AMBATO´S TECHNICAL UNIVERSITY

FACULTY OF HUMAN SCIENCES AND EDUCATION

COVER

LANGUAGES CAREER

Research profile prior to the final report of graduation work and obtaining the degree in education science mention: English

TOPIC:

"3-2-1 STRATEGY AND THE READING SKILL"

Author: Llerena Gómez Rosa Gabriela

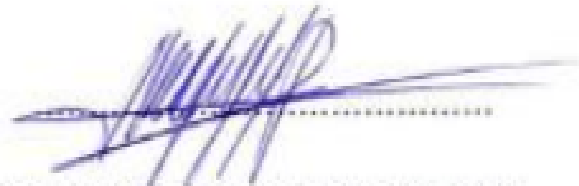**Tutor:** Verónica Elizabeth Chicaiza Redìn PhD.

Ambato – Ecuador

2020

TUTOR APPROVAL

CERTIFY:

I, Verónica Elizabeth Chicaiza Redìn PhD. Holder of the I.D. 1715106322, in capacity as supervisor of the Research dissertation on the topic: "3-2-1 STRATEGY AND THE READING SKILL" investigated by Miss Llerena Gómez Rosa Gabriela with I.D. 1804788022, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

Verónica Elizabeth Chicaiza Redìn PhD

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "3-2-1 STRATEGY AND THE READING SKILL" is the result of the author´s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are author`s responsibility

Llerena Gómez Rosa Gabriela
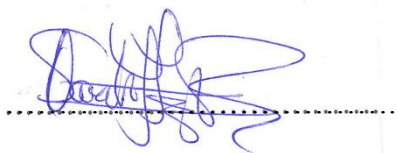
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TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION

The Board of Directors which has received the defense of the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "3-2-1 STRATEGY AND THE READING SKILL" which is help by Rosa Gabriela Llerena Gómez undergraduate student from Language career, academic period September 2019 – February 2020 and once the research has been reviewed, it is approved because it complies with the basic technical, scientific and regulatory principles.

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DEDICATION

To: God for being my fundamental pillar to guide my dreams and find my vocation. To the most important people in my life, my parents. They are the ones who gave me this big opportunity to grow up in my personal development, they were the principal promoters of my dreams. They allowed me to full fill my purposes. To my daughter, she was my inspiration to continue every day, to my brothers Isabel, Carlos and Fernando, for give me the support and patience during all my life. To the memory of my dear sister Sandrita, who from heaven must be smiling watching her sister accomplished her dreams. In the same way to my husband, finally, to my dear friend Karlita, for making this experience unique, for the laughs, the tears and the good moments we have shared all those years that will live forever in my memory and in my heart.

ACKNOWLEDGMENTS

To God who gave me all the strength to full fill this beautiful dream of being a professional. To my parents, my daughter and my husband who have been the main pillar to finish my career with their support, love, and patience. To all the teachers of the Languages career, to my tutor Ph.D. Veronica Chicaiza who with motivation patient and support, helped me in the process of preparing this work. To the Technical University of Ambato, Soul Mater of the city for his constant support for the improvement of Human and professional talent.

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UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE IDIOMAS

TOPIC: 3-2-1 STRATEGY AND THE READING SKILL"

Author: Llerena Gómez Rosa Gabriela

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ABSTRACT

Reading ability is one of the four linguistic skills, therefore, as a cognitive process, it implies decoding symbols to arrive at meaning, but due to its complexity it requires the support of effective strategies such as 3-2-1 which is recognized as a methodology that facilitates reading skills. The reason described above is why the present research was raised, with the objective of analyzing the effects of the use of 3-2-1 strategy and the development of reading skills. The group of selected were students that are in eighth year of Basic Education in the "José Ignacio Ordoñez Educational Unit" in Pelileo city. To achieve the objectives, it was used a quantitative-quantitative research with the quasi-experimental design. The intervention process involved the creation of two groups, one experimental (20 students) that used the 3-2-1 strategy for two months and a control group (20 students) that did not practice any specific technique. As an evaluation resource, the PET exam was used, which was applied to the 40 students before and after the intervention in order to compare the results of pretest and posttest. Development of the research, it was possible to determine that the 3-2-1 strategy truly helps the development of reading ability in students because, after the application of the strategy 3-2-1, there was a reduction of the number of students in bad level, going from 55% to 35%. As well as the regular level that went from 45% to 40%, and what is even more positive, is the fact of obtaining 25% of students in good level regarding the development of reading ability.

Key words: reading, reading skill, reading comprehension, 3-2-1 strategy.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

3-2-1 Strategy

The 3-2-1 strategy is effective for reading comprehension because the student participates actively and significantly with any type of text. This strategy is divided into three steps: the first, where students find or discover 3 things in a text or important ideas of the information read. This activity involves paying special attention to reading, by identifying keywords in the text, and after, it should be shared and explained in the students' own words. Second, students identify and write about certain points of interest in the text. Additionally, students have the opportunity to share these ideas, enjoying what they read. Finally, students write a question about conceptual bases, misunderstood events or unclear explanations in the text (Marlini, 2016).

The 3-2-1 strategy involves the active participation of the student with a text. It is a way of encouraging them to think independently and invites them to personally commit to what they are reading. The 3-2-1 strategy can be used while reading a textbook, a novel, an article or other instructional text, or use it as a pre-reading activity. Thereby, achieving a greater comprehension and delight of reading (Zygouris, Wiggins, & Smith, 2005).

