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## The Impact of the 3-2-1 Reading Strategy on Iraqi EFL University Students' Achievement in Reading Comprehension

The present study aims at measuring the effect of the 3-2-1 reading strategy on Iraqi EFL University students in Reading Comprehension

The sample of the study consists of second year university students / English Department / College of Education for Humanities / Tikrit University, during the academic year 2019-2020. It has been randomly chosen and has divided into two groups, the control group with (35) students and the experimental group with (35) students also. The two groups are equalized according to certain variables. The 3-2-1 strategy is used with the experimental group, whereas the control group is not trained on this strategy, i.e, by using the conventional method. After instruction for six weeks, both groups completed the same reading comprehension test. The obtained results have shown that there are statistically significant differences between the achievements of the students of the two groups in favor of the experimental group due to the use of the 3-2-1 strategy.

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اثر استراتيجية القراءة 3-2-1 على طلاب الجامعة العراقيين في اللغة الانكليزية كلفة

اجنبية في الفهم القرائي

م.د. بتول عاصم حميد / جامعة تكريت / كلية التربية للعلوم الانسانية / قسم اللغة الانكليزية

الخلاصة

تهدف الدراسة الحالية الى قياس تأثير استراتيجية القراءة 3-2-1 على طلاب الجامعة العراقيين في اللغة الانكليزية كلفة اجنبية في الفهم القرائي.

تتكون عينة الدراسة من طلاب المرحلة الثانية / جامعة تكريت / كلية التربية للعلوم الانسانية / قسم اللغة الانكليزية, خلال العام الدراسي 2019-2020. تم اختيار العينة بشكل عشوائي وتم تقسيمها الى مجموعتين, المجموعة الضابطة تضم 35 طالبا والمجموعة التجريبية تضم 35 طالبا ايضا. تم مكافئة كلا المجموعتين وفقا لمتغير معين. تم استخدام استراتيجية 3-2-1 مع المجموعة التجريبية, بينما لم يتم

تدريب المجموعة الضابطة على هذه الاستراتيجية. اي باستخدام الطريقة التقليدية. بعد التدريس لمدة ستة اسابيع, اكلت كلا المجموعتين نفس اختبار استيعاب القراءة, اظهرت النتائج التي تم الحصول عليها ان هناك فروقا ذات دلالة احصائية بين تحصيل طلبة المجموعتين لصالح المجموعة التجريبية يعزى الى استخدام استراتيجية 3-2-1.

## Section One

### Introduction

#### 1.1 Statement of the Problem:

Nowadays, English is an important language all over the world as it is the language of commerce, science, technology communication. So using this language for learning as well as communication is a factor at developing the English language skills. To master English language, as well as our native language, a great attention must be paid to the four language skills that we need to complete communication, listening, speaking, reading and finally writing (Mubarokah, 2016: 35).

Among these skills, reading can play a very important role in successful language learning. Reading is the most useful skill for people. It is because reading is a way in which something interpreted or understood. Reading is certainly an important activity for expanding knowledge of a language (Al-Samadani, 2011: 184). It can develop speaking skills. Through reading, learners can develop both fluency and accuracy of expression in their speaking (Mart, 2012: 91).

It is widely known among reading instructors that the ultimate goal of reading is comprehension. And reading without understanding is useless, it cannot be separated from comprehension because the purpose or the results of reading activity is to comprehend what has been read (Grabe, 1991: 379). Therefore, it is the job of reading instructors to identify strategies that help their students to achieve this goal. A part of this effort, the current study aimed at validating the use of the 3-2-1 strategies in EFL reading instruction. More specifically, this study aimed to test the effect that training Iraqi EFL students in using the 3-2-1 strategy, while reading English texts, has on their reading comprehension (ibid).

In this study, the writer focused on teaching reading, because reading is the key of learning in all aspects of life; it provides access to get the information, knowledge, facilities , life-long learning and open doors to opportunity, for instance, by having the reading ability, the students can increase their knowledge, improve their thinking, make notes, solve problems and many other things (Mcshane, 2005: 7).

