CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Reading

a. Definition of Reading

Reading processes in a second language are similar to those acquired in the first language in that they call for knowledge of sound/symbol relationship, syntax, grammar, and semantic to predict and confirm meaning.[1]

Beside, reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skill, learners will make greater progress and development in all other areas of learning.[2] Furthermore, reading can be defined simply as making meaning from point. Four key elements are combined in the process of making meaning from print: the readers, the text, reading strategies, and fluency. Reading is a fluent process of

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[1]David Nunan, Practical English Language Teaching: Young Learners (America: McGraw-Hill,2008),pg 2-3.

[2]Neil J. Anderson, David Nunan, Practical English Language Teaching: Reading. (New York:Mcgraw-Hill, 2008), Pg.69

readers combining information from a text and their own background knowledge to build meaning.[3]

b. The Purpose of Reading

The purpose of reading is to connect the ideas on the page to what you have already known. Reading has some purpose that students or reading has some purpose that students or readers what to reach information from text, when they are reading an article or authentic materials, such as scientific book, magazine, etc. Each want to know and understand what message on information that to reading. The purpose of reading is as below:[4]

1) To get information, such as, travel brochures, train timetables, bus schedules, notices, public signs, directories, catalogues, information leaflets, regulations, weather forecasts.

2) To respond to curiosity about a topic, such as, magazine article, new paper, editorials, advertisements, guidelines, specialist brochures.

3) To follow instructions, such as, maps, route planners recipes, assembly instructions, instructions for use, guides, manuals.

4) For pleasure and enjoyment, such as, poems, short stories, plays, reviews, lampoons, skits, cartoons.

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[3]Ibid , Pg.2
[4]Tricia Hedge, Teaching And Learning In The Language Classroom.(New York: Oxford University Press) 2014, Pg. 206-207

5) To keep in touch, such as, postcards, notes, invitations, letters, condolences, memos, messages.

6) To know what is happening in the world, such as, news article, news brief, TV Ceefax, faxes, news reviews.

7) To find our when and where, such as, announcement, programmers, tour guides where.

This case is suitable for young learners. As the teacher or parent, we should think about how much fun it is to read or listen to a good story. Literature belongs in every classroom for young learners, whether the learners are native speakers or non native speakers of English. It is surprising that until recently, modern English Language Teaching (ELT) course books did not make more, use of stories, a fundamental and enjoyable aspect of the target language.[5]

c. Principle of Reading

The principles outlined below are based on studies of children and adult, native speakers as well as those learning to read in a second or foreign language. They deal with different aspect of reading that are important in the planning and design of instruction and materials. The practical applications are based on general learning principle, as well as on research. These are the principle in reading.[6]

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[5]Ibid. pg. 73
[6]Elizabeth S. Pang, Teaching Reading. International Academy Of Education (IAW)Education Practices Series University Of Illinois At Chicago

d. Establish is a Culture of Reading

In many places of the world, reading is not an integral part of people's lives. As teacher, one of our goals should be to excite our students so that they will want to read. Our students should see from our enthusiasm that gaining information and knowledge from reading is an important part of our lives.[7]

In the light of insights into the reading process and into how successful readers interactive with text, a set of general learning goals for the reading component of an English language course could include:

1) To be able to read a range of text in English

2) To adapt reading style according to range of purposes and apply different strategies

3) To build knowledge of language, this will facilitate development of greater reading ability

4) To build schematic knowledge in order to interpret texts meaningfully

5) To development awareness of the structures of written texts in English and to be able to make use of, e.g., theoretical structures, discourse features, and cohesive devices in comprehending texts

6) To take critical stance to the context of texts[8]

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[7]Neil J. Anderson, David Nunan, Practical English Language Teaching: Reading. (New York:Mcgraw-Hill, 2008), pg. 4

[8]Tricia Hedge, Teaching And Learning In The Language Classroom.(New York: Oxford University Press) 2014, pg. 205

There are three reasons why we should consider the important of establishing a culture of reading. First, much of the information available in the world comes in the format of print. Most of the printed materials in the world come in English. In order to help students access more of the information available in English, the teacher mush be establish a culture of reading.