The 3-2-1 strategy is new, interesting and challenging for students because it allows to summarize the text for a better comprehension. When students must discover information in the text and highlight 3 ideas of the text, they pay more attention to try to find information in the reading. As well as, when students find interesting ideas according to their own perception, they strive, commit and interact with each

other in a better way. In addition, when students have the opportunity to write questions about reading, they work on comprehension where new and previous knowledge is involved. The 3-2-1 strategy allows students to be active learners to analyze reading and to be active constructors of their knowledge (Kusisksa, Clarry, & Urai, 2014).

Reading skill

For (Sangia, 2014) reading is one of the four language skills, which plays an important role in language teaching. It is important because, it is the basis for learning to listen, speak and write. Reading skill is a powerful tool to obtain a wide range of information because the greater the reading comprehension of the students, the greater the knowledge.

The author recognizes that the acquisition of reading is a complex activity because it is a form of language, communication, and exchange of information and ideas. Reading is a complex interaction between the text and the reader that is formed by a community of knowledge, experience, attitude and previous language of the reader related to the cultural and social aspect.

Reading skill is a cognitive ability that involves several processes: word meaning in context, literal comprehension, inferences, interpretation of metaphors, search for main ideas, formation of judgments. Reading skill also involves: automatic recognition skills, vocabulary and structural knowledge, knowledge of the formal discourse structure, content / knowledge of global background, skills / strategies of synthesis and evaluation, cognitive goal knowledge and skills monitoring (Bojovic, 2010).

Reading is considered an important skill for life because it aims to seek information, obtain knowledge and is often used as a means of instruction in education. Additionally, reading is a vital skill, therefore, it is considered one of the most

challenging areas that requires special attention from teachers in order to help students improve their reading comprehension by giving them instructions about reading strategies such as predicting, doing affiliation, anticipate, infer, question, summarize to finally achieve the conceptual perspective of the text. (Amid, 2019).

Considering the exposed bases, it is important to reinforce the reading ability with effective strategies such as 3-2-1, which has shown positive results in a series of studies, that are chronologically shown below:

In the scientific article "Engaging students with text: the 3-2-1 strategy" where a bibliographic investigation was conducted based on several authors who focused the importance of applying strategies for reading in students, state that strategy 3-2-1 is a way to actively and meaningfully involve students with the text. The goal of this reading strategy is to maximize the interaction of students with the text: the more students get involved with the text, the greater probability of understanding (Zygouris, Wiggins, & Smith, 2005).

Student responses are the basis for class discussion of reading and help the teacher formally assess the students' understanding of key concepts. Students are also more motivated because the discussion is based on ideas found and exposed from their points of view.

(Alsamadani, 2011) in the publication "The Effects of the 3-2-1 Reading Strategy on EFL Reading Comprehension" mentioned that, for foreign language students, reading is one of the most important skills to acquire because it helps learners build their vocabulary, which leads them to lasting learning and to improve learning skills.

This quasi-experimental study tested the effect of the 3-2-1 strategy on students of English as a Foreign Language (EFL) in reading comprehension. The study worked with a sample of 85 Saudi students at the EFL university level who were randomly

selected and divided into two groups: an experimental group (42 students) and a control group (43 students). The students of both groups took a reading comprehension test at the beginning of the experiment, later the researcher used the 3-2-1 strategy for six weeks in the experimental group, while the students in the control group were not trained in the strategy. After six weeks of instruction, both groups completed another reading comprehension test to determine the differences between the two groups.

This research concludes that the 3-2-1 strategy is effective and gives good results because it offers to students the opportunity to pause, read and review texts. The research results confirm that 3-2-1 strategy helps students engage with the text by maximizing their metacognitive monitoring skills. Additionally, when students apply this strategy to their learning, they automatically synthesize information and ask questions regarding the subject of study.

In the research project "Strategies for reading in English of degree students in modern languages of the Pontificia Universidad Javeriana" say that reading performance of academic texts written in English may be affected by inappropriate reading strategies, which is the reason to this research described the main strategies used by students taking the last level of English in the bachelor's degree. To achieve this, it was developed a survey about the frequency of the use of strategies to 60 students and interviews about the use of strategies were conducted to 6 of them and 2 teachers of these subjects (Gil & Rojas, 2012).

The research concludes that there are several reading strategies that can be used with more or less advantages, but it is noted that the frequent use of a specific set of academic reading strategies in English does not imply that each reader uses them in the same way, with the same objective or at the same time. It will depend on the objective of the reading, the time available, the taste for the topic or the reading in general, the characteristics of both the reader and the text itself, and other factors that must be widely considered for the design and application of one or other reading strategies in foreign language.

In the publication "Using 3-2-1 strategy in reading comprehension to improve students' involvement in active learning" it is indicated that it is teachers' duty in the English teaching process to facilitate students reading texts to gain comprehension and facilitate learning (Khusniyah, N, & Lustyantie, 2017).

The research aimed to reveal the problem of students' reading comprehension and their participation in learning. The data triangulation approach was administered as a data analysis technique, in addition to observation and interview. The strategy allowed the students to be active learners because they were able to understand, ask questions and build their own knowledge.

The article concluded that the use of strategy 3-2-1 induces an environment of conducive learning for students that promotes motivation by engaging in the learning activity and improving their ability to learn. This strategy also allows students to be active learners because they not only seek information to respond but also their own interests and knowledge are compromised, leading to the construction of understanding by linking new and previous knowledge.