An important element of reading comprehension is the ability to summarize text. Summarizing requires readers to focus on the major elements of a text and to decide what is important. When reading longer texts, the 3-2-1 strategy helps readers by allowing them to review what they read in one part before moving on to the next (Zygourious - Coe, et al. , 2005 : 381).

Many students face problems while trying to understand texts which are written in English. In Iraqi schools, teachers normally instruct their students to read passages and memorize difficult and new vocabularies. Teachers and students do not pay much attention to reading comprehension. Generally, due to how reading in English language is taught and learned in Iraqi schools, students face difficulties in reading comprehension (Abdualameer,2016:10).

Also, many students are unable to get the meaning of the words and most of them are not able to comprehend English text well, such as summarizing the important idea from the text, searching for interesting or important information and also the students were passive and not creative. Therefore, the teacher must select the appropriate technique or strategy to teach reading material. The writer tried to apply the 3-2-1 strategy to help the students found the important ideas, search the important information and made students active in teaching learning process, especially in improving the students' reading comprehension achievement.

### **1.2 Aims of the Study:**

The current study aims at:

1. Finding out the effect of the 3-2-1 reading strategy on Iraqi EFL university students in reading comprehension.
2. Finding out the students' achievement in the experimental and the control groups in pre-test and post-test.
3. Finding out the students' achievement in the experimental group in pre-test and post-test.

### **1.3 Hypothesis of the Study:**

The study hypothesizes the following:

1. There is no statistically significant difference between the mean scores of the experimental and the control groups in pre-test.
2. There is no statistically significant difference between the mean scores of the experimental and the control groups in post-test.
3. There is no statistically significant difference between the mean scores of pre-test and post-test of the experimental group.

### **1.4 Limits of the Study:**

This Study is limited to:

- 1 Second year Iraqi EFL university students at the College of Education for Humanities / English Department / Tikrit University, during the academic year 2019-2020.

2 The use of the 3-2-1 strategy and its effect on students' achievement in reading comprehension.

### **1.5 Definitions of Basic Terms:**

#### **1.5.1 EFL:**

Al-Shboul (2013:6) defines EFL as "An English materials which is taught as a school subject to give students as a foreign language competence which they may use for communication and for some other purposes".

#### **1.5.2 Achievement:**

The amount of learning that takes place during a definable course of instruction, and it is a thing that is done successfully with effort, skill or courage, or the process or fact of achieving something (Dwyer, 1982:12).

The operational definition is the action of accomplishing second year college students in reading comprehension.

#### **1.5.3 Reading Comprehension (RC for short):**

Reading comprehension is "the process of decoding and constructing meaning through interaction and involvement with a written text" (Abu - Shamla, 2010: 19). It refers to reading for meaning, understanding and entertainment and it is an extracting meaning from written words, sentences and texts (Nunan, 2005: 71).

#### **1.5.4 Impact:**

It is the impetus communicated as if in such a contact and it is the force of impression of one thing on another: a significant or major effect ( Merriam-Webster, 2021: 116).

The operational definition is the positive change of students' performance in reading comprehension after using the 3-2-1 reading strategy.

#### **1.5.5 3-2-1 Strategy:**

It is a strategy that helps students in self-monitor comprehension, identify important details in the text, make connections to text or learning, or identify areas in the text or lesson where understanding is uncertain (Zygorious-Coe, et al. 2005: 381).

The operational definition is the means that help students to interact with the text, summarizing the main ideas from the text and to think independently.

## **Section Two**

### **Theoretical Background and Previous Studies**

#### **2.1 The Concept of the 3-2-1 Strategy:**

The 3-2-1 strategy is an active and meaningful method that helps students to interact with the text. It is a reading strategy proposed by Zygorious - Coe, et al. (2005 : 381-382), as the strategy that requires the students to participate in summarizing ideas from the text and encourage them to think independently and invite them to become personally engaged with the text. Students can use the 3-2-1 strategy either while or after reading a textbook, a novel, an article or other instructional texts.

