the table above indicated those 4 students (20%) whose scores were in the strongly motivated classification and 14 students (70%) whose scores were in the motivated category, and 2 (10%) students marked as fairly motivated. None of the students was labelled as unmotivated or strongly unmotivated. Based on the classification of pre and post-motivation above, it could be seen that students' motivation scores in experiment class II improved after treatment with close reading. Before the treatment, students' motivation scores were in the strongly unmotivated, unmotivated and fairly motivated

categories. Furthermore, after being treated using a close reading strategy, students' motivation scores improved into a fairly motivated, motivated and strongly motivated category. Most students were motivated to learn after treatment by close reading strategy.

The Effectiveness of Close Reading Strategy in Enhancing Students' Achievement in Reading Comprehension.

The result was calculated using SPSS 25 version. The results of analysis were presented in the following tables.

Table 11. Paired Sample Statistics of Close Reading Strategy

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	55.00	20	11.743	2.626
	Post-test	79.70	20	6.233	1.394

In paired sample statistics, the mean score of the pre-test in experimental class I was lower than the mean score of the post-test. The pre-test in experimental class I was 55.00, whereas the post-test score was 79.70. The number of subjects (N) was the same between the pre-test and post-test in experimental class II. The standard deviation of the pre-test and post-test were 11.743 and 6.233. Furthermore, the pre-test

and post-test standard error mean were 2.626 and 1.394. It could be concluded that there is an enhancement in students' reading comprehension after treatment using the close reading strategy because the mean score is increased. In addition, to measure whether the difference was significant, it was then calculated by using the paired t-test. The result is as follows.

Table 12. Paired Sample T-Test of Close Reading Strategy

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
									Lower
Pair 1	Pretest - Posttest	65.850	15.170	2.399	60.998	70.702	27.454	39	.000

The results revealed that the mean score pre-test and post-test of students in experimental class II were 65.850. Furthermore, the standard deviation and standard error mean score of pre-test and post-test of students in experimental class I were 15.170 and 2.399. Meanwhile, the results of paired samples t-test was 27.454 with $df = 39$. In addition, the significant values resulted 0.000 which is lower than 0,05. It could be concluded that the close reading strategy was effective to enhance students' achievement.

Significant Difference between Motivation Score of Students Treated by 3-2-1 Strategy and Close Reading Strategy in Reading Comprehension.

The result of fifth research questions table was presented which talk about group statistic and independent sample T-Test of post motivation in experiment class I and II examination. Furthermore, the result was calculated using SPSS 25 version. The tables are follows:

Table 13. Post Students' Motivation Score in Experiment Class I and II

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
3-2-1 Strategy	17	66	95	81.18	7.510
Close Reading Strategy	20	60	90	75.80	7.838
Valid N (listwise)	17				

The maximum score for motivation derived from the questionnaire for class experiment I and II after the treatment was 95 and 90. Meanwhile, the minimum scores for class experiments I and II after the treatment were 66 and 54. In addition, the mean post-motivation score for experiment class I was

81.18, and post motivation score for experiment class II was 75.80. It can be concluded that students in the experimental class I and II were motivated to learn reading comprehension after being treated by using the 3-2-1 strategy and close reading strategy.

Table 14. Independent Samples T-test Motivation of Students in Experiment Class I and II

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Students' score	Equal variances assumed	.177	.677	2.119	35	.041	5.376	2.537	.227	10.526	
	Equal variances not assumed			2.127	34.464	.041	5.376	2.528	.242	10.511	

The t-test for equality of means showed that the significant value was 0,041. It indicated that the significant values were lower than 0,05. There was a significant difference between a post-motivation score between students treated by using the 3-2-1 strategy and close reading strategy in reading comprehension with the Sig. (2-tailed) $0,041 < 0,05$.

Significant Difference between Post-Test Score of Students Treated by 3-2-1 Strategy and Close Reading Strategy in Reading Comprehension.