In the research entitled "The use of 3-2-1 strategy in teaching reading comprehension on report text" uttered that reading is an important way to obtain information from any source. It is the basis of learning, therefore, it is important to look for mechanisms to facilitate it. One of the strategies that has proven useful is 3-2-1 because it requires the active participation of students to summarize ideas from the text, encouraging them to think independently, and inviting them to commit to the text. The objective of this research was to investigate if the 3-2-1 strategy increased student performance in reading comprehension. It proceeded with a pre-experimental investigation that included 26 students. The results showed that there was a significant difference in the average score of the students in reading comprehension between the previous test and the subsequent test (Marlia & Zainal, 2014).

The research concludes that 3-2-1 strategy is effective in teaching reading comprehension in students, because it is easier for them to understand the text when summarizing. For the application of this strategy, it is recommended that the English teacher be more active in order to succeed in this new strategy because the weakness of the 3-2-1 strategy is that the students are too active during the process. That is the reason why the teacher must guide and control students throughout the teaching-learning process.

(Ika, 2015) in the investigative report "The use of 3-2-1 strategy in improving students reading comprehension" that aimed to reveal the comprehension problems in reading, used an action methodology where observation sheets and performance tests were applied as data collection instruments. The research was developed in two cycles, which allowed to show progress and a better participation of the students. Therefore, it was demonstrated that there was an improvement in reading comprehension skills through the use of 3-2-1 strategy.

The results of 3-2-1 strategy application highlights the effectiveness of the strategy because the improvement in reading comprehension in students was noticeable. Using this tactic, students become more active and lively regarding their learning, optimizing reading comprehension skills. However, in order to use the strategy effectively, it is necessary to clearly explain the procedures, benefits and motivate students to use the 3-2-1 strategy for their own benefit.

(Endang & Husin, 2016) in the article "The effectiveness of 3-2-1 strategy in teaching reading comprehension on narrative text" aimed to discover the effectiveness of 3-2-1 strategy in teaching reading comprehension in narrative texts with 30 tenth grade students. The research method was experimental, before and after the intervention tests were used. The research found that the 3-2-1 strategy was effective in the reading comprehension of narrative texts because high levels were found in the statistical analysis.

The article concludes that the strategy is recommended to teach reading comprehension in narrative text since it is an easy to apply strategy that allows students to think independently and critically, by taking an active role in learning. The study concludes highlighting that the 3-2-1 strategy can increase reading comprehension in narrative text in students because after its application, higher academic scores were demonstrated.

(Marlini, 2016) narrates in the research "Teaching reading comprehension by using 3-2-1 strategy to the tenth grade students of sSMA Ethika Palembang" that whether or not there is a significant difference in reading comprehension achievement using 3-2-1 strategy. It was an experimental investigation, the population consisted of 130 tenth grade students and the data were collected through the use of multiple choice reading tests.

The research found that students in the experimental group that used the 3-2-1 strategy scored better than students in the control group. Hence, it is concluded that the application of 3-2-1 strategy is effective because a significant difference in reading comprehension of tenth grade students was demonstrated, in comparison to the students who learn with other strategies.

The 3-2-1 strategy made the students active in the teaching and learning process because they worked in groups and shared their opinions with each other. Additionally, the students were also motivated because the discussion was based on the ideas they found, addressed and brought to class. Therefore, it is recommended to expand its application for teaching languages especially English.

(Khusniyah, N, & Lustyantie, 2017) in the publication "Improving English Reading Comprehension Ability through Survey, Questions, Read, Record, Recite, Review Strategy" where the objective was to examine reading comprehension based on the SQ4R strategy, the method of action was used to submit an intervention experiment

to 34 students and demonstrate the effectiveness of a reading comprehension strategy similar to 3-2-1.

This research mentions that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and participation with the written language, where the extraction serves to emphasize the importance and the insufficiency of the text.

Understanding involves three elements: the reader who is making the comprehension, the text that must be understood and the activity, where the conception is a part. Starting from these elements, teaching models or strategies must be proposed to improve the quality of reading comprehension capacity in students.

(Khoiriyah, 2018) in his research project "The effect of 3-2-1 strategy on students' reading comprehension of hortatory exposition text" that was a quantitative research aimed to obtain empirical evidence on the effect of 3-2-1 strategy on the students' reading comprehension of the exhortatory exhibition text in the eleventh grade of SMAN 10 Kota Tangerang Selatan. In the research, 70 students participated. The instrument used was the interview to obtain students' responses when using 3-2-1 strategy. This revealed that 3-2-1 strategy is effective with a moderate level of reading comprehension of the exhortatory exhibition text.

The study states that 3-2-1 strategy is effective so teachers should use it in their English classrooms during reading activities. However, it is important to guide students about their application because if students are sufficiently educated, the strategy will be easier to use and achieve the expected results. In addition, integration with different learning strategies can be useful to prevent students from losing interest in the activities raised in the learning objectives.

Regarding to the exposed information, the 3-2-1 strategy is effective to develop reading skills in students because it allows discovering and highlighting interesting

things in the text as well as asking questions to give the student the opportunity to pause and review them improving, by this way, the teaching-learning process. It is important to underline, that this strategy is widely used and has achieved educational success by having a flexible nature; facilitating the achievement of curricular objectives and actively involving the student.

1.2 Objectives

General objective

To analyze the effects of the use of 3-2-1 strategy and the development of reading skills.

Specific objectives

- To establish the importance of the 3-2-1 strategy in the development of reading comprehension.
- To identify the level reading skill reached by the control and experimental group students.
- To determine if 3-2-1 strategy assists the development of reading ability in students

CHAPTER II

METHODOLOGY

2.1 Resources

In this investigation, the Preliminary English Test PET was used as a resource, which is an intermediate level exam, at level B1 of the Common European Framework of Reference for Languages.