## 2.2 Procedures for Using the 3-2-1 Strategy:

According to Zygorious - Coe, et al. (2005: 381-382), there are several main guidelines for conducting the 3-2-1 strategy, as follows:

1. Teacher creates 3-2-1 strategy chart to guide the students. The teacher explains to the students the concept of 3-2-1 strategy together with what benefits for students are. Tell the students that 3-2-1 would be helpful to develop their reading comprehension of a text. Make them sure that using 3-2-1 strategy will give more understanding about the text.
2. After making the chart, the teacher gives the students the topic and asks them what they know about it, to generate as many ideas as possible relying on the students' prior knowledge.
3. The teacher asks the students to discover (3) three items in the text that he or she has read. This is an effective way for teachers to tackle the problem of passive participation from the students. Students summarize and cite three different major points or details they found while reading the passage. This process helps the students to define their purpose independently for reading.
4. The teacher asks the students to write down (2) two things that stood out as being interesting to them. This step gives students opportunities to share what they enjoy most about what they have read and it is an important part of guiding students toward making reading a part of their everyday lives. Students can share their own attitudes on texts, thus becoming more engaged in readings.
5. The teacher asks the students to write (1) one question about the text. In this final step of the 3-2-1 strategy, students can ask questions about conceptual gaps, misunderstood events, or unclear explanations in the text. Students can also ask factual questions, clarifying their understanding of the sequence of events and verify their general understanding of the reading.

Here is the 3-2-1 strategy chart proposed by Zygorious - Coe, et al. (2005: 382):

**Table (2.1)**

### **The Example of 3-2-1 Strategy Chart**

<b>Students' Name:</b>	
<b>Topic/book / Text</b>	
<b>3 Things you discovered</b>	<b>1 – 2 – 3</b>
<b>2 Interesting things</b>	<b>1 – 2</b>
<b>1 Question you still have</b>	<b>1</b>

### 2.3 Advantages for the 3-2-1 Strategy:

Zygorious - Coe, et al. (2005: 382-383) states that good strategy has to give significant advantages, so that the teacher can reach the goal of the strategy and get the best result as an implementation from this strategy. Here are several benefits of the strategy:

1. Based from the purposes that 3-2-1 strategy develops students' critical thinking about the text that they read. In this strategy, students demanded to read entire the text not only for the first sentence like the students read commonly.
2. The 3-2-1 strategy is a simple and easy process reading strategy to apply at young learner. In this strategy, the students are guided by some easy steps to understand the text.
3. Then, it uses compiled question to guide learner and improve what is the main problem. Some guided questions are to cover the text that the students read.
4. It helps the teacher to determine whether or not the students understand the main points of the lesson. The 3-2-1 strategy also serves informative assessment and a collection of ongoing data for the teacher. This determines the beginning of the lesson for the next day, how much re-teaching the teacher have to do before move on (Zygorious-Coe, et al. 2005: 282-283).

### 2.4. Purposes of Reading:

People read for different Purposes. Nunan (1989: 34) and Grabe (2009: 7), suggest that second language learner want to read for the following purposes:

1. To obtain information for some purposes or because we are curious about some topics.
2. To obtain instructions on how to perform some task for our work or daily life (e.g. Knowing how an appliance works).
3. To act in a play, play a game, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letters.
5. To know when or where something will take place or what available.
6. To know what is happening or has happened (as reported in newspaper, magazines, reports).
7. For enjoyment or excitement.

### 2.5. Previous Studies:

#### 2.5.1. Al-Samadani (2011):

Al-Samadani (2011) has conducted a study entitled " The Effect of the 3-2-1 reading Strategy on EFL Reading Comprehension ", at Um Al-Qura

University. This study aimed at validating the use of 3-2-1 strategy in EFL reading instruction. It is an experimental study. The research has been divided into two groups: The experimental group with (42) students and the control group with (43) students.

