

CHAPTER 1

INTRODUCTION

A. Background of Study

English is one of the languages that is used widely in the world. People use it to communicate with other people from the part of the world. There are four skill, which should be mastered is learning English, i.e listening, speaking, writing, and reading. Reading is an important skill. Now day, most people get some information and news are from the printed form like book, news paper, magazine, etc. thus, the students have to read the material in English well so that they can absorb the information through reading process. In other words, the students need to increase their reading skills in order to collect many information and be useful for achieving academic purpose.

Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.¹ The stated further that reading is the practical of using text to create meaning. If there is no meaning being created there is no reading taking place.

A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some

¹ Andrew P. Johnson., Teaching reading and writing : a guidebook for tutoring and remediating students, (United States of America:2008), 3

aspect of comprehension.² It can be implemented by read the words definition in the dictionary, the read sentence in the text with the word, and the competence the whole sentence.

Based on the result of interview with Mrs. Binti Nur Eka Yuliana, SP.d, an English teacher in Mts.Miftahul Ulum most of students face some problems related to reading skill. The students had some problem in comprehending the text, finding general idea of the text, main idea of the text, some information that is stated in the text, and the meaning of the word related to text³. For example, when are taught descriptive text, students were difficult to understand the certain of the text. So, they were not able to answer the questions about text. Furthermore, the eighth grade of Mts.Miftahul Ulum Balong Ponorogo has the low score in reading. The standard score in English subject is 75. Meanwhile, a part of the seventh grade students of Mts.Miftahul Ulum Balong Ponorogo have score under it. The average of score of them is 60, because the students have low motivation to read. The researcher wants to apply the three-phase technique in reading class in order to motivate students to read.

To solve the problems, there are many techniques that can be used in teaching reading. Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriates for

² Danielle S. McNamara. Reading Comprehension Strategies Theories, Interventions, and Technologies. (University of Memphis:2007), 23

³Interview with English teacher: Mrs Binti Nur Eka Yuliana, Sp.d. Tuesday, march/7/2017

their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability. However, students can master all of those strategies if they often practice them.⁴

To solve this problem, the teacher tries to apply some technique in helping the student's reading process. Three-Phase Technique is considered the appropriate technique for improving students' reading comprehension.

Moreover, three phase technique is employed in small group with participant and provide explicit, targeted instructing. The three phase types of instruction associated with this model met cognitive, comprehension strategy instruction, and peer-led instruction. During phase one (five sections), teacher taught met cognitive strategies. The goals of phase two (15 session) was to give the student tools to aid in thinking while reading. Finally during the 10 session of phase three, student were encouraged to participate in peer-led discussion, with the support from the teacher.⁵

The steps of three-phase technique to encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur. 1) Pre-reading the pre-reading

⁴Thesis of Nindya Aprilia, Improving Reading Comprehension To The Eight Grade Students At Smpn 6 Yogyakarta Through Posse Strategy In Academic Year Of 2014/2015.(Yogyakarta : pustaka felica) assessed on 1/04/2017, 11.16 am

⁵Holly L. diehl dkk, reading horizanz: The three-Phase reading comprehension intervention (3-RCI) : A support for intermediate-grade word callers (the Berkeley electronic press(bepress)). http://scholarworks.wmich.edu/reading_horizons assessed on 1/03/2017, 9.26 a.m

phase helps students define selection criteria for the central theme of a story or the major argument of an essay. 2) While-reading (during, through reading) exercise help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. 3) Post-reading (after, follow-up, beyond reading) exercise first check students comprehension and then lead students lead students to a deeper analysis of the text.⁶

Three-phase Technique makes the students as the central activities in the classroom. The students are more active in teaching learning process. Based on explanation above, the researcher believed that the Three-Phase Technique can improve the students reading comprehension. Therefore, in this research the researcher take a title “Improving Student’s Reading Comprehension Through Three-Phase Technique to the Eight Grade In Mts. Mifathul Ulum Balong Ponorogo In Academic Year 2016/2017”.

B. Identification and Limitation of the Problem

From the background of study above, according writer observation and interview to English teacher in Miftahul Ulum, the indicators of the problem are as follow: students felt unmotivated when reading text. It is showed when the

⁶ Elif Leyla Toprak Dkk, Three Reading Phase And Their Applications In The Teaching Of English As A Foreign Language In Reading Classes With Young Learners, journal Of Language And Linguistic Studies, Vol.5, No.1, April 2009, assessed on 1/03/2017, 10.26 am

learning process in the classroom, most of the students has no more enthusiasm to follow the learning process.

Based on the problem above, the researchers conclude that there are some problems, in teaching reading. It is caused by teacher's strategy that is not appropriate to improve student reading skill. This research focuses on 1) the student's reading skill on English language subject, 2) the use three-phase technique in teaching reading.

C. Statement of Problem

Regarding the statement of the study, this study promotes the problem formulation into "How can Three-Phase Technique improve Students' Reading Comprehension for the Eight Grade Students of Mts.Miftahul ulum in academic year 2016/2017?"

D. Objective of Study

Based on the statement of problem, the objective of study is to describe how three-phase technique can improve students' reading comprehension for eight grade students of Mts.Miftahul Ulum in academic year 2016/2017.

E. Significances of the Study

The results of this study are expected to give theoretical and practical meaningful contribution to English teaching and learning process.

1. Theoretically

The result of this study can be worthy on supporting the existing theory of the teaching of reading, particularly those related to literal and inferential reading comprehension.

2. Practically

The result of this study can give a contribution to the teaching and learning practice of English as a foreign language.

a. Teachers

The result of this research can give valuable contribution to the teacher of Mts.Miftahul Ulum Balong Ponorogo, provide an alternative strategy of teaching reading, enrich the teaching technique applied, and also consequently the students' ability in reading.

b. Students

The result of this research can to give students, particularly the eighth grade of Mts. Miftahul Ulum balong ponorogo in academic year 2016/2017, an awareness of increasing their reading comprehension.

c. Readers

The result of this research can to give information about teaching learning process reading comprehension to the readers, particularly the students' faculty of teaching and education English education department of IAIN ponorogo.

d. School

This study is expected to give Mts.Miftahul Ulum balong ponorogo, a contribution of developing the teaching-learning process.

e. Researcher

The findings of this study can be used as reference and previous study in conducting the research, especially the research relate to the use of internet in teaching English.

F. Organization of the Thesis

The classroom action research thesis under title “ Improving Student’s Reading Comprehension Through Three-Phase Technique to the Eight Grade In Mts. Miftahul Ulum Balong Ponorogo In Academic Year 2016/2017” in organized into 5 chapter.

The first chapter is introduction consistent of background of the study, identification and limitation of the problem, objective of the study, the significant of the study, and organization of thesis.

The second chapter is review of related literature, previous research finding, theoretical framework, and hypothesis.

The third chapter is research methodology consisted classroom action research object, setting and research subject’ characteristic, research variable, class room action research procedure: definition of action research, model of action research , planning, acting, observing, reflecting, preparation, application, evaluation: data collection technique: data analysis.

The four chapters is research finding, these chapters explain about research setting, cycle explanation, data analysis and discussion.

The five chapters is the last chapter of the thesis that contains conclusion related to the research. In addition, the research given some recommendation based on the research done already.