However, considering that the research focuses exclusively on the ability to read, it is considered the block of this skill for the students' evaluation process, which is composed of 6 parts, with 32 questions, whose application time was 45 minutes.

PET Reading is divided into the following parts:

Part 1:

Number of questions: 5

Description: Short messages are displayed in the form of signals, text messages, notes, etc., and the correct option (A, B or C) must be chosen for each one.

Part 2:

Number of questions: 5

Description: Explanations of 5 people or groups of people who want to do something are shown. Next, there are 8 paragraphs describing possible places or events that the 5 people could go to. The correct paragraph (A - H) must be chosen for each person (1 - 5).

Part 3:

Number of questions: 5

Description: There is a medium length text and 5 test questions (A, B, C or D).

Part 4:

Number of questions: 5

Description: There is a medium length text that is missing 5 sentences (1 - 5). The text must be completed using the correct sentences (A - H).

Part 5:

Number of questions: 6

Description: There is a short text that is missing 6 words or expressions. For each hole, the student must choose the correct word or expression (A, B, C or D).

Part 6:

Number of questions: 6

Description: There is a short text that is missing 6 words or expressions. For each hole, the student has to write a word or expression that fits both grammatically and semantically.

Source: (KSE Academy, 2019)

2.2 Methods

Approach

The present investigation had a mixed approach that is qualitative-quantitative, which was characterized by a set of systematic, empirical and critical research processes. It involved the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion in order to make inferences regarding all the information obtained. After this process, achieving a greater comprehension of the phenomenon under study (Hernández Sampiero, 2014).

The present investigation had a qualitative and quantitative approach. Quantitative because it developed using statistical methods in order to verify the feasibility of the hypothesis, and results were interpreted through the use of tables and graphs.

On the other hand, it was qualitative because it aimed to describe, explain, and ascertain phenomena.

Modality

Bibliographic

Bibliographic research involves a systematic and sequential process of collection, selection, classification, evaluation and analysis of the content of the printed and graphic, physical and virtual empirical material that will serve as a theoretical, conceptual and methodological source for a specific scientific investigation (Rodríguez, 2013).

The study had a bibliographic-documentary modality since it required collection, review and analysis of various sources of information for the theoretical-contextual foundation of the variables proposed in the research.

Field

The specific techniques of field research are intended to collect and record in an orderly manner the data related to the subject chosen as the object of study (Baena, 2014).

The research was in the field because direct contact was made with the reality of study, that is with the students of the "José Ignacio Ordoñez Educational Unit" to extract data and information regarding the development of the reading ability and also to be able to carry out the intervention process (experimentation).

Types of research

Descriptive research

> Descriptive studies seek to specify the important properties of people, groups, communities or any other phenomenon that is subjected to analysis. They measure and evaluate various aspects, dimensions or components of the phenomenon or phenomena to investigate. From the scientific point of view, to describe is to measure. Therefore, in a descriptive study, series of questions are selected and each one is measured independently in order to describe what is being investigated. (Hernández, Fernández, & Baptista, 2011, pág. 71)

The research was descriptive because characteristics of the population under study were specified in order to obtain relevant data about reading ability in eighth year students of basic education of "José Ignacio Ordoñez Educational Unit" in Pelileo city, so as to detect flaws for the development of the intervention with the application of 3-2-1 strategy.

Correlational research

"Correlational studies measure the two or more variables that are intended to know if whether or not they are related in the same subjects and then, the correlation is analyzed" (Hernández, Fernández, & Baptista, 2011, pág. 72)

The research was correlational in order to identify if there is a correspondence between the variables reading ability and 3-2-1 strategy. Thus, to determine the effectiveness of the proposed strategy in the study group.

Quasi-experimental research

Quasi-experimental research, "studies the cause-effect relationship and allows an approximation to the results of an experimental investigation in situations where

the control and absolute manipulation of the variables is not possible" (Monje, 2011, pág. 106)

The research was quasi-experimental since two groups of students (experimental and control) were formed under equal conditions, but just applying the didactic 3-2-1 strategy in one of them, in order to be able to determine if the strategy favors the development of reading skill in students.

Population and sample

Population

Table 1 Population.

Groups	Frequency	Percentage
Students from experimental group	20	50%
Students from control group	20	50%
TOTAL	40	100%

Source: Institutional secretariat
Developed by: Llerena, **R (2019)**

The group of selected were students that are in eighth year of Basic Education in the "José Ignacio Ordoñez Educational Unit" in Pelileo city. They were 40 students in total, 20 people per each parallel, 15 women and 25 men. The age range is between 11 to 12 years old.

Sample

Starting from the fact that, the population was limited (40 students) and accessible for the development of the research, the sample calculation was not carried out and

the entire population was considered as a sample. Therefore, as the object of study was considering the 40 students.

Investigative process

The research process was developed based on the initially proposed objectives, which are detailed below:

To establish the importance of the 3-2-1 strategy in the development of reading comprehension.

- A bibliographic search was conducted about the benefits of the 3-2-1 strategy in reading ability.
- Preliminary studies conducted at international and national level on the effectiveness of the strategy 3-2-1 in the context of reading were investigated.

To identify the level of students' reading skill progress by using 3-2-1 strategy.

- Two groups were formed: one control and one experimental, with 20 students each.
- At the beginning of the experiment, a standardized test was applied to both groups, the Reading section of the PET test, to identify the level of English language comprehension in the 40 students of eighth year of Basic General Education of the "José Ignacio Ordoñez Educational Unit " from Pelileo city.
- The 3-2-1 reading strategy was applied to the experimental group (20 students) for 40 minutes, two days a week, for two months.
- The control group continued with the normal classes (curricular contents corresponding to the eighth year of basic education) without any intervention by the researcher.
- After applying 3-2-1 strategy during the two months, a new PET test of similar difficulty was applied and grades were recorded in both groups.

