

The Effectiveness Of 3-2-1 Reflection Technique On Students Having Different Cognitive Styles

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ABSTRACT

In Indonesia, all students of junior high schools are hoped to master skills (writing, speaking, listening and reading) for some kinds of text (recount text, descriptive text, narrative text, etc), one of those is recount text. Actually, make that hope comes true seems easy but in fact, it becomes a problem of some students when they read a recount text. Additionally, there are many factors that make difficulties for students. Further, there are some factors that become a consideration for teachers in teaching process especially, teaching reading. One of those is their cognitive styles. These problems makes teachers who teach English especially reading recount text have to look for some effective teaching techniques so that their students are able to master reading skill especially, reading recount text enjoyably. Therefore, there is one of the techniques that can be an alternative in teaching reading. That is 3-2-1 Reflection Technique.

Keywords: 3-2-1 Reflection Technique, Reading, Recount Text, Cognitive Style

ABSTRAK

Di Indonesia, semua siswa sekolah menengah pertama diharapkan menguasai keterampilan (menulis, berbicara, mendengarkan dan membaca) untuk beberapa jenis teks (teks recount, teks deskriptif, teks naratif, dll), salah satunya adalah teks recount. Sebenarnya mewujudkan harapan itu tampak mudah namun nyatanya menjadi masalah bagi sebagian siswa ketika mereka membaca teks recount. Selain itu, ada banyak faktor yang membuat kesulitan bagi siswa. Selanjutnya, ada beberapa faktor yang menjadi pertimbangan bagi guru dalam proses pengajaran khususnya pengajaran membaca. Salah satunya adalah gaya kognitif mereka. Permasalahan tersebut membuat guru yang mengajar bahasa Inggris khususnya membaca teks recount harus mencari beberapa teknik pengajaran yang efektif agar siswanya mampu menguasai keterampilan membaca khususnya, membaca teks recount dengan menyenangkan. Oleh karena itu, ada salah satu teknik yang dapat menjadi alternatif dalam pengajaran membaca. Itulah Teknik Refleksi 3-2-1.

Kata Kunci: Teknik Refleksi 3-2-1, Membaca, Teks Recount, Gaya Kognitif

INTRODUCTION

In Indonesia, all students of junior high schools are hoped to master skills (writing, speaking, listening and reading) for some kinds of text (recount text, descriptive text, narrative text, etc), one of those is recount text (Appendix Copy of PERMENDIKBUD Number 68 Year 2013 : 64). Actually, make that hope comes true seems easy but in fact, it becomes a problem of some students when they read a recount text. As Elita et al. (2013) said that students' ability in reading recount text still in low level based on the result of her observation before did treatment stated that the everage of students' pre-reading score was 57.00. Additionally, Bardi (2017) stated that in initial condition of his research, the everage of students' reading score was 77.00.

Further, Hadijah et al. (2020) stated that they found from their research that most students faced problems in terms of lack vocabulary and difficulty in finding the main idea of the text. These problems makes teachers who teach English especially reading recount text have to look for some effective teaching techniques so that their students are able to master reading skill especially, reading recount text enjoyably. Furthermore, There are many factors that can be considiration in teaching process. As Slameto (2003 : 54) stated that there are two factors that affect teaching and learning process, those are internal factor and external factor. In internal factor, includes all of things that exist in students such as students' motivation, students' learning styles, and so on. While, social factor includes all of things that exist outside the students such as teachers' teaching styles, media that used in learning process, family, and so on. One of the things in individual factor is students' cognitive style. If we know our students' cognitive style, we can help our students to understand the text easier. Hence, we are able to try 3-2-1 reflection technique. It is caused, this technique is believed to teach and also to assess students' ability in reading comprehension skill. As Alsamadani (2011) said that there are three steps in this technique. Those are first, students discover three items in the text that they read. Second, students share two interesting items in the text. The last, students write one question about the text. From that statement above, we are able to know that 3-2-1 reflection technique is a technique that consolidated effective teaching technique and effective assessing technique. In writer's opinion also based on that statement above, this technique is suitable than other teaching techniques for reading skill because it helps students to do fast thinking exercise and gives students exercises in reading comprehension recount text enjoyably and effectively. Therefore, the writer interested to make reserch planning about teaching technique that appropriate on students having different cognitive styles.

DISCUSSION

Cognitive Style

Every students has different cognitive style. As Udiyono et al. (2018) stated that although an individual experiences the same process of cognitive development, he/she will not have the same cognitive style. There are two kinds of cognitive stlye. Those are field dependent and field independent. Sri (2018) stated that field dependent students are individuals who prefer group work. While, field independent students are individuals who prefer individual work. It is mean, students that have field independent style more autonomous than students that have the field dependent style. Further, according to Darmono (2012) stated that there are some differences of those cognitive styles that can be seen on table below:

The Differences of Field Independent and Field Dependent Students

FIELD INDEPENDENT	FIELD DEPENDENT
1. Impersonal oriented (individual).	1. Socially or environmentally oriented.
2. The ability to solve problems.	2. Need guidance on how to solve problems.
3. Prioritizing internal motivation in activities or learning.	3. Prioritizing external motivation in activities or learning.
4. Selective in establishing emotional relationships with other people.	4. Easy to build emotional relationships with other people.
5. Students prefer to work alone and prefer to try new things without the help of the teacher.	5. Students tend to receive opinions or considerations from friends or teachers.

From that table above we can see that field independent students more individually. While, field dependent students needs external motivation. Hence, teachers have to know their students cognitive style so that they can give effective and fun learning process.

3-2-1 Reflection Technique

3-2-1 reflection technique is a technique to teach and also to assess students' ability in teaching reading skill. As Alsamadani (2011) said that there are three steps in this technique. Those are first, students discover three items in the text that they read. Second, students share two interesting items in the text. The last, students write one question about the text. From that statement above, we are able to know that 3-2-1 reflection technique is a technique that consolidated effective teaching technique and effective assessing technique. In writer's opinion also based on that statement above, this technique is suitable than other teaching techniques for reading skill because it helps students to do fast thinking exercise and gives students exercises in reading comprehension recount text enjoyably and effectively. The visualization can be seen on table below:

3-2-1 Activity

<p>3 things I learned</p>	
<p>2 things I found interesting</p>	
<p>1 question I have</p>	

CONCLUSION AND SUGGESTION

Based on phenomenas that happend around us, it can be concluded that still there are a lot of students that felt difficult in raeding recount text. So, English teacher have to look for some effective teaching techniques so that their students are able to master reading skill especially, reading recount text enjoyably. In selecting the techniques, teacher have to consider about some factors that become a consideration in teaching process especally, teaching reading. One of those is their cognitive styles. Therefore, the writer suggested one of the technique that can be an alternative for teaching reading enjoyably. That is 3-2-1 Reflection Technique.

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