Next, reading strengthens other areas of learning. For the second language learners we work with, this means that reading can strengthen the learning of writing, listening, and speaking. If you read well, you then have something to talk and write about. You can listen to others talk about the subject as well.[9] Also, reading is to way to learn new information as you read content area material. As you learn new things through reading you improve your overall learning. Finally, establishing a culture of reading can lead to increased critical thinking skills. If you talk to people who read a lot, they often read many different opinions on topic. They are able to sift through arguments and arrive at a position because they have critically developed their ideas.[10]

e. Types of Reading

There are many kinds of reading as follow:

1) Oral and silent reading

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[9]Neil J. Anderson, David Nunan, Practical English Language Teaching: Reading. (New York:Mcgraw-Hill, 2008), pg. 4

[10]Ibid, pg. 5

Occasionally, you will have reason to ask a student to read orally. At the beginning and intermediated levels, oral reading can

a) Serve as an evaluative check on bottom-up processing skills,

b) Double as a pronunciation check, and

c) Serve to add some extra student participant if you want to highlight a certain short segment of a reading passage.

For advanced levels, usually only advantage (c) can gain by reading orally. As a rule of thumb, you want to use oral reading to serve these three purposes because the disadvantage of too much oral reading can easily come into plays.

a) Oral reading is not a very authentic language activity.

b) While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph!)

c) It may have the outward appearance of student participant when in reality it is mere recitation.

2) Intensive and extensive reading

Silent reading may be subcategories into intensive and extensive reading. Intensive reading, analogous to intensive listening, is usually a classroom-oriented activity in which student focus on linguistic or semantic detail of a passage. Intensive reading call students' attention to grammatical form, discourse makers, and other surface structure detail for the purpose of understanding literal meaning, implication, theoretical relationship, and the like. Extensive reading is carried out to achieve a general understanding of a

usually somewhat longer text (book, long article, or essays, etc). The advantages of extensive reading were discussed in the first section of the chapter. By stimulating reading for enjoyment or reading were all concepts, names, dates, and other detail need not be retained. Students gain an appreciation for the affective and cognitive window of reading: an entree into new worlds. Extensive reading can something help learners get away from their tendency to overanalyze or look up words they don't know, and read for understanding.[11]

f. Strategies in Reading

Reading may be defined as decoding and attaining the meaning as the result of the interplay between perception of graphic symbols that represent a language and the memory traces of readers' experiences. Reading may be both a process and a product. Reading not only receiving meaning in a literal sense, but it is also bringing the ones' entire life experience and thinking power to bear to understand what the writer has encoded. In the world, the purpose reading cannot be separated from comprehension. Each purpose will determine what to achieve after reading process.[12]

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[11]Brown, H. Douglas, teaching by principle: and interactive approach to language pedagogy: second edition (New York: Wesley longman, 2001,)pg. 312-313

[12]Bambang Yudi Cahyono, Nur Mukminatien. Technique And Strategies To Enhance English Language Learning, (Malang:State University Of Malang Press,2011).Pg. 61

These reading strategies that involve bottom-up strategies, top-down strategies, and interactive strategies.

1) Bottom-Up Strategies

According to Vacca that was cited by Muhammad Mukhroji, the bottom-up strategies of reading assume that the process of translating print to meaning begins with print. The process is initiated by decoding graphic symbols into sounds. Therefore, the reader first identifies features together to recognize letters; combined to recognize word; and then proceeds to sentence, paragraph, and text level processing.

The process of deriving meaning from print in bottom-up strategies is triggered by graphic information embedded in print, by applying the bottom-up strategies, readers start to process the text from the low linguistic level to the higher one. The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficulty of the text can be about the language and content of the text. When the language text is felt difficult, readers start to identify the word meaning. Then, they combine the word meaning to get understanding, of the plashes, sentence, and paragraph until reaching the entire meaning of the text.