To determine if 3-2-1 strategy assists the development of reading ability in students.

- The results of the pretest and posttest assessments in both groups of students were compared for the analysis of the scores achieved.

Data processing

Data detached from the investigation was reviewed and subsequently processed through the SPPS software, where frequency tables and graphical representations were presented for the respective analysis and interpretation in order to determine the effectiveness of the proposed strategy.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

To proceed describing the results obtained in the evaluation of reading comprehension in the students of the control group, it is important to clarify that each of the 5 sections of PET Reading were evaluated under the criteria established in the Cambridge scale (ANNEX 1), where it is scored from 5 to 1. A score of 5 denotes a very good level, 4 good, 3 satisfactory, 2 inadequate and 1 poor. In order to categorize the students in the said scales, the grades were averaged in each of the Reading sections.

3.1.1 PRETEST

Table 1 Control group Pretest (PET).

		CONTROL GROUP	
		Frequency	**Percentage**
Very good	**(5)**	0	0%
Good	**(4)**	0	0%
Satisfactory	**(3)**	0	0%
Inadequate	**(2)**	8	40%
Poor	**(1)**	12	60%
TOTAL		**20**	**100**

Source: PET School Application.
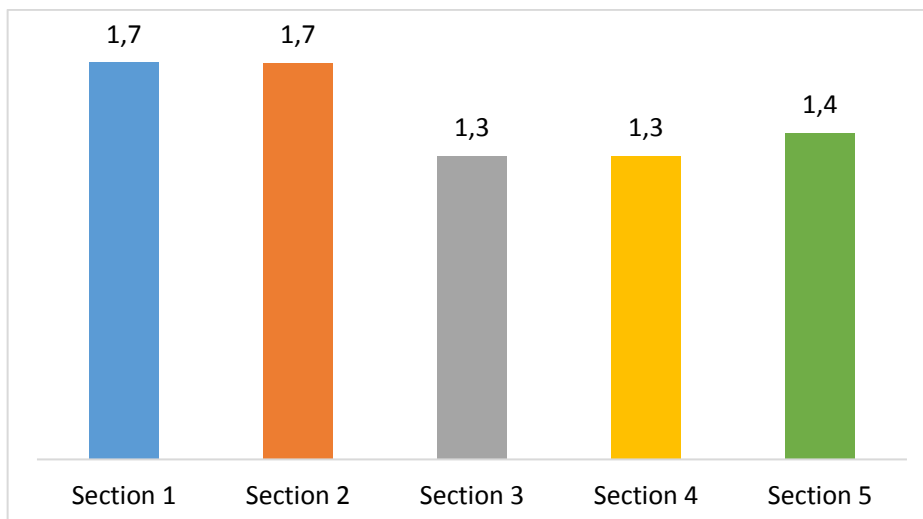**Developed by:** Llerena R (2019).

Figure 1 Control group Pretest (PET).
Source: PET School Application.
Developed by: Llerena R (2019).

Analysis and interpretation:

As shown in table 1, 60% of the students in the control group are in poor level and 40% in inadequate, which denotes the great difficulties that students have in the reading comprehension.

On the other hand, it was necessary to average the score achieved by the control group students in each of the five Reading sections to have a clear idea of the activities, where students present the greatest difficulty. This can be seen in Figure 1, in the first and second section the students achieve an average of 1.7, in the third and fourth section an average of 1.3 was achieved. Finally, in the fifth section, an average of 1.4, that means that each section, students had a level between poor and inadequate, reflecting difficulties in reading comprehension of short and long texts.

Table 2 Experimental group Pretest (PET).

		EXPERIMENTAL	
		Frequency	Percentage
Very good	**(5)**	0	0%
Good	**(4)**	0	0%
Satisfactory	**(3)**	0	0%
Inadequate	**(2)**	9	45%
Poor	**(1)**	11	55%
TOTAL		**20**	**100**

Source: PET School Application.
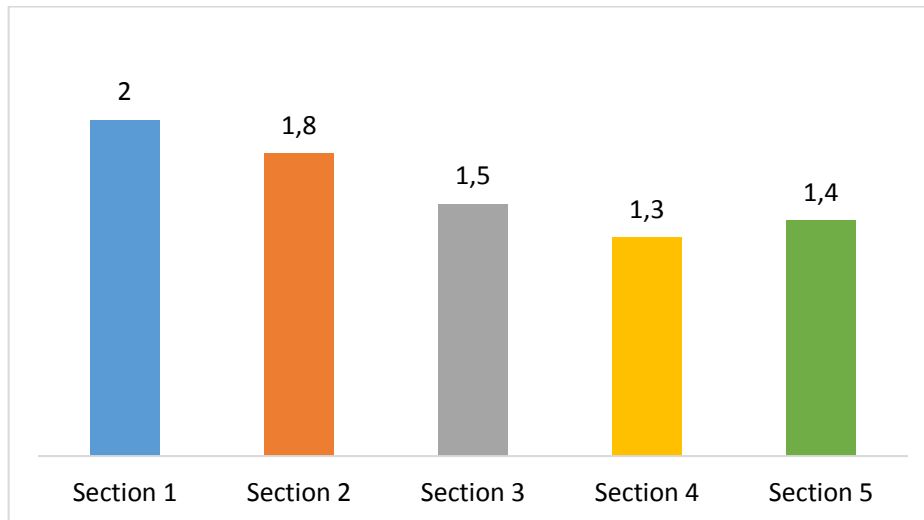**Developed by:** Llerena R (2019).

