THE IMPLEMENTATION OF THREE PHASE TECHNIQUE TO IMPROVE STUDENT'S READING COMPREHENSION AT THE TENTH GRADE OF LANGUAGE CLASS IN MAN MODEL 1 MANADO

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Abstract

The aims of this study was to improve the achievement of student's reading comprehension at the tenth grade of language class in MAN Model 1 Manado through the implementation of three phase technique. The subjects of this research were 24 students consisted of 13 males and 11 females. The data was collected by using test and observation of students and teacher's activity. Then, the data was analyzed by using quantitative and qualitative instrument. The result obtained in the first cycle were, the average score of post-test was 74.17 with the percentage of Mastery as 50%, the percentage score of teacher's activity in the first meeting was 12.8 % and in the second meeting was13.2%. While in the second cycle, the average score of post- test was 85 with the percentage of Mastery as 71%, the percentage score of teacher's activity in the first meeting was 14.4% and in the second meeting was 15.6%. From the observation of students' activity in the first cycle displayed that the students still could not ask the question related to the materials and convey a summary. On the other hand, in the second cycle based on the checklist, the students have accomplished all the indicators on the observation.

Keywords*: Three Phase Technique, Reading Comprehension*

INTRODUCTION

Learning is a process of drawing connections between what is already known or understood and new information. Thus, prior knowledge is important to the learning process. People make connections and draw conclusions based on a sense of what they already know and have experienced. Learning can be viewed, in part, as a matter of encoding and storing information in memory, processing, categorizing and clustering

material, and later retrieving this information to be applied at the appropriate times and situations. For learning to occur, facts, concepts and ideas must also be stored, connected to other facts, concepts, and ideas, and built upon.

In learning language, there are four basic skills that students have to master. Those are speaking listening, writing and reading. Reading is one of the basic skills in English which is very important to be learned by students.

Reading is complex activity that is influenced by many factors such as learning opportunities, motivation, prior knowledge, reading skills, cultural and language differences. Chibamba explained in Okwilagwe, Reading extends into the realm of logic, reasoning, interpretation, analysis, creative criticism and mental mastication of the words and sentence which make up a theme. Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery. On the other hand, Okwilagwe stated that reading as earlier mentioned involves the reader and the reader's cognitive mapping from the author's point of view and creative evaluation point of view. Reading requires the reader "be and go", thinking, predicting, questioning, evaluating, defining and re-defining what is being read.

Duke in Abbas stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Reading comprehension as the process of creating meaning from the text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge. As can be seen the process of reading and comprehension become one aspect that

could not be separated. It is because the comprehension can happened in gaining the information from the text, when the reader must get the meaning or message from the author. Dombey in Najmeh Barzegar and Ali. M. Fazilatfar stated that there are several studies have investigated the components of comprehensions in reading which can be divided into reading comprehension and linguistic comprehension. Linguistic comprehension deals with using the knowledge of vocabulary to understand the text presented orally, and reading comprehension deals with using vocabulary knowledge relying on the written information comes to the eye. Moreover the comprehension process means the activity to get deeply information not only from the written expression but also from the spoken expression.

However, reading comprehension could become a problem for student. They may face thedifficulties in understanding an English text. It is apparent that students who find difficulty to be able to understand what they read, certainly have difficulties in studying, assimilating new information and in many other situations (from problem solving to reasoning with linguistics contents) requiring text comprehension.

Based on the researcher observed of teaching practice at MAN Model 1 Manado. One of English teaching technique which can be applied in reading comprehension is Three Phase Technique. In reading comprehension, the technique also known as the three reading phase which includes, pre-reading phase, whilst reading phase and post reading phase. The three phase technique is one of the techniques which divided learning process into three different stages and activities. The researcher chooses three phase technique as the technique to improve student reading comprehension in this research. Furthermore, three phase technique has some phases which can involve student to easily understand the material without consuming too much time as in cooperative language and the

students will be more active in comprehending their reading text. Therefore, the researcher interested in developing a thesis titled "The Implementation of Three Phase Technique to Improve Student's Reading Comprehension at The Tenth Grade of Language Class in MAN Model 1 Manado".