The result of the sixth research questions table was presented, which discusses group statistics and independent sample T-Test of post-test in experiment class I and II examinations. Furthermore, the result was calculated using SPSS 25 version. The tables are as follows:

Table 15. Group Statistics of Experiment Class I and II

Group Statistics						
	Class	N	Mean	Std. Deviation	Std. Error Mean	
Students' Score	Post-Test Experiment Class I	17	84.47	7.195	1.745	
	Post-Test Experiment Class II	20	79.70	6.233	1.394	

The table showed the comparison post-test of experiment class I and II. The mean score of experiment class I was 84.47, whereas experiment class II was 79.70. It was clearly stated that the mean score of the post-test of students treated using the 3-2-1 strategy was higher than those treated using the close reading strategy. In addition, the standard

deviation of experiment class I and II were 7.195 and 6.233. While standard mean error experiment class I and II were 1.745 and 1.394. However, to measure whether the difference is significant, it was then calculated by using the independent samples t-test. The result is as follows:

Table 4.16. Independent Samples T-test Achievement of Students in Experiment Class I and II

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Students' Score	Equal variances assumed	.335	.567	2.162	35	.038	4.771	2.207	.290	9.251	
	Equal variances not assumed			2.136	31.970	.040	4.771	2.233	.221	9.320	

The t-test for equality of means showed that the significant value was 0,038. It indicated

that the significant values were lower than 0,05. There was a significant difference

between the post-test scores of students treated using the 3-2-1 strategy and the close reading strategy in reading comprehension with the Sig. (2-tailed) $0,038 < 0,05$.

The use of motivation in enhancing students' achievement

Based on the result findings of students' motivation explained before, it showed that students' motivation before and after was treated using the 3-2-1 strategy. Before the treatment, there were 8 students (47.06%) whose scores were fairly motivated and 8 students (47.06%) whose scores were unmotivated. There was one student (5,88%) whose scores were strongly unmotivated. Most students are fairly motivated and unmotivated. After being treated using the 3-2-1 strategy, students owned the strongly motivated category with a frequency of 7 students (41,18%). Furthermore, 9 students (52,94%) were grouped in the motivated category. Meanwhile, 1 student (5,88%) was grouped as fairly motivated. Moreover, the achievement of students treated using the 3-2-1 strategy was the very good category with a frequency of 8 students (47%). Then, 9 students (53%) were grouped into a good category. The results showed that most students in the experimental class I were motivated after learning using the 3-2-1 strategy, and their learning outcomes were also mostly in the good category.

On the other hand, the findings also presented that students' motivation before and after was treated using a close reading strategy. Before the treatment, there were 10 students (50%) whose scores were fairly motivated and 9 students (45%) whose scores were unmotivated. Furthermore, there was 1 student (5%) whose scores were

strongly unmotivated. Most students are fairly motivated and unmotivated. Meanwhile, after being treated using a close reading strategy, students owned the strongly motivated category with a frequency of 4 students (20%). Furthermore, 14 students (70%) were grouped in the motivated category. Meanwhile, 2 students (20%) were grouped as fairly motivated. In addition, the achievement of students treated by using a close reading strategy owned the very good category with a frequency of 4 students (20%). Then, 12 students (60%) were grouped in the good category, and 4 students (20%) were grouped in the fair category. Most students in the experimental class I was motivated after learning using a close reading strategy, and their learning outcomes were also mostly in the good category.

The relationship between the 3-2-1 strategy, close reading strategy, students' motivation, and students' achievement

The last hypothesis of this research was a relationship among the 3-2-1 strategy, close reading strategy, students' motivation, and students' achievement. To tackle this hypothesis, a statistical formulation MANOVA was used to analyse the result. The result of the analysis was presented in the following tables:

Table 4.17. Between-Subjects Factors

Between-Subjects Factors			
		Value Label	N
Strategy	1	321 strategy	17
	2	close reading strategy	20

The data were divided into two strategies. The two strategies are the 3-2-1 strategy and the close reading strategy. Further, there were 17 students in the experimental class I and 20 in the close reading strategy.

Table 4.18 Descriptive Statistics

Descriptive Statistics				
	Strategy	Mean	Std. Deviation	N
Motivation	321 strategy	81.18	7.510	17
	Close reading strategy	75.80	7.838	20
	Total	78.27	8.054	37
Achievement	321 strategy	84.47	7.195	17
	Close reading strategy	79.70	6.233	20
	Total	81.89	7.023	37

The table above showed the mean and standard deviation results from the post-test in both experimental classes I and II. The mean score of students' motivation treated using the 3-2-1 strategy was 81.18, and the standard deviation was 7.510. Meanwhile, the mean score of students' motivation treated using a close reading strategy was 75.80, and the standard deviation was 7.838. Furthermore, the total mean students' motivation for 3-2-1 and close reading strategies was 78.27, with a standard deviation of 8.054. Conversely, the mean score of students' achievement using the 3-

2-1 strategy was 84.47, and the standard deviation was 7.195. Moreover, the mean score of students' achievement treated using a close reading strategy was 79.70, and the standard deviation was 6.233. Also, the total students' achievement treated using the close reading strategy was 81.89, and the standard deviation was 7.023. Based on the results above, it could be concluded that the mean score of students' motivation and achievement treated using the 3-2-1 strategy was higher than students treated using the close reading strategy.