Figure 2 Experimental group Pretest (PET).
Source: PET school Application.
Developed by: Llerena R (2019).

Analysis and interpretation:

The experimental group was evaluated in the same way as the control group. In general, it was found that 55% of the students are in a poor level and 45% in inadequate.

When comparing the average reached in each of the subscales, a better performance can be observed in the first and second compared to the other three, since 2 and 1.8 were reached respectively, which assumes a better reading comprehension in short

texts. In the third section an average of 1.5 was reached, in the fourth 1.3 and in the fifth 1.4, averages that reveal the difficulties of conception in long texts. Because according to the Cambridge scale the level of reading comprehension is among poor and insufficient.

It is important to emphasize that both groups (experimental and control) started from a bad level reading ability, where problems of comprehension are evident. Which coincides with the concept raised by Federation of Education of Andalusia (2012): difficulties at reading level are frequent in students due to decoding deficiencies, confusion, vocabulary poverty, little previous knowledge, little control of comprehension, little interest in the subject, but mainly due to ignorance and lack of mastery of strategies or techniques that facilitates the process.

3.1.2 POSTTEST

Table 3 Control group Posttest (PET).

	CONTROL GROUP	
	Frequency	**Percentage**
Very good (5)	0	0%
Good (4)	0	0%
Satisfactory (3)	0	0%
Inadequate (2)	15	75%
Poor (1)	5	25%
TOTAL	**20**	**100**

Source: PET school Application.
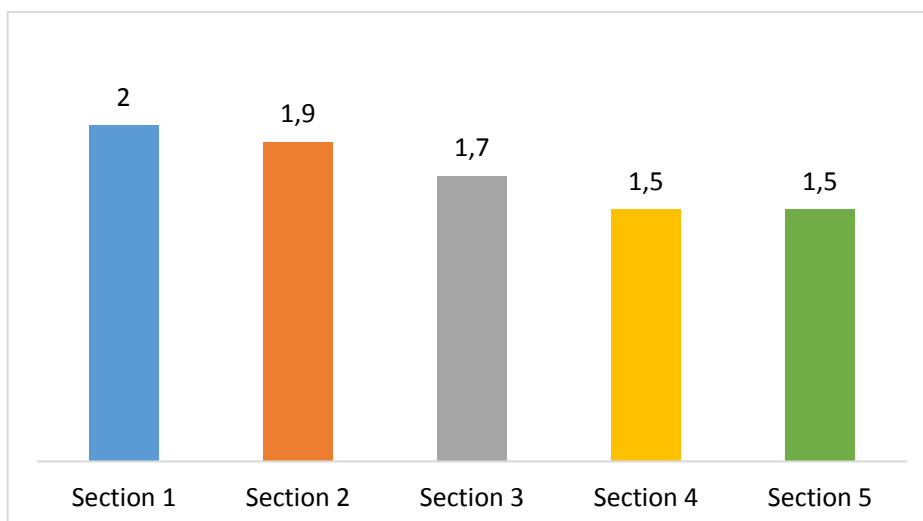**Developed by:** Llerena R (2019).

Figure 3 Control group Posttest (PET).
Source: PET school Application.
Developed by: Llerena R (2019).

Analysis and interpretation:

Table 3 shows the results of the posttest, where it can be seen that 75% of the students in the control group are at an inappropriate level in relation to reading comprehension and 5% remain at a poor level. This assumes that the majority of students in the control group maintain an inadequate level of reading comprehension.

In the Reading sections, a higher performance can be seen in the first and second sections with a 2 and 1.9 respectively which denotes an inadequate level, but in the third scale an average of 1.7 is observed. In the fourth and fifth the average is lower with 1.5 considered as an insufficient level because it is between poor and inadequate, where students have difficulty in the comprehension of short texts, simple phrases, familiar or basic vocabulary.

Therefore, the majority of students in the control group still have difficulties with respect to reading because the use of traditional strategies based on printed guide books and where the teacher is managed to the curricular contents without including

techniques that reinforce the process, avoiding the students' advance in this important skill.

Table 4 Experimental group Posttest (PET).

		EXPERIMENTAL GROUP	
		Frequency	Percentage
Very good	**(5)**	0	0%
Good	**(4)**	0	0%
Satisfactory	**(3)**	15	75%
Inadequate	**(2)**	5	25%
Poor	**(1)**	0	0%
TOTAL		**20**	**100**

Source: PET school Application.
Developed by: Llerena R (2019).
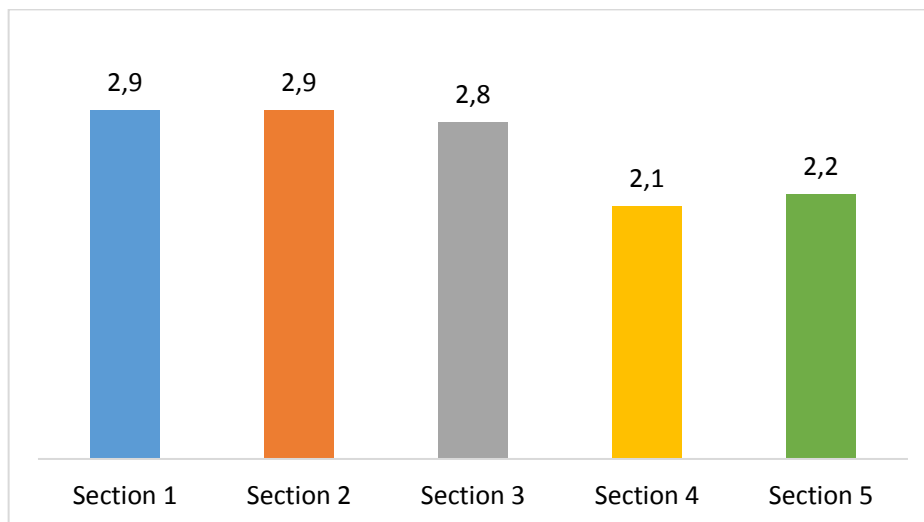

Figure 4 Experimental group Posttest (PET).
Source: PET school Application.
Developed by: Llerena R (2019).