2) Top-Down Strategies

The process of deriving of the text into top-down strategies starts from the reader's prior knowledge and experience to the print. By the top-down

strategies, readers start to process the text by applying the higher level stage. In the case, readers start from hypotheses and prediction and attempt to verify them by working down to the printed stimuli. By having the prior knowledge and experience, readers can make hypotheses and prediction about what they are going to find in the text.

Reading usually use to the top-down strategies when they have background knowledge and sufficient language competence about the text being read, and when the cues in the text can active the content schemata. Although, readers have sufficient knowledge about the topic and can understand the meaning in every word in the text, if there are no cues in the text that can activate a certain content schemata. In the words, the understanding of the text based on the top-down strategies, readers must have background knowledge and language competence as well as readers' understanding about the cues that are on print that can activate the content schemata (the characteristics of the text).

3) Interactive Strategies

The interactive strategies of reading assume that the process of translating print to meaning involved making use of both print and prior knowledge. Interactive strategies in reading required both bottom-up and top-down strategies in combination. Readers in understanding a text use these two strategies suggest that the process of reading is initiated by decoding letters and words and by formulating hypotheses about meaning.

Readers in understanding a text start at first by processing the visual information that exists in the text. The visual information in used to activate the higher level of schemata. After the schemata have been active, readers use them as the basis of making predictions. These predictions are then confirmed to the new information found in the text. In the attempt of getting meaning of a text, readers cannot just rely on visual information or non visual information. The knowledge is applied interactive.[13]

2. Reading Comprehension

a. Nature of Reading Comprehension

Comprehension takes the learners to a new level of active understanding insight. It enhances language and vocabulary knowledge.[14] In teaching and learning process, must of teacher in their reading class focus on the increase of students' comprehension. It is the teachers' responsibility in motivating the students' in order to comprehend when they text.

d. The Teaching of Reading

Teaching is one of educational activities and educational system. It is an activity to transfer knowledge from teacher to learners. It plays important role in

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[13]Bambang Yudi Cahyono, Nur Mukminatien. Technique And Strategies To Enhance English Language Learning, (Malang:State University Of Malang Press,2011).Pg.61-63

[14]Teaching Comprehension Strategies, Education and Training (NSW Government. Threes professional learning material were originally developed as part of the focus on reading 3-6 program)

which an interaction between a teacher and learners occur. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. According to Brown, teaching can be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand".[15]

There is some technique in teaching reading:

1) Reading Aloud

Students take turn reading section of a passage, play or dialog out loud. At the end of each student's turn, the teacher uses gestures, picture, regalia, example, or other means to make the meaning of the section clear.

2) Question and Answer Exercise

The exercise is conducted only in the target language. Students are asked questions and answer in full sentence so that they practice with new words and grammatical structure. They have the opportunity to ask question as well as answer them.

3) Getting Students to Self-Correct

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied. There are, however, otherwise, of getting students of the self-correct. For example, a teacher might simply repeat what a student has just said, using a question voice to signal to

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[15]Brown, H. Duglas, Principle of Language Learning and Teaching (New York: Addison Wesley Longman. 2000),pg. 7

the student has just said, using a using a questioning voice to signal to the teacher that something was wrong with it. Another possibility is for the teacher to repeat what the students said, stopping just before the error. The student knows that the next word was wrong.

4) Conversation Practice

The teacher asks students a number of questions in the target language which the students have to understand to be able to answer correct. In the class observed, the teacher asked individual students question about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own question using the same grammatical structure.

5) Fill-In-The-Blank Exercise

This technique has already been discussed in the Grammar-Translation Method, but differs in its application in the Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks from examples and practice with early parts of the lesson.