In this previous study, the design is the same with the current study that is the pretest-posttest, experimental group – control group design. The experimental group EG is taught by using the 3-2-1 Strategy, while the control group CG are not trained on this strategy. Also, there is a similarity, both the previous study and the current study choose the students of university. In the other hand, there is a similarity on the selection of the strategy and the skill. The strategy is the use of 3-2-1 strategy and the skill is reading.

The results of the study show that there is a significant improvement in students' general reading comprehension as a result of the use of the 3-2-1 strategy.

### **2.5.2. Marlini (2013):**

The second study is conducted by Marlini (2013), entitled, "Teaching Reading Comprehension by using the 3-2-1 strategy to the tenth grade students of SMA Ethika Palembang".

The aims of the study is to find out the effect of the 3-2-1 strategy to the tenth grade students of SMA Ethika Palembang. It is an experimental study, with two groups: the experimental group with (44) and the control group with (44) students.

In the current study, the researcher chooses 2<sup>nd</sup> year university students, while in Marlini's study, she chooses the tenth grade students at Senior High School. There is a similarity from the previous research by Marlini and this present research. The similarity are on the selection of research design, strategy and skill. The design is the same that is the pretest-posttest equivalent groups design, the strategy is also by using 3-2-1 strategy and the skill is reading.

The results show that the 3-2-1 strategy gives a significant difference on students' reading achievement in favor of the experimental group.

## **Section Three Procedures and Methodology**

### **3.1 Experimental Design:**

Selecting an appropriate design for a research work is one of the most important decisions that a research should make (Van Dalen,1962:232) . Experimental design is "the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about the relationship between independent and dependent variables" (Best and Khan, 2006:77). This study has built on the pretest-posttest equivalent groups design.

### 3.2 Population and Sampling:

Population comprises all the subjects under study (Best and Khan, 2006:13). The population of the present study includes second year university students, during the academic year 2019-2020. The total number of those students is (90) who have been chosen randomly. The sample of the present study includes (70) students majoring in EFL and divided into two equal groups. The first group is labeled as the experimental group and taught by using the 3-2-1 strategy and the second group is labeled as the control group, and taught by the conventional approach. The experimental group consists of thirty five students and the control group consists also of thirty five students, as shown in table (3.1):

**Table (3.1)**

**The Sample of the Study**

Group	No. of Students	Approach
Experimental	35	3-2-1 strategy
Control	35	Conventional

### 3.3 Equivalence of the Groups:

After choosing the sample of the two groups and before implementing the experiment, equivalence has been done depending upon certain information provided by the students or other resources. This includes the age of the involved students, and the academic level of their parents.

### 3.4 Instruments:

The instruments used for data collection in this study are pre and post reading comprehension test. The test is composed of two reading passages and each passage followed by five comprehension questions. The questions asked for main ideas, specific details (factual questions) and a summary of the passage.

However, in the current study, the test measured students' comprehension level through measuring their ability to:

1. Find the main idea of the passage correctly.
2. Answer factual questions about the passage correctly.
3. Recall and summarize the passages.

### 3.5 Instructional Material:

The reading skill has been chosen to be taught by using the 3-2-1 strategy. The material is taken from the book entitled, "Introduction to Academic Writing", by Oshima, Alice, et al. (2017) during 6 weeks period. The experiment of this study has been done in the first semester of the academic year 2019-2020. The instruction of both groups of students began on the sixteenth of October, 2019 and ended on the nineteenth of November, 2019. The

experimental group is taught by using the 3-2-1 strategy while the control group is taught by the conventional way.

### 3.5.1 Construction of the Test:

In teaching any language construction there should be a test which follows the teaching process in order to elicit some samples of language learners' oral and written performance as well as listening and reading ability to understand what learner can and cannot do in the language. (Elaine, 2008: 184).