Analysis and interpretation:

After the application of the 3-2-1 strategy to the eighth year students of basic education of "José Ignacio Ordoñez Educational Unit" in Pelileo city for two

months, it can be observed that 75% of the students reached a satisfactory level and only 5% inappropriate.

In the sections of the test, a better performance is also observed, since as shown in Figure 4, in the first and second section, where short readings are covered, satisfactory averages are reached (2,9). In the third section, there is also a good performance in terms of reading comprehension because there is the ability to detect correct and incorrect sentences. Finally, the fourth and fifth sections were the least punctuated with a 2.1 and 2.2 respectively, which indicates that students show greater difficulties in comprehension of long texts, although there is no progress compared to the initial evaluation.

Consequently, the 3-2-1 strategy improved reading ability in students, since the advance reached after its application was evident. The number of students in poor level was reduced and it is observed that the majority of students achieve a satisfactory level. The 3-2-1 technique maximizes metacognitive monitoring skills and synthesizes information automatically.

3.1.3 Comparative analysis

Table 5 Experimental group and Control Group (initial and final)

	Control		Experimental	
	Initial	Final	Initial	Final
Very good **(5)**	0%	0%	0%	0%
Good **(4)**	0%	0%	0%	0%
Satisfactory **(3)**	0%	0%	0%	75%
Inadequate **(2)**	40%	75%	45%	25%
Poor **(1)**	60%	25%	55%	0%
TOTAL	100%	100%	100%	100%

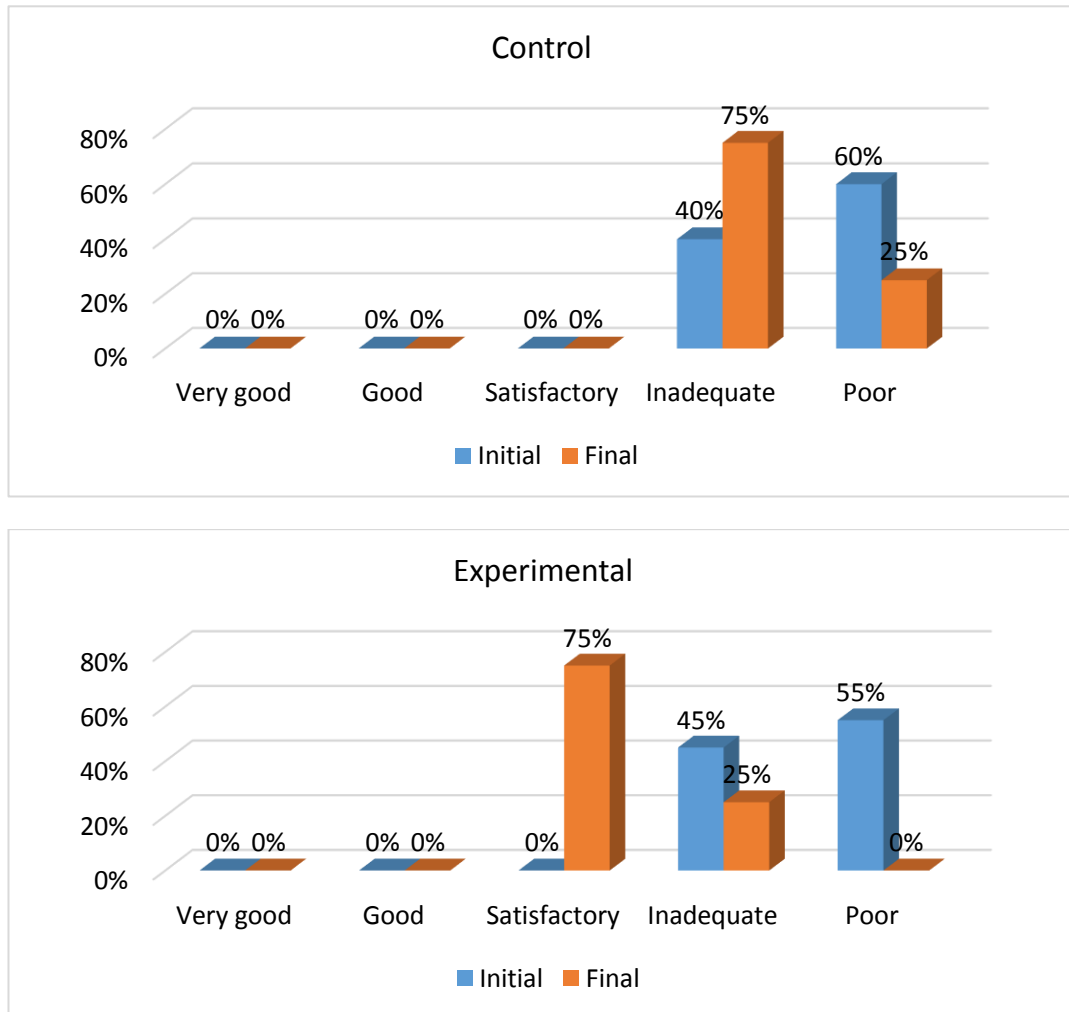**Source:** PET school Application (pretest-posttest).