Table 4.19. Levene's Test of Equality of Error Variances

Levene's Test of Equality of Error Variances ^a					
		Levene Statistic	df1	df2	Sig.
Motivation	Based on Mean	.177	1	35	.677
	Based on Median	.205	1	35	.653
	Based on Median and with adjusted df	.205	1	34.110	.653
	Based on trimmed mean	.173	1	35	.680
Achievement	Based on Mean	.335	1	35	.567
	Based on Median	.327	1	35	.571
	Based on Median and with adjusted df	.327	1	34.318	.571
	Based on trimmed mean	.317	1	35	.577
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.					
a. Design: Intercept + Strategy					

The significant value of motivation was 0,677, and it was higher than 0,05. Dependent variables were equal across the class. Furthermore, the significant value of motivation was 0,567, and it was higher

than 0,05. It means that dependent variables were equal across the class. In conclusion, the data on students' motivation and achievement in experiment class I and II were homogeneous.

Table 4.20. Tests of Between-Subjects Effects

Tests of Between-Subjects Effects							
Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Motivation	265.627 ^a	1	265.627	4.492	.041	.114
	Achievement	209.132 ^b	1	209.132	4.673	.038	.118
Intercept	Motivation	226436.438	1	226436.438	3829.245	.000	.991
	Achievement	247666.862	1	247666.862	5533.800	.000	.994
Strategy	Motivation	265.627	1	265.627	4.492	.041	.114
	Achievement	209.132	1	209.132	4.673	.038	.118
Error	Motivation	2069.671	35	59.133			
	Achievement	1566.435	35	44.755			
Total	Motivation	229006.000	37				
	Achievement	249908.000	37				
Corrected Total	Motivation	2335.297	36				
	Achievement	1775.568	36				
a. R Squared = .114 (Adjusted R Squared = .088)							
b. R Squared = .118 (Adjusted R Squared = .093)							

The significant value of teaching strategy for motivation was 0,041. In other words, it was lower than 0,05, so it means that there was a significant difference between the 3-2-1 strategy and the close reading strategy on students' motivation in reading

comprehension. The significant value of teaching strategy for achievement was 0,038, which was lower than 0,05. It means there was a significant difference between the 3-2-1 strategy and the close reading strategy on students' achievement in reading

comprehension. Therefore, in conclusion, there was a relationship between 3-2-1 strategy, close reading strategy, students' motivation, and students' achievement in reading comprehension.

DISCUSSION

This part presented the discussion of the research conducted to explain the effectiveness of 3-2-1 and close reading strategies to enhance students' motivation and achievement in reading comprehension. Furthermore, it was shown to explain the use of motivation in enhancing students' achievement and the relationship between the 3-2-1 strategy, and close reading strategy to enhance students' motivation and achievement in reading comprehension.

The effectiveness of 3-2-1 strategy in enhancing students' motivation

Before being treated using the 3-2-1 strategy, there were 8 students (47.06%) whose scores were fairly motivated and 8 students (47.06%) whose scores were unmotivated. Furthermore, 1 student (5,88%) whose scores were strongly unmotivated. Meanwhile, none of the students was marked as strongly motivated and motivated. In addition, after students were treated using the 3-2-1 strategy, students' score was enhanced. There were 7 students (41,18%) with scores in the strongly motivated classification and 9 students (52,94%) with scores in the motivated category, and 1 student (5,88%) marked as fairly motivated. None of the students was marked as unmotivated or strongly unmotivated. Most students were motivated to learn after treatment using the 3-2-1 strategy. Therefore, the 3-2-1 strategy was effective in enhancing students' motivation in reading comprehension.

