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RESEARCH ARTICLE

IMPLEMENTING THREE-PHASE READING TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION

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Abstract

This research discussed about the use of Three-Phase Reading Technique to improve the students' ability in reading comprehension. One of the important goals of reading is to know the purpose of the text. This discussion was used to answer the research question "is the use of three phase technique able to improve reading comprehension the Junior high school in Parepare?" This research used a quasi-experimental method that applied a pre-test and post-test design. The data was analyzed by using t-test. The population of this research was the eight-year students of Junior high school Parepare in the academic year 2015/2016. The instruments of this research was reading comprehension test. The results of this study are all students in studying reading comprehension through three-phase reading techniques improved significantly. This indicates the mean score of the post-test of the experimental group is 82,67, while that of the control group is 37,00, and the mean score of students answer in questionnaire shows that the students are categorized as strongly interested (90,72). Moreover, the t-test denotes that the t-test value (10,61197) is greater than the t-table (1,677), suggesting that H_0 was accepted. The result of this study may stimulate the students to study to be more interested and independent. This positive impact revealed at the mechanism's presentation of the three-phase technique of this study. This technique brings many chances the students to work in reading text independently. Furthermore, the teacher does not only make controlling but also the teacher gives feedback at the end of learning process.

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Introduction:-

digital industry has become a paradigm and reference in the current order of life (Piccarozzi et al., 2018), et al., . The era of the industrial revolution 4.0 comes together with the era of disruption (Lloyd-Jones, 1990). To face the industrial revolution, 4.0 or the era of disruption needed "new literacy" in addition to old literacy (Sharma et al., 2016). The existing literacy is currently used as capital to take part in community life . Literacy is the ability to read and write. The development of literacy is critical to note because literacy is an initial ability that must be possessed by every individual to live life in the future (Bartsch & Dienlin, 2016). Old literature includes the competence of

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reading, writing, and math, while new literacy includes data literacy, technological literacy, and human literacy (Pribudhiana, 2013). Data literacy is related to the ability to read, analyse, and make conclusions of thinking based on data and information (big data) obtained. Technology literacy is related to the ability to understand how machines work (Lawrence Chikwanha, 2017). Application of technology and technology-based work of products to get maximum results (Karatas). Human literacy is related to communication skills, collaboration, critical thinking, and creativity and innovation (Ferrer & Staley, 2016). They are happening around us because literacy is also the ability of every individual to use his or her expertise (Hobbs & Coiro, 2016). In the digital age full of millennials, to be able to read, we do not have to go to the library and do not have to buy to be able to read a book (Linnes & Metcalf, 2017). With smart devices in our hands equipped with a myriad of applications can certainly be used to titrate. We can use the facilities that we can easily access wherever and whenever they are. So, there is no reason not to titrate today (Roehling