ABSTRACT

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Title: The Implementation of Three Phase in Teaching Reading at Second Grade of

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English instruction comprises four skills: listening, Speaking, reading and writing. Among those four skills, reading as one of four language skill has an important role to help students to communicate in English and create a discourse. The fact, there are several problems in teaching reading. One of them is teacher technique and strategy in teaching reading. Those are usually monotonous and make the students bored. Therefore, teacher should find an exciting strategy in teaching reading. In fact, the students at SMA Hidayatut thullab Bapelle Robatal Sampang tends to be low. Based on the previous explanation, the study of the implementation of three phase technique to enable the students to comprehend English text this study would answer the research question how the implementation of three phase technique in teaching reading with sub questions (1) how the teacher does pre reading in teaching reading. (2) How the teacher does whilst in teaching reading. (3) How the teacher does post in teaching reading.

In this study, the subject is one teachers of SMA Hidayatut thullab in the second grade. The researcher used qualitative descriptive research consisting of some data in the form of words, phrases and sentences. Then it was ordered with the descriptive ways which describe what went on the process of teaching and learning English in conducting the study, the researcher collected the data through observation. By this way, the researcher directly observed in the classroom that the teacher taught them, the researcher interviewed the teacher to get more information.

The result of teaching reading in the classroom showed that the most of the students are passive during teaching reading in the class. It can be seen during the process of teaching reading, some students here only silent and crowded. It happened because the teacher did not produce some new words before reading. Moreover in whilst reading stage, the teacher asked the students to make a group. In this activity, the students were crowded. It made the teacher feel difficult to control the class and took much of time. After that, the teacher asked to discuss and share the passage. In the post reading, the teacher gave some question questions relate to the text and the students should answer them by using their own knowledge and experience.