6) Dictation

The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing, long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work

7) Map drawing

The class included one example of a technique used to give students listening comprehension practice. The students were given a map with geographical features unnamed. Then the teacher gave the students directions such as the following, "Find the mountain range in the west write the words 'Rocky Mountain' across the mountain range. " He gave is structure for all the geographical features of the United States so that students would have a completely labeled map if they followed his instructions correctly. The students then instructed the teacher to do the same thing with a map drawn on the blackboard. Each student could have a turn giving the teacher instruction for finding and labeling one geographical feature.[16]

8) Three-Phase

The three pre-reading strategies (pictorial context, vocabulary pre-teaching, and pre-questioning) were intended to help EFL students overcame three major problems that many disrupt reading comprehension. The first is a lack of vocabulary knowledge; another is difficult in using language cues to meaning; and the third is lack of conceptual knowledge. Unfamiliar words or phrases can interfere with students' comprehension. Pre-teaching vocabulary may help address this vocabulary problem. Students also find it difficult simultaneously to remember earlier textual information and predict what is coming next. The pre-

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[16]Diane Larsen-freeman, Technique And Principles In Language Teaching (New York: OXFORD UNIVERSITY PRESS : 1986), pg.26-27

reading strategies of looking at pictures and pre-questioning may help students make prediction.[17]

One of the techniques that can use teaching reading is three-phase technique. Three-phase technique is a the first is a lack of vocabulary knowledge; another is difficult in using language cues to meaning; and the third is lack of conceptual knowledge. Unfamiliar words or phrases can interfere with students' comprehension. Pre-teaching vocabulary may help address this vocabulary problem. Students also find it difficult simultaneously to remember earlier textual information and predict what is coming next. The pre-reading strategies of looking at pictures and pre-questioning may help students make prediction. Three-phase easy to implement in teaching reading because the steps of three-phase is simple and easy to do. Beside it the students more understand by using three-phase then conventional strategies.

e. Teaching Reading in Junior High School

The teaching of English in senior high schools is done by the teachers based on the School-Based Curriculum of 2006 (KTSP) proposed by the Ministry of National Education to provide guidelines for teaching reading in junior high schools. As stated in School-Based Curriculum of 2006, English subject in junior high schools includes three components. First, the expression ability which concerns in the ability to understand and produce speech and written text and are

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[17]Kei Mihara. Effect Of Pre-Reading Strategies On EFL/ESL Reading Comprehension,Tesl Canada Journal/Revue Tesl Du Canada,51,Volume 28,No 2,Spring 2011

realized in four skills, i.e. speaking, listening, reading and writing. Second, comprehension and production ability of various short functional and monolog texts along with essays of text types (genre) such procedure, descriptive, recount, narrative, and report. The last, support of competence i.e. linguistic competence (the use of grammar, vocabulary, phonetic, and structure), socio cultural competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments of expression competence).

Based on the School-Based Curriculum of 2006, standard of competence of reading for junior high schools students of grade VIII in the second semester states that students should be able to comprehend meanings of simple short functional text and essay in the form of narrative and recount in the daily life context to interact with the surroundings. The basic competency states that the students should be able to read aloud short functional texts and simple short essay in the form of recount and narrative by giving appropriate pronunciation, stress, and intonation to be able to interact in the daily life context, to respond the meaning of short functional text accurately, fluently, and appropriately in the daily life context, and respond the meanings and rhetorical step of simple and short essay writing accurately, fluently, and appropriately in the form of narrative and recount in the daily life context.

Related to the age of the students in junior high schools, the rules of teaching and learning for this stage of age requires special considerations in order to guide into right choices of teaching strategies and lesson plan. Therefore, it is important to understand the characters of teenagers before deciding to apply certain teaching method or strategy in the English teaching and learning process in junior high school.