The formulation of this research is "How do the student's reading comprehension in the Tenth Grade of Language Class in MAN Model 1 Manado improve, after the implementation of Three Phase Technique?" Based on research question, the objectives of this research is to find the Improvement of Student's Reading Comprehension by Implementing the Three Phase Technique at the Tenth Grade Language Class of MAN 1 Model Manado.

RESEARCH METHOD

The methodology of this research was action research where the researcher tried to find out how the improvement of student's reading comprehension by implementing the technique and take a part in the learning process. The participant of this research was the tenth grade of language class that consists of twenty four (24) students at MAN Model 1 Manado. There are two instruments of this research. They are observation and test. In this research, the researcher analyzed the data from qualitative and quantitative. According to Creswell, there are three stages of qualitative data analysis. Firstly, Organizing and familiarizing. Secondly, Coding and reducing. Thirdly, Interpreting and representing. Meanwhile, In quantitative data analysis, the researcher was use a descriptive analysis of data for all independent and dependent variables on this research. This analysis indicates the means, standard deviations, and range of scores for these variables. In a descriptive analysis, the researcher use statistics, the calculation of values based on numbers. A mean (M) is the total of the score divided by the numbers of scores. It gives an average for all of the scores. The range of scores is the difference between the highest and the lowest

scores to items on an instrument. The standard deviation (SD) is an indicator of the dispersion or spread of the scores. In analyzing the numerical data, the researcher collected the entire data that have gained. In primary stage, the researcher tried to find out the average of student's reading comprehension score in each action within a cycle. The next stage, the researcher tried to get the class percentage which sail through the minimal level criterion (KKM) considering English subject gains score 71 (seventy one) which is adapted from the curriculum at MAN Model 1 Manado. In analyzing the observations of teacher's activity, the researcher chooses rating scale in form of graphic scale. It assigns numeric values to the descriptive points. In this research the scales are Excellent = 5, Very Good = 4, Good = 3, Fair = 2, and Poor = 1.

There are six stages of this research. The first, the researcher arranged the research by determining the background of the study and research question. Second, The researcher identified the data from the research's subject and analyze it to begin the research. Third, the researcher determined the population and preparing the research instruments which are test, observation and interview. Fourth, the researcher had begun the cycles. Fifth, the researcher collected the result of the test and observation from each cycles. Sixth, the researcher calculated the result from pre-test up to post-test and analyzing the observation.

RESEARCH FINDINGS AND DISCUSSION

Findings

The action was held within seven times which are pre-test, cycle one with two meetings, post-test, cycle two with two meetings and the final post-test. The first and second cycles included four steps: planning, acting, observing, and reflecting. The first data has taken from the preliminary test (pre-test). The pre-test was held in one meeting before the action begun in

order to analyze student's comprehension in English text.

Before that, the researcher asked the permission from the head master of MAN Model 1 Manado and the English teacher who taught at tenth grade of language class.

Table 1
The Result of Pre-test

No.	Student's Success Criterion	Frequency	Percentage
1.	≤71	15	63%
2.	≥71	9	38%
Total		24	100%

Based on the table, the researcher found that the lowest score is 20 and the highest score is 100. On the other hand, the data showed that the percentage of students who failed the test was bigger than students who passed the test. The researcher analyzed the result and planning the cycles to improve the percentage of student's achievement.

Cycle 1

The three phase technique are planned to divide the learning process into three stages. In the first stages (Pre-Reading Activity), the researcher starts the class with greeting and taking the absence. Then, the researcher led the students to play a game in order to build student's energy before they get into the learning process. After that, the researcher showed several pictures of destination in Manado city and asked the students if they had visited the place in order to describe the place based on their opinion. Most of the students never visited the place so they did not give the description. After being finished that the researcher explained about the

material. The researcher also explained the purpose of the lesson. The next stage (While - Reading activity). The researcher gave students a descriptive text about Bali Island. Then, the researcher asked them to read it silently, and asked for unfamiliar words on the text. In this stage the teacher also explained related to the definition and the language feature with the text. Then the teacher gave an exercise related to the text. The last stage (Post-Reading activity), the researcher asked the students random questions related to the material they have been learned without looking at the book.