The effectiveness of 3-2-1 strategy in enhancing students' achievement

The pre-test score in experimental class I was 55.29, whereas the post-test score was 84.47. The mean score of the post-test in experimental class I was higher than the

mean pre-test score. Meanwhile, the results of paired samples t-test were 22.742 with $df = 33$, and the significant values resulted in 0.000, which is lower than 0,05. Therefore, it could be concluded that the 3-2-1 strategy significantly enhanced students' achievement in reading comprehension. According to previous studies, the 3-2-1 strategy provide an opportunity for students to explore their current knowledge and develop their reading comprehension. Therefore, students had better reading comprehension scores after being treated by the 3-2-1 strategy. It could be proved by the findings that showed students' achievement scores increased after treatment with the 3-2-1 strategy.

The effectiveness of close reading strategy in enhancing students' motivation

Before being treated using the 3-2-1 strategy, there were 10 students (50%) whose scores were in the fairly motivated and 9 students (45%) in the unmotivated. Furthermore, 1 student (5%) whose scores were strongly unmotivated. Most students were in the fairly motivated and unmotivated category. Again, their motivation increased after students were treated using the 3-2-1 strategy. There were 4 students (20%) whose scores were in the strongly motivated classification, 14 students (70%) whose scores were in the motivated classification and 2 (10%) students marked as fairly motivated. None of the students was labelled as unmotivated or strongly unmotivated. Most students were motivated to learn after treatment by close reading strategy. According to previous studies, appropriate teaching strategies could facilitate and encourage students to become active and meaningful readers. It was proved by the findings that showed teaching reading using a close reading teaching strategy provided a positive effect on enhancing the students' motivation and reading comprehension.

The effectiveness of close reading strategy in enhancing students' achievement

The pre-test in experimental class I was 55.00, whereas the post-test score was 79.70. It showed that the post-test score was higher than the pre-test score. Moreover, the results of paired samples t-test were 27.454 with $df = 39$, and the significant values resulted in 0.000, which is lower than 0,05. Therefore, it could be concluded that the close reading strategy significantly enhanced students' achievement in reading comprehension. Regarding the previous studies, the close reading strategy was a suitable strategy for teachers to use as a strategy for teaching English that positively affected the students' reading comprehension. Indeed, it was proved by the findings that showed students' achievement scores increased after being treated by using a close reading strategy.

The significant difference between 3-2-1 strategy and close reading strategy in enhancing students' motivation in reading comprehension

The findings showed that the mean score for students treated by the 3-2-1 strategy was 81.18, and post motivation score for students treated by the close reading strategy was 75.80. Students in experimental class I and II were motivated to learn reading comprehension after being treated by using the 3-2-1 strategy and close reading strategy. Based on the mean score, the 3-2-1 strategy was more effective in enhancing students' motivation in reading comprehension. Moreover, the t-test for equality of means showed that the significant value was 0,041. It indicated that the significant values were lower than 0,05. It means there was a significant difference between the post-motivation score of students treated using the 3-2-1 and close reading strategies in reading comprehension with the Sig. (2-tailed) $0,041 < 0,05$. Related to the previous studies, using effective teaching strategies is the best way to encourage students' motivation and participation in learning. Teaching strategies give many opportunities for students to be active. Teaching reading using a 3-2-1

teaching strategy greatly enhanced the students' motivation in reading comprehension.

The significant difference between 3-2-1 strategy and close reading strategy in enhancing students' achievement in reading comprehension

The mean score for the 3-2-1 strategy was 84.47, whereas the close reading strategy was 79.70. It showed that the mean score of students treated using a 3-2-1 strategy was higher than those treated using a close reading strategy. Furthermore, the independent sample t-test revealed that the significant value was 0,038. It indicated that the significant values were lower than 0,05. It means there was a significant difference between post-test scores between students treated using the 3-2-1 and close reading strategies in reading comprehension with the Sig. (2-tailed) $0,038 < 0,05$. Related to previous studies, using appropriate strategies in teaching and learning classrooms positively impacts students' learning achievement. Their learning achievement improved because students could consolidate their knowledge and understanding. Indeed, it was proved by the findings that teaching reading using a 3-2-1 teaching strategy greatly contributed to enhancing the students' reading comprehension achievement.