Brown states that the period of teens which is between the childhood and adulthood, is age of transition, confusion, self-awareness, growing and changing bodies and minds. This implies some characteristics of a teenager which need to be considered. For teenagers, self-importance, self-image, and self admiration are crucial for them. Besides teens are ultrasensitive to the others perceptions toward their physical and emotional changing. However, students of junior high school are like adult in their ability to involve in various communication contexts. Those characteristics of teenagers give an understanding that one most important concerns of junior high school is the teacher understanding students' needs. It can be implemented by designing an interesting teaching and learning process which can engage their skills and motivation, avoiding embarrassment of students, and encouraging students' participation in the teaching and learning process.[18]

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[18]Brown, H. Duglas, Principle of Language Learning and Teaching (New York: Addison Wesley Longman. 2001),

3. Three-Phase Technique

   a. Definition Three-Phase Technique

     According to Taglilieber in Kei Mihara's Journal, the three pre-reading strategies (pictorial context, vocabulary pre-teaching, and pre-questioning) were intended to help EFL students overcame three major problems that many disrupt reading comprehension. The first is a lack of vocabulary knowledge; another is difficult in using language cues to meaning; and the third is lack of conceptual knowledge. Unfamiliar words or phrases can interfere with students' comprehension. Pre-teaching vocabulary may help address this vocabulary problem. Students also find it difficult simultaneously to remember earlier textual information and predict what is coming next. The pre-reading strategies of looking at pictures and pre-questioning may help students make prediction.[19]

     Based on explanation above, it can conclude that there are pictorial context, vocabulary pre teaching and pre questioning phase in this teaching. First, focus to possible topic of the text by using picture. It will lead the students to predict the context of the text. Second, focus on possible words that might be in the text and encourage them continue read and help them to comprehend the text. Third, by pre questioning the student thinks about the possible content of the text and automatically lead their ideas appear.

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[19] Kei Mihara. Effect Of Pre-Reading Strategies On EFL/ESL Reading Comprehension,Tesl Canada Journal/Revue Tesl Du Canada,51,Volume 28,No 2,Spring 2011

b. Step of Three-Phase

Psychologically, reading is viewed as an interactive process between language and through. Generally speaking, there are three kinds of activities involved in relation to the reading class activities, during/whist reading activities, and post reading activities. 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.[20]

Contemporary reading tasks, unlike the traditional material, involve three-phase procedure: pre-, While-and post- reading stage.[21]

1) Pre-Reading Activities

In this stage, teachers try to activate students' schemata relate to the topic, of the text, by presenting key word, asking questions relate to the topic or planning briefly the contains of the text. According to Fiin the purpose of reading include; 1) getting students thinking along with the lines of the story they are about to the read, and 2) identifying particular information the students should be alert to or question the students should keep in mind as they read selection. The activity of processing objectives of reading provide the students with schemata that will help them recognize the important

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[20]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

[21]Hesmam Suleiman alyousef, Teaching Reading Comprehending To Esl/Efl Learners. The reading matrix, Vol.5,No.2,September 2005

element of the text to be read, and connect the elements to the higher schemata.

Pre-reading is to motivate students. Motivating in reading attracts students' attention to the text. Students' want to read if reading satisfies their desires to conquer their world and if reading feeds their interest. In motivating students, teachers can do same ways like using some an attractive color scheme, a cartoon, a picture or some other approach to gain the attention of the students and showing them what they will able to do when finishing the reading class.

The activities of pre-reading are activities aiming at facilitation the students' understanding about the reading text. In order to do this properly, teachers' can activate the students' background knowledge, tell the students the objectives of reading and learning activities, and motivates the students in the beginning of a reading class. These can make the students aware what they must do when the guided reading activities take place and what they will be able to perform and achieve after the reading class takes place.[22]

2) During/While Activities

In the while-reading stage, the students' interaction with the text could be improved if attention was given, not only to linguistic strategies or language decoding, but to cognitive strategies as well. In this way, the reading

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[22]Bambang Yudi Cahyono, Nur Mukminatien. Technique And Strategies To Enhance English Language Learning, (Malang:State University Of Malang Press,2011).Pg.68-69

process—as described in the literature review in this study—would be better reflected in classroom teaching practices. Self-questioning and making predictions about the text are other strategies that could be emphasized in the while-reading stage since they would help to monitor comprehension and would allow students to construct meaning by making inferences and expressing their own interpretations of the text.[23]

During/whilst reading activities are the activities that a reading takes place. To maximize reader interaction to a text, readers should be guided during reading activities. In an attempt to influent how a readers processes a text to increase comprehension, a variety of interventions can be applied. Greenwood state, that cited by Muhammad Mukhroji mentions that while reading includes: a) identifying the main idea, b) finding detail in the text, c) following a sequence, d) inferring from the text, and recognizing the discourse patterns.[24]

In the other word, in while reading activities, students can be given activities which require them to do any of the following: follow the order of ideas in a text; react opinions expressed; understand the information it contains, etc.