Post Test cycle 1

Table 2

The Result of Post-test Cycle 1

No.	Student's Success Criterion	Frequency	Percentage
1.	≤71	12	50%
2.	≥71	12	50%
Total		24	100%

According to the data that the percentage of students who failed was 50% and the percentage of students who passed is 50%. The lowest score was 40 and the highest score was 100.

In cycle 1 there were two kind of observation has been done, which are observation student's activity and teacher's activity. In the first meeting of cycle one, students were followed all the instruction given by teacher. Based on checklist, the students still have lack of asking question and communicate with the researcher about the task because they choose to communicate with their friends. Meanwhile, in the second meeting, the students were able to communicate with the researcher about their misunderstanding. At the end of meeting of the students were not able to

make the summary about the material by using their own words. In this case, they were asked to give explanation using English, but none of them are capable with it. The observation has been done by the English teacher as the observer. It was held for two meetings in the cycle one. The observation form consisted of sixteen (16) of activity to be observed From the observation form of teacher's activity in implementing three phase technique on the learning process.

Table 3
The Observation of Teacher's Activity (1st Meeting)

No.	The category of scores(1st Meeting)	The Total Score	The Percentage
1.	Excellent (5)	-	-
2.	Very Good(4)	64	12.8%
3.	Good (3)	-	-
4.	Fair(2)	-	-
5.	Poor (1)	-	-
Total			12.8%

Table 4
The result of Teacher's Activity (2nd Meeting)

No.	The category of scores(2nd Meeting)	The Total of Activity	The Percentage
1.	Excellent (5)	10	2%
2.	Very Good (4)	56	11.2%
3.	Good (3)	-	-
4.	Fair (2)	-	-

5.	Poor (1)	-	-
		Total	13.2%

From the result of cycle 1, there were 12 of students who passed the test and the rest of 12 students who failed the test. As the result of pre-test, they were more get wrong answer on finding the main idea. In Addition they still got confused to comprehend the text with pronoun on the text. When the researcher asked about pronoun or adjectives, the student did not know about it. From the personal experiences that in the meeting did not went well. It was because the researcher was the new comer and it made them feel uncomfortable to ask a question. Based on the observation's result on the first meeting, none of them asked a question related to the material and give a feedback after the learning process.

Cycle II

In this meeting, the researcher started the act by greeting the student and taking their attendance. Based on the reflection of the cycle one, the researcher tried to make the student feel more motivated and interested in the learning process. In pre-reading activity, the researcher showed pictures of person with their professions and asked the student to describe it according to their background knowledge and experience. After the activity was done, the researcher tried to explain the material about descriptive text that describe about person is like. The researcher also delivered the purpose of learning. In while-reading activity, the researcher briefly explained the material to the students. After that the researcher gave a text about person to the students. This activity is to let student read carefully the text and collected the information about a person. If they find some unfamiliar words, the researcher give time to ask and then the researcher will lead them to guessed the meaning by seeing the before and after words. The next

stage, the researcher wanted to check their comprehension by giving them an essay. After that the researcher guided the student to the deeper analysis about the text related to the material they had been learn before. In post reading activity the researcher asked the student for their difficulties through the learning process and give feedback about it.

Post Test Cycle II

Table 5

The Result of Post Test in Cycle 2

No.	Student's Success Criterion	Frequency	Percentage
1.	≤71	6	29%
2.	≥71	17	71%
Total		24	100%

Based on the result of Post-test in cycle II, it can be shown that there are seventeen (17) of student get the score above 71 and the rest of it who get below of 71 is about seven (7) of students. The average of student's score was 85 and the percentage of students who passed was 71%. This data showed there is an improvement for the student's scores comparing with the result in cycle 1.