Figure 5 Experimental group and Control Group (initial and final).
Fuente: PET school Application (pretest-posttest).
Developed by: Llerena R (2019).

Analysis and interpretation:

In order to comply with the objectives purposed in the research, it was necessary to compare the results achieved in the PET posttest for both groups, the experimental and the control. As shown in Figure 5, the majority of students of the initial control group were in poor (60%) and inadequate (40%) level, but after the passage of two months, there was a reduction in the percentage of students in poor level from 60

to 25% and an increase in 40 to 75% in inappropriate level. Which permits to assume that there was progress, however, it was not significant because the difficulties in reading comprehension persist since traditionalist methodologies do not emphasize this important skill.

On the other hand, in the experimental group, advances are observed since the study begins with 55% of students in poor level and 45% in inadequate. Nonetheless, after the application of the 3-2-1 strategy, the poor level is reduced from 55 to 0%, there is also a reduction in the number of students at an inadequate level of 45 to 25% and finally a large majority is observed (75 %) on a satisfactory level, which is positive for the development of the research because it demonstrates the effectiveness of the proposed strategy. Students can more easily understand short texts, simple phrases, recognize familiar or basic vocabulary, make inferences and capture the meaning of the readings.

Thus, the application of the 3-2-1 strategy is effective to improve the students' reading ability because there is an opportunity to summarize key ideas, rethink them focused on intrigues and then ask questions, contributing to the students' comprehension level. This idea is supported by the research of (Ika, 2015) where it is set that the 3-2-1 strategy allows a significant improvement in the reading comprehension of the students because they become more active and lively regarding their learning, optimizing the skills of reading comprehension.

In addition, (Marlini, 2016) adds that the application of strategy 3-2-1 has shown a significant difference in students' reading comprehension because it makes them more active in the teaching and learning process. Promoting group work and opinion debates among students. Moreover, because the strategy motivates students to capture the central idea of what is reading and to question the content.

3.2 Verification of hypotheses

H0: The 3-2-1 strategy does not favor the development of reading ability in students.

H1: The 3-2-1 strategy favors the development of reading ability in students.

To verify the research hypothesis, the student T test was used. This test helps determine if there is a significant difference between the means of the two groups.

Table 6. T student

	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 Experimental group pretest – Experimental group posttest.	,45000	,51042	,11413	,21112	,68888	3,943	19	,001

Once the T student test has been performed in the IBM SPSS Statistics statistical program, it is determined that the p.value is less than the significance level $\alpha = 0.05$. For this reason, the null hypothesis is rejected and the alternative hypothesis is accepted: The 3-2-1 strategy favors the development of reading ability in students of basic education of "José Ignacio Ordoñez Educational Unit" in Pelileo city.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 CONCLUSIONS

After caring out this investigation, the following conclusions have been reached:

- Along with the development of the research, it was possible to determine that the 3-2-1 strategy is important for reading comprehension because, after their application, the students became more active, paid more attention and were motivated to learn, improving their ability to understand reading due to the activation of metacognitive skills.

- It was possible to identify that the level of initial reading comprehension in both, the experimental and control groups was insufficient because, according to the grades achieved, it was between poor and inadequate in both groups. However, in the final evaluation, progress was observed in the experimental group itself, which achieved a satisfactory level with respect to reading comprehension skills.

- It was possible to determine that the 3-2-1 strategy helps in the reading comprehension of the students because after its application the poor level was reduced in a remarkable way. Finally, after applying the strategy it was shown the effectiveness of it due to students could more easily understand short texts, simple phrases, recognize familiar or basic vocabulary, make inferences and get the meaning of the readings.

4.2 RECOMMENDATIONS

- It is necessary that professors pay special interest to the students' reading ability in each of the levels to take the relevant actions at the curricular level because it must be considered that reading is a fundamental element of autonomy in the teaching -learning process.

- Reading requires the application of simple but effective strategies that allow highlighting the main ideas from the text, understand what is read, question and expose the points of views of each person, making the learning process significant. Nonetheless, these strategies should be designed considering the psychophysical abilities of students, especially in basic education.

- To be able to apply the 3-2-1 strategy properly, it is necessary to previously instruct students about their benefits in reading comprehension and develop previous practices. Therefore, the process can be understood and they can apply the strategy autonomously, achieving the learning objectives proposed in the educational plan.

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ANNEXES

ANNEX 1

Evaluation heading
PET-reading

Band	
5	• Very good attempt at the task.
	• No effort is required of the reader.
	• All elements of the message are fully communicated.
4	• Good attempt at the task.
	• Minimal effort is required of the reader.
	• All elements of the message are communicated.
3	• Satisfactory attempt at the task.
	• Some effort is required of the reader.
	• All elements of the message are communicated.
	OR
	• One content element omitted but others clearly communicated.
2	• Inadequate attempt at the task.
	• Significant effort may be required of the reader.
	• Content elements omitted, or unsuccessfully dealt with, so the message is only partly communicated.
1	• Poor attempt at the task.
	• Excessive effort is required of the reader.
	• Very little of the message is communicated.
0	• Content is totally irrelevant or incomprehensible.
	OR
	• Too little language to assess.

Source: https://www.cambridgeenglish.org/Images/168150-cambridge-english-preliminary-teachers-handbook.pdf