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[23]Myriam Manopoli, Reading Comprehension Development In The English B Lesson, Dt. Catherine's Moorlands (Argentina), Assessed On Febuary, 05/03/2017

[24]Bambang Yudi Cahyono, Nur Mukminatien. Technique And Strategies To Enhance English Language Learning, (Malang:State University Of Malang Press,2011).Pg.69

To encourage these activities, teachers can use a range of exercise type, for example: ask students to tick a list of expectations or find answers to their own questions; suggest they tick and cross in the margin in reaction to the writer opinion: give them questions to stop and thinks to fill in with point or information.[25]

3) Post Reading Activities

Post-reading activities are instructional activities that the students and teacher do after reading take place. As state by Tierney and Cunningham that post- questions, feedback and group and whole-class discussions are activities that can be done in the phase of post-reading activities. The activities function to check students, comprehension about the text being read. The post-reading after reading class activities are very important since information of both greater and lesser important is learned. Beside asking questions, summarizing the contents of the text is also applicable to the students, encouraging students to involve more actively with the text. The result of summary can be used as the basic of the determining the students' level of understanding to the text.

The actively of post reading also be in the forms of discussing. Students are asked to discuss the writer's ideas. This discussing can be in a group or

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[25]Tricia Hedge, Teaching And Learning In The Language Classroom.(New York: Oxford University Press) 2014, pg. 210

whoie-class is big. It will be better to have group discussion. If the class is small, it is better to have whole class discussion.[26]

B. Previous Study

There are many previous researcher related to the topic discussed in, there are in the following:

1) Mudyo Eryawati conducted a researcher on "The Effectiveness Of Three-Phase Technique In Teaching Reading Viewed From Intelligence (An Experimental Study In The First Year Study Students Of Smpn 5 Ngajuk In Academic Year 2008/2009) she writes the statement of problems : a) is three-phase technique more effective than conventional technique for teaching reading at the second semester of the first grade at smpn 5 ngajuk in academic year 2008/2009?, b) do the students' with high intelligence have better achievement in reading than the students' with low intelligence?, c) is there any interaction between teaching technique and the students' intelligence in teaching reading by using three-phase technique?

The findings showed that three-phase technique is more effective than conventional method for the students having high intelligence. The students with high intelligence have mush bravery to answers teachers' question

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[26]Bambang Yudi Cahyono, Nur Mukminatien. Technique And Strategies To Enhance English Language Learning, (Malang:State University Of Malang Press,2011).Pg.70

whenever they are asked or not. They have strong intention in learning that makes them understand the lesson more easily. Meanwhile, the students with low intelligence usually do not have any interest in joining the learning process.

2) Arif Saricoban's with the title "reading strategies of successful readers through the three-phase approach", his statements of problems are: a) in what strategies do successful readers differ from less successful readers? b) Do reading scores and overall achievement scores correlate significant or not?

The findings showed:

a) **Pre-reading**: The learners may be asked to find the answers to the question given at the beginning of the text (pre-text question). Another activity to involve less successful readers for their improvement can be compose mixed group to complete diagram or maps, making lists, and taking notes to develop their reading comprehension.

b) **While reading**: As a rule, while-reading work should begin with a general or global understanding of the text, and then move to smaller units such as word, sentence or paragraph. According to the previous study above, the researcher has a cooperation opinion with those previous researchers above. In this technique, in pre-reading activity, the students are provides some pictures which related to the topic. This picture was given order stimulates students' knowledge to guess the suitable topic for the text. Then, in while reading activity, the students are given the text and they should read whole a text. In this stage, the teacher asks students to find out the difficult words,

and try to translate words by words or sentence by sentence. The last, in post-reading activity, the students are given the questions in order to check their comprehension in a text: automatically, the question must relate to the text, so that the students will not feel difficult for finding some specific information on the text.