The test scores were used to equate the experimental and the control groups to describe relative skill at this task prior to the application of the teaching methods to measure what the students have gained from the application of the experimental and the control group (Best and Khan, 2006: 292). The test is constructed to measure the students' progress at the end of classroom work, through using the 3-2-1 strategy and to reflect the objectives of this study. In Vallette's words (1967: 17), "the key to successful test construction is a clear and precise definition of the objectives involved".

In order to achieve the aim of the test, the researchers have constructed an achievement test based on the subject matter, that is determined at the beginning of this research which is teaching the experimental group by using the 3-2-1 strategy and the control group by using the conventional approach. The specific aims of the study is developed in which behavior and the content of the test are specified, as shown in table (3.2):

**Table (3.2)**  
**Specification of Contents and Behaviors of an Achievement Test**

No. of Questions.	Contents	Behaviors	Scores
Q1	Students are required to read the passage entitled, "Mountain Climbing", and answer the questions that follows, depending on their own understanding.	1.To understand the passage and discover three things. 2. To find two interesting things from the passage. 3. To elicit one question from the passage. 4. To summarize the main idea of this passage. 5. To write the main types of mountain climbing.	50
Q2	Students are required to		50

	read the passage entitled, " Animals in Captivity ", and answer the questions that follows, depending on their own understanding.	<ol style="list-style-type: none"> <li>1. To understand the passage and discover three things.</li> <li>2. To write two interesting things from the passage.</li> <li>3. To elicit one question from the passage.</li> <li>4. To summarize the main idea of this passage.</li> <li>5. To write the advantages of animals living in modern zoo.</li> </ol>	
Total			100

### 3.5.2 Validity and Reliability of the Test:

Validity refers to "the truth of the test when it measures the components that the examinee intended to measure" (Bynom, 2001: 13). There are two important types of validity: content validity and face validity. The final form of the test is given to a jury of specialists in order to obtain its face validity. The jurors have approved the appropriateness of the test items and put forward some modifications which have been considered.

Reliability refers to the consistency of the results when the researchers give the same test to the same group of testees on two different occasions (Brown, 2004: 20). The test of this study is considered reliable because the calculated coefficient is (0.82), which is considered an acceptable according to the formula of Cronbach's Alpha.

#### 3.5.3 Item Analysis:

Item analysis is a mean of assessing the effectiveness of the test items. It is the process of observing the students' responses to each test item to judge the quality of the item, especially the difficulty level and the discrimination power of the items (Eble, 1972 : 409).

##### 3.5.3.1 Difficulty Level:

The DL refers to the proportion of the examiners who passed the test. It is done by determining the proportion of students who answered the item correctly divided by the total number of students. The aim behind this procedure is to select the items whose difficulty is proper to students' level (Madsen, 1983: 181).

##### 3.5.3.2 Discrimination Power (DP):

DP is " measuring the extent to which the results of an individual item correlate with the results of the whole test" ( Alderson, et al. 1999: 80).

Eble (1972:399) states that when the discrimination power is (0.30) and above, the item is acceptable and when the item is less than (0.30), then it is weak and the teacher should change them. In this study, all the test items have proved to have satisfactory discrimination power.

#### **3.5.4 Pilot Administration of the Test:**

A pilot study can be defined as "A small – scale trial of the proposed procedures, materials and methods" (Mackey and Gass, 2005: 43). It allows the proposed instruments and procedures for data collection and analysis to be tried and tested, to ensure that they are workable and produce useful data, so that refinement and modification can be made if necessary. It can also help to save time and energy by revealing potential problems that can be addressed before the main study is carried out (ibid).

After the researcher secured the validity of the test, she applied it to a sample of a pilot study. The pilot administration is carried out on the 9<sup>th</sup> Of October 2019. The test is given to a sample of ( 20 ) students. It has been applied to students under the same conditions. The pilot test is carried out in order to help the researcher to try out the test before it takes its final shape.