In cycle two there were two kinds of observation which are the observation of student's activity and teacher's activity. Based on the observation's form in cycle two showed that there was an improvement of student's activity. The student was followed the instruction from the teacher, gave response towards the learning media and also were able to ask difficult task or unfamiliar words. The data of observation teacher's activity could be seen in the table 6 and 7.

Table 6

The Result of Teacher's Activity (1st Meeting)

No.	The category of scores(1st Meeting)	The Total Score	The Percent age
1.	Excellent(5)	40	8%
2.	Very Good (4)	32	6.4%
3.	Good (3)	-	-
4.	Fair (2)	-	-
5.	Poor (1)	-	-
Total			14.4%

Table 7
The Result of Teacher's Activity (2nd Meeting)

No.	The category of scores(1st Meeting)	The Total Score	The Percent age
1.	Excellent (5)	70	14%
2.	Very Good (4)	8	1.6%
3.	Good (3)	-	-
4.	Fair (2)	-	-
5.	Poor (1)	-	-
Total			15.6%

The implementation of three phase technique on the learning process was raised in the percentage score. It can be seen from the first meeting, the percentage score was 14.4% to 15.6% in the second meeting.

Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings are based on the research questions of this research. The research question was "how do the student's reading comprehension in the Tenth Grade of Language Class in MAN Model 1 Manado improve, after the implementation of Three Phase Technique?" The process of reading is a complex

text which includes many activities, especially when it is a text with different types in learning English. The implementation of three phase technique helped student's reading comprehension. Brown stated that three phase technique includes three stages activity in learning process. In order to improve student's reading comprehension, the researcher had to improve their creativity and ability in implementing the technique. It can be showed in the observation sheet of teacher's activity that the researcher has to improve the technique in each cycle.

One of the activities that supports student's understanding about text is using learning media in pre-reading activity, such as picture because it is appropriate to help students improve their comprehension. Since the reading process is a complex task, the researcher always gives a lot of effort to build their interesting towards the descriptive text. Teaching reading makes the researcher realize that every student has their process to analyze words of sentence. The implementation of three phase technique is succeeding to improve student's reading comprehension. According to the observation sheet of student's activity the three phase technique make the student more active and pay attention with the teacher in the learning process. As a result, the impact on student achievement by implementing the three phase techniques.

The Impact on Student's Achievement

Table 8

Student's Achievement			
Total	**Pre-Test**	**Post-Test Cycle I**	**Post-Test Cycle II**
The Average Score	65.83	74.17	85
Percentage of Mastery	38%	50%	71 %

In the final analysis, the average's score of students before the researcher begin the action was 65.83 with the percentage 38% (students who passed) from 24 students. The ability to comprehend the descriptive text in cycle one has raised into 74.17 in the post-test. At this instant, the researcher improved the learning process through the

reflection and observation so that the result could be optimal. Further, the average's score increased into 85 with the percentage of 71% students who could pass the test. To build the interest and motivation from students in reading an English text, the researcher applied learning media, and games before begun the learning process. Under those circumstances, the learning process in each cycle has the improvement from students. In the firstcycle, the students were in process to understand the material and the techniques during the learning process. It is because the material and the techniques were new for them. By the time, in the cycle two, there was an improvement on student's result and performance.

CONCLUSION

The implementation of three phase technique to improve student's reading comprehension has been done at the tenth grade of language class in the academic year 2019/2020, the research find that the implementation of three phase technique to improve student's reading comprehension at the tenth grade of language class in MAN Model 1 Manado has been carried out in two cycles. Before implementing the technique the researcher gave pre-test to know the score student's reading comprehension.

The pre-test form is a multiple choice that consisted of ten numbers. The result showed that the percentage of students, who failed the test, was bigger than students who passed the test. The percentage of students who failed was 63% while the percentage of students who passed the test was 38%. The lowest score was 20 and the higher score was 100.

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