Generally, the similarities of this research with the previous studies are the use of three-phase technique as the research object. And the different of this research with this previous study are: this research use classroom action research meanwhile the previous studies use experimental research and correlation research.

C. Theoretical Framework

Reading is an activity to understand the texts in order to get some information and knowledge. Reading includes not only moving out eyes from printed passage. But in needs comprehension of the text material. The main goal of teaching reading is improving reading ability, which is the students' competence in understanding the passage.
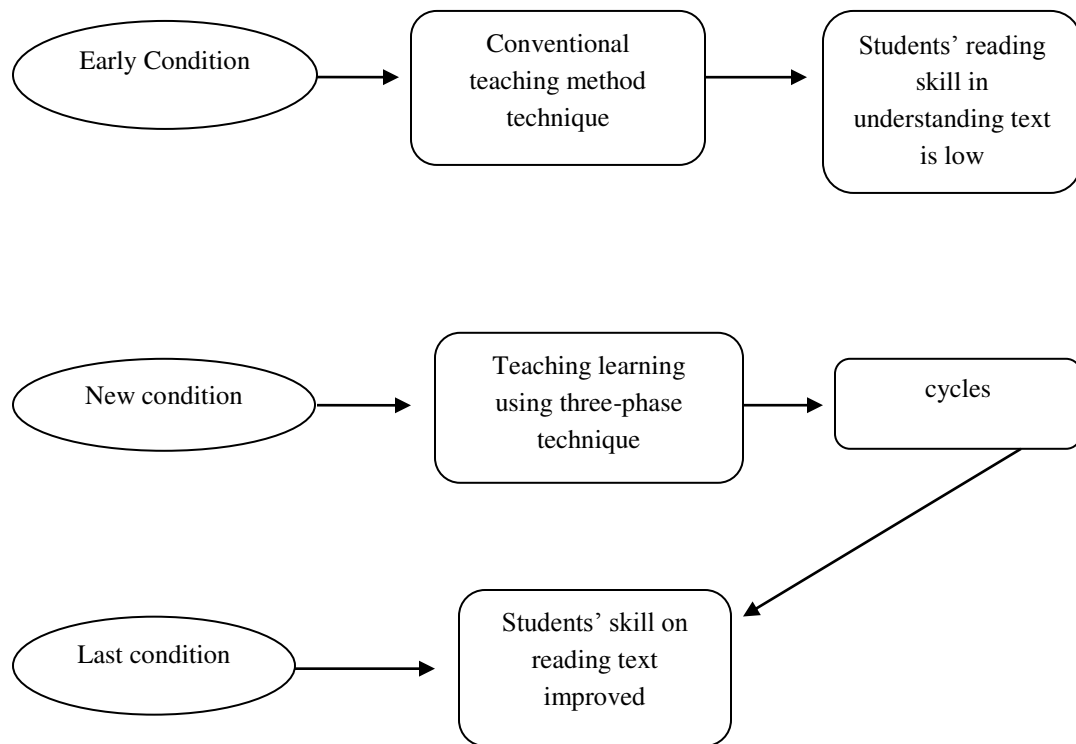
Figure 1:

The schema of theoretical framework

Based on observation, the students reading comprehension is still low when teachers used conventional teaching strategy. So, researcher tries to apply three-phase technique in teaching and learning. After researcher conduct this strategy in some cycles. Students reading comprehension finally can be improve.

Basically, three-phase technique can interest techniques which give a good motivation to the students to become more active in teaching and learning process. By using three-phase technique the students will be easy to understand meaning getting information from the text. And the students can be discuss with their group and present to the other groups. So, using this strategy can increase their ability to understand information from the reading text. Besides that, the learning time will also be more effective and students will enjoy for joining reading class as good as possible.

D. Hypothesis

Based on the statement of problem, the hypothesis 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.