CHAPTER I

INTRODUCTION

A. Background of the study

Language is process of communication between someone who has something to express and someone who receives the message.[1] Learning language means, learning reading, speaking, listening, and writing skills. Among these skills, reading is most important skills, because through reading, the reader extends his knowledge far beyond the boundaries of his own limited experience. Harris said that, speaker and writers attempt to communicate ideas; listeners and readers try to get the appropriate meanings.[2]

It is clear that English is used to comprehend, communicate, and give the information. Express the ideas and feelings, and also to develop science and technology and culture. It is used by so many countries in the world since English is an international language. They use language top cooperative with other such as doing business, exchanging workers, etc. so in order not to be left behind, we have to learn English because there are so many books and mass media written in English such as technical books and magazines. We explore the knowledge and apply it in our country if only we have mastered reading English

[1] Harris, Albert J. 1962. *Effective Teaching and Reading*. New York: David McKay Company INC. p. 8.
[2] *Ibid*, p. 8

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books. Besides that, we can communicate with the foreigners of English-speaking country if we able to use English activity in speaking.

In Indonesia, English is one of the subjects that have to be mastered by the students and intend to improve human resource quality. This subject is given since the students are in kindergarten until in university.

Nowadays, there are so many media of technology development that we can use in learning English that include both written and electronic media. Written media materials can be taken from newspaper, magazines, books, and brochure. While in the electronic media there are TV, radio, and computer that we also can use in learning English. From the TV and radio, the students can improve their listening skill, while from computer; the students can improve their reading and writing ability.

Reading is very important. Reading competent is essential, not only because it underlies success in all areas of the study in the school but also to personal enrichment and the development of intelligent citizenship.[3]

In this case, reading is regarded as important skill that be taught. Because by reading, a language learner will be able to develop his or her language competence.

[3] Deboer, J. John Walter V. kaufers, Hellen Rand Miler. 1970. *Teaching secondary English*. USA; Greenwood Press Publisher. P. 161.

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A major point to satisfactory achievement in study, because a high percentage off all instruction relies on the student's ability to read. Additionally, in the study, the students' school learning is structured around the text books.[4]

However, reading skill become the problems for the students. It arises not only in the word analysis and in decoding, but also in knowing what the words mean, processing information gained through reading and understanding what is being communicated in print.[5]

Considering the teaching reading, the role of teacher is very important. In all cases, a teacher in the classroom plays increasingly important part. Further; Deboer also said that the democratic curriculum planning exemplifies all skill and complexities of communication involved in the process of the group planning decision. Based on the statement above, in teaching and learning process, the teacher become the leader to handle maximum responses to the students such as ; how to mediate differences, clarify issues that are happened in discussion, discover point of agreement and narrow the areas of disagreement, encourage the students creativity, and create the effectiveness during teaching learning process in the classroom.[6]

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[4] John Jerolimek. 1977. Studies *Competition and Skills*. New York: McMillan publishing Co, Inc. p. 142.
[5] ibid. p. 143.
[6] Deboer, J. john Walter V. kaufers, Hellen Rand Miler. 1970. *Teaching secondary English*. USA; Greenwood Press Publisher. p. 382.

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There are three objectives of teaching English at Senior High school.[7]

First is to develop language skills both in spoken and written, in which language skills include listening, speaking, reading, and writing. Second is to grow the awareness of meaning and the advantage of English as one of foreign languages so as to become main mean of language learning. The third is to develop understanding of relationship between language and culture as well as extending culture knowledge.

Considering to these objectives above, it can be said that learning English in Indonesia is so essential to make a communication with others either in spoken or in written. To succeed in learning foreign language one must be have ability in reading skill as the key point.[8]

In fact, the reading comprehension of SMA Hidayatut-thullab Robatal Sampang tends to be low. The teacher's role is very important to improve the students' comprehension level, to be exact reading comprehension. Hence, the teacher should select the appropriate reading techniques in teaching reading to make the materials delivered to the students. So, the teacher should find an exciting strategy in teaching reading. According to William there is three-phase

[7] Depdiknas. 2004. Kurikulum 2004: *Standar Kompetensi Mata Pelajaran Bahasa Inggris. SMA dan MA*. . Jakarta. p. 6.
[8] *Ibid*. p. 6.

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approach to teach reading in the classroom. They are pre-reading phase, while-reading phase and post-reading phase.[9]

Abbot also stated that the teaching reading, the teacher should follow three stages called pre-reading (opening reading), whilst (during reading), and post reading (closing reading). Each stage has important role to achieve the objective of teaching. [10]The last stated by Mudyo Eryawaty in her thesis that three-phase technique is very effective to increase students' reading ability. By using three-phase technique, the students' ability increases in understanding the text.[11]

Based on explanation above, the researcher will do her research in this school because she wants to find out how the implementation of three-phase technique in teaching reading at the second grade of SMA Hidayatut-Thullab implemented

There are some researches related to the use of three-phase technique.

Firstly, Zainal Arifin with the title, *"the technique used by the English teacher in teaching reading comprehension to the eleventh grade students of*

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[9] Eddie William. 1984. *Reading in the language classroom*. London: Mac-millan. Field under: linguistics. P: 45.(http://maxilk.wordpress.com/2008/06/15/the-concept-and-techniques-of-teaching-reading/)

[10] Gerry Abbott, et, al.1980. The *Teaching of English as an International Language: A Practice Guide*. London: William Collins Sons and Co. Ltd.