#### **3.5.5 Final Administration of the post – test:**

Having ensured that the test is valid, reliable, administrative and has a suitable level of difficulty, the test is administered to a sample of (35) students in college of education for humanities at Tikrit University. The teacher asks the students to write their responses on the test papers, and after the test papers are distributed, the researcher read the instructions to the students, explain how to answer some items and tell them the purpose behind the exam so that they take test more seriously and to interact with the test more effectively. The subjects are given enough time to answer the questions completely. The maximum time allowed for the test is one hour.

#### **3.5.6 Scoring Scheme of the Test:**

Scoring Scheme is the way according to which the obtained results are interpreted properly. The researcher has designed a written test of (2) questions, each question consists of five branches. Each question is out of (50) marks. The total is (100) marks.

#### **3.7 Statistical Means:**

The statistical means which have been utilized in the present study for the purpose of analyzing the collected data are as follows:

1. The T- test for two independent samples is used to find out the significant differences between the two groups (Alderson, 1999: 277).
2. Cronbach's Alpha correlation coefficient formula is used to calculate the reliability of the test (Cohen and Swerdlik, 2010: 53).

3. Item Difficulty level formula is used to determine the difficulty of the items of the test (Madsen, 1983: 180).
4. Item discrimination power is used to estimate the discrimination level of the items of the test (Gronlund, 1976: 211).
5. The T – test for two dependent samples is used, to test the significance of difference between the pretest and the posttest scores (Devellies, 2003: 24).
6. Chi – square formula is used to determine whether there are any significant differences between the experimental and the control groups in the variable of parents' level of education (Alderson, 1999: 277).

## Section Four

### Analysis of Data and Discussion of Results

#### 4.1

After subjecting the involved sample of students to the achievement test, the data has been collected and statistically analyzed as follows:

#### 4.2 Comparison between the EG and the CG in the Pre-test:

In order to determine whether there is a significant difference between the two mean scores of the experimental and the control groups in the total scores of the pre-test. The T-test formula for two independent samples has been used, the mean of the experimental group is (28.22) and the mean of the control group is (27.00). The T-calculated value is (0.67), it has been compared with the T-tabulated value which is (2.000) at (68) degree of freedom and (0.05) level of significance. This comparison indicates that there is no significant difference between the EG and the CG in the pre-test.

Thus, the first hypothesis which states that, "there is no significance difference in the mean scores of students' achievement between the two groups in the pre-test" is accepted.

Both groups underwent a pre-test which is fundamental for experimental purposes and in results comparison. The results shape a starting point for the continuation of the experiment and the data of the pre-test has been used to equalize the two groups of this study, as shown in Table (4.1):

**Table (4.1)**

**The Mean, Standard Deviation and T-Value of the Pre-test Scores**

Group	No. of samples	Mean	S D	DF	T-Value		Level of significance
					Cal.	Tab.	
EG	35	28.22	7.75	68	0.67	2.000	0.05
CG	35	27.00	7.38				

#### 4.3 Comparison between the EG and the CG in the Post-test:

In order to determine whether there is a significant difference between the two mean scores of the experimental and the control groups in the total scores of the post-test. The T-test formula for two independent samples has been used, the mean of the experimental group is (75.20) and the mean of the control group is (59.20). The T- calculated is (7.32), it has been compared with the T- tabulated value which is (2.000), at (68) degree of freedom and (0.05) level of significance. This comparison indicates that there is a significant difference between the experimental and the control groups in the post-test, as shown in Table (4.2):

**Table (4.2)**

#### **The Mean, Standard Deviation and T-Value of the Post-test Scores**

Group	No. of samples	Mean	S D	DF	T-Value		Level of significance
					Cal.	Tab.	
EG	35	75.20	11.69	68	7.32	2.000	0.05
CG	35	59.20	5.51				