The use of motivation in enhancing students' achievement

The result of the findings showed that most students had good motivation, and it positively influenced the learning outcomes. It could be seen from their percentage of motivation. Students treated using the 3-2-1 strategy owned the strongly motivated category with a frequency of 7 students (41,18%). Furthermore, 9 students (52,94%) were grouped in the motivated category. Meanwhile, 1 student (5,88%) was grouped as fairly motivated. Moreover, the findings resulted that most students had a good score on their post-test. The achievement of students treated using the 3-2-1 strategy

owned the very good category with a frequency of 8 students (47%). Then, 9 students (53%) were grouped into a good category. The results showed that most students in the experimental class I were motivated after learning using the 3-2-1 strategy, and their learning outcomes were also mostly in the good category. On the other hand, the findings also presented that the motivation of students treated by using a close reading strategy owned the strongly motivated category with a frequency of 4 students (20%). Furthermore, 14 students (70%) were grouped in the motivated category. Meanwhile, 2 students (20%) were grouped as fairly motivated. In addition, the achievement of students treated using a close reading strategy owned the very good category with a frequency of 4 students (20%). Then, 12 students (60%) were grouped in the good category, and 4 students (20%) were grouped in fair category. Most students in the experimental class I was motivated after learning using a close reading strategy, and their learning outcomes were also mostly in the good category. The students' motivation influenced the success of the teaching and learning process since it affected their level of involvement and participation in class. Students who are motivated to learn about a topic are more likely to engage in activities that they believe will help them learn, such as paying close attention to the instruction, mentally organizing and rehearsing the material to be learned, taking notes to aid subsequent study, checking their level of understanding, and asking for assistance when they do not understand the material.

The relationship between the 3-2-1 strategy, close reading strategy, students' motivation, and students' achievement

The calculation in the findings above showed a relationship among the 3-2-1 strategy, close reading strategy, students' motivation, and students' achievement. It could be seen from the significant value of teaching strategy for motivation was 0,041. In other words, it was lower than 0,05, so it

means that there was a significant difference between the 3-2-1 strategy and the close reading strategy on students' motivation in reading comprehension. The significant value of teaching strategy for achievement was 0,038, which was lower than 0,05. It means there was a significant difference between the 3-2-1 strategy and the close reading strategy on students' achievement in reading comprehension.

CONCLUSION

First, the 3-2-1 strategy effectively enhanced students' motivation in reading comprehension. It was taken from the data showing the significant enhancement score of the pre-test before applying the 3-2-1 strategy compared to the post-test score after applying the 3-2-1 strategy. The data shows that most students were motivated to learn after treatment using the 3-2-1 strategy.

Second, the 3-2-1 strategy effectively enhanced students' achievement in reading comprehension. It was taken from the data showing the significant enhancement score of the pre-test before applying the 3-2-1 strategy compared to the post-test score after using the 3-2-1 strategy. Therefore, it could be concluded that there was a significant difference between the pre-test and post-test because the mean score of the pre-test and post-test of students treated with the 3-2-1 strategy enhanced significantly.

Third, the close reading strategy effectively enhanced students' motivation in reading comprehension. It was taken from the data showing the significant enhancement score of the pre-test before applying the close reading strategy compared to the post-test score after applying the close reading strategy. The data shows that most students were motivated to learn after being treated by using a close reading strategy.

Fourth, the close reading strategy, effectively enhanced students' achievement in reading comprehension. This conclusion was taken by considering the data showing the significant enhancement score of the

pre-test before applying the close reading strategy compared to the post-test score after using the close reading strategy. Therefore, it could be concluded that there was a significant difference between the pre-test and post-test because the mean score of the pre-test and post-test of students treated with a close reading strategy enhanced significantly.

Fifth, there was a significant difference between the post score of motivation students treated using the 3-2-1 strategy and the close reading strategy in reading comprehension. This statement was taken from the data showing that students had a different enhancement. The mean score of students' motivation treated by 3-2-1 strategy was higher than mean score of students' motivation treated by close reading strategy.

Sixth, there was a significant is the difference between post score of achievement of students treated by the 3-2-1 strategy and close reading strategy in reading comprehension. It could be interpreted that 3-2-1 strategy and close reading strategy had difference effectiveness in reading comprehension. Students' post-test mean score of students treated by 3-2-1 strategy was higher than students treated by close reading strategy.

Seventh, there was a use of motivation in enhancing students' achievement. It could be seen from the findings above that most students in experimental class I and experiment class II was motivated after learning using the 3-2-1 strategy and close reading strategy. Also, learning outcomes in both classes were in a good category. The motivation was related to students' achievement.

Eighth, there was a relationship between the 3-2-1 strategy, close reading strategy, students' motivation, and students' achievement. This conclusion was taken based on the data showing a significant difference between the 3-2-1 and close reading strategies on students' motivation and achievement in reading comprehension.

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