[11] Mudyo, Eryawati. Online Journals, 2008/2009: The effectiveness of Three Phase Technique in Teaching Reading Viewed from Intelligence. (Online), (http://pasca.uns.ac.id/?p=469, diakses 28 desember 2010).

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senior high school". He found out that when the teacher used the three-phase technique in teaching reading, she could deliver the material, manage, and control the students well. Furthermore, the students were also active and enthusiastic to pay attention to the teacher's explanation.[12]

Secondly, Mudyo Eryawati with the title "The Effectiveness' of Three-Phase Technique in Teaching Reading Viewed from Intelligence (An Experimental Study in the First Year Students of SMPN 5 Nganjuk. She found out that three-phase technique is very effective to increase the reading ability at the First Year Students of SMPN 5 Nganjuk.[13]

Thirdly, Rinu Pamungkas with the title *"The Implementation of Group Competition Strategy Applied three-phase technique in teaching Reading Comprehension at SMPN 10 Malang.* This study is a descriptive qualitative study. The subjects of this study were thirty-nine students of the first grade SMPN 10 Malang.He found that of this study were as follows: first, group competition strategy applied in three phase technique could be implemented well reading class. Although it is still a new to be implemented in reading class, students could do all activities group competition strategy well. Second,

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[12] Zainal Arifin. 2009. *The Technigues Used By The English Teacher In Teaching Raeding Comprehension To The Elevent Grade Students Of Senior High School.* UNESA press. p. 77-78.

[13]Mudyo, Eryawati. Online Journals, 2008/2009: The effectiveness of Three Phase Technique in Teaching Reading Viewed from Intelligence. (Online), (http://pasca.uns.ac.id/?p=469, diakses 28 desember 2010).

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students could interact well during the implementation of group competition strategy, the prior discussion, small group discussion, and panel discussion. Third, all students were actively involved the implementation of group competition strategy. Every meeting, most students could answer correctly the constructed questions and got scores. Students tended to be active in the class because of the competition atmosphere. Each of them had the opportunity to be involved that activity. Fourth, most students liked the implementation of group competition strategy. Students said that the process of constructing questions the implementation of group competition strategy were neither easy nor difficult. The facilities which were provided by researcher were good. Addition, reading material given was neither easy nor difficult. Most of the students said that group competition strategy helped them to comprehend texts. Furthermore, most of them stated that group competition strategy helped them learning reading and English. Finally, most of them said that it was really necessary to be continued English class.

Based on the explanation above, the researcher wants to analyzes the implementation of three-phase technique in teaching reading at second grade of SMA Hidayatut-Thullab Robatal sampang with the subject one of the teacher English at the second grade of SMA Hidayatut-Thullab. She will focus in what the teacher does in pre-reading, whilst reading, and post-reading in teaching reading.

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B. Statement of the problems

Based on the background of the study, the researcher will answer the question about how does the teacher apply of three-phase technique in teaching reading at the second grade of SMA Hidayatut Thullab Robatal Sampang with sub question as follow:

1. What does the teacher do in pre-reading stage in teaching reading?
2. What does the teacher do in whilst-reading stage in teaching reading?
3. What does the teacher do in post-reading stage in teaching reading?

C. Purpose of the Study

Based on the problems of the study, the researcher intends to find out three points to answer problems above is to describe how the teacher applies of three-phase technique in teaching reading at the second grade SMA Hidayatut Thullab Robatal Sampang with sub question:

1. To describe what the teacher does in pre-reading stage in teaching reading.
2. To describe what the teacher does in whilst reading stage in teaching reading.
3. To describe what the teacher does in post-reading stage in teaching reading.

A. Significance of the Study

1. For the teacher
   - To help the English teacher to solve their problems in teaching reading.

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- The result of this study can be a feedback for the English teacher of SMA Hidayatut-Thullab Robatal Sampang to improve their quality of teaching reading.

2. For the theory
   - To give a contribution in teaching method, especially the methods in teaching reading.
3. For the researcher
   - For future researcher, the study can be useful to provide a scientific reference on the applied teaching reading.

E. Scope and Limitation

This study takes place at the second grade of SMA Hidayatut Thullab at the first semester because the teaching through three-phase technique is intensively conducted in this level. It is focused on the teaching activities of the teacher that uses the implementation of three-phase in teaching reading in the class. It has focus in what the teacher does in pre-reading, whilst reading, and post-reading in teaching reading. The researcher has done observation when the teacher teaches reading. The researcher chooses school because Three-phase technique has often done in this school the teacher often uses three phase technique.

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F. Definition of Key Terms

To make the readers easier to understand of the study, some of definitions of key terms are provided. They are

1. Implementation

   The implementation is to put something into effect, to carry something out.[14]

2. Three phase technique

   The technique that the teacher's uses when they teach reading. This technique divided into three step, they are; pre-reading stage, whilst reading stage, and post-reading stage.

3. The teaching and learning activities

   The activities of the teacher and the students in the classroom for a certain subject and period.

4. Reading

   Reading is a considered as a thinking process through which meaning is obtained from printed symbol.

[14] Hornby, As. 1995. *Oxford Advance Learner Dictionary of Current English.* Oxford: Oxford University Press. P: 595-596

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