#### 4.4 Comparison between Pre-test and Post-test Scores of the Experimental Group:

In order to determine whether there is a significant difference in the mean scores of the experimental group in the pre-test and the post-test scores. The T-test formula for dependent samples has been used. The T- calculated value is (21.33), it has been compared with the T-tabulated value which is (2.000 ), at (34) degree of freedom and (0.05) level of significance. This comparison indicates that there is a significant difference between the pre-test and the post-test scores, as shown in Table (4.3):

**Table (4.3)**

#### **The Mean, Standard Deviation and T- value of the Pre-test and the Post-test Scores of the Experimental Group**

Group	No. of samples	Mean	S D	DF	T-Value		Level of significance
					Cal.	Tab.	
Pre-test	35	28.22	7.75	34	21.33	2.000	0.05
Post-test	35	75.20	11.69				

#### 4.5 Discussion of Results:

From the results of the study, it shows that there is a significant difference of students' reading comprehension. This means that the implementation of 3-2-1 strategy can improve students' reading comprehension.

In comparing the results between the control group and the experimental group after the use of the 3-2-1 strategy to only the EG , it becomes clear that the mean of the CG is ( 27.00 ) and (59.20) in the pre-test and post-test respectively, while the means of the EG has significantly increased from ( 28.22 ) to ( 75.20 ) in the pre-test and post-test respectively.

The statistical analysis obtained from an achievement test, indicates that the achievement of the experimental group is significantly higher in average than the achievement of the control group in the post-test scores. This means that the experiment lead to demonstrate significantly higher learning effects for the 3-2-1 strategy in reading comprehension.

#### 4.6 Conclusion:

Based on the findings of the study, there is an influence of the use of 3-2-1 strategy in teaching reading to improve reading skills to 2nd year students of Tikrit University in the academic year of 2019-2020. Before implementing the strategy, the students were mostly has low motivation and interest in reading. After implementing the strategy, the students become more active and the strategy encourages them to learn that affect to the improvement of reading comprehension. The findings shows that the improvement of the students reading comprehension is significant after the students got reading instruction by using the 3-2-1 strategy.

The students should try to use 3-2-1 strategy in comprehending text, because the strategy requires them not only to summarize the important points from the text but also to construct questions about the text.

Therefore, the results of this study can be used as a reference for other researchers dealing with the methodology in language teaching.

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## Appendix A

### The Test

Q -1/ Read the following passage carefully, then answer the questions that follows depending on your own understanding:

#### Mountain Climbing

Mountain climbing requires special skills and equipment. Trail climbing is the easiest. Climbers just walk along trails to the top of a mountain. The trails are not very steep, and the mountains are small. The second type, rock climbing, takes place on steeper slopes and bigger mountains. Climbers generally have to use special equipment such as climbing shoes, ropes, and metal nails called pitons. The third type is ice climbing. Ice climbing takes place only on very high mountains and requires a lot of special equipment. Equipment used in ice climbing includes ice axes and crampons, which are spikes attached to a climber's boots for walking on ice and hard snow. Indeed, the sport of mountain climbing can range from an easy uphill walk to a difficult climb up a frozen waterfall.

1. Describe three things you discover in this passage.
2. Add two interesting things about this passage.
3. Ask one question about this passage.
4. What is the main idea of this passage?
5. What are the three main types of mountain climbing?  
(50 m.).

Q -2 / Read the following passage carefully, then answer the questions that follows depending on your own understanding:

#### **Animals in Captivity**

Animals living in modern zoos enjoy several advantages over animals in the world. The first advantage is that zoo animals are separated from their natural predators, i.e, animals that kill and eat other animals. They are protected, so they live without risk of being attacked. Another advantage is that someone feeds them regularly, so they do not have to hunt for food. Also, they do not suffer times when food is hard to find. A third advantage of living in zoos is that veterinarians give animals' regular checkup, and sick animals get prompt medical attention.

1. Describe three things you discover in this passage.
2. Add two interesting things about this passage.
3. Ask one question about this passage.
4. What is the main idea of this passage?
5. What are the advantages of animals living in modern zoo as compared with animals living in the wild?  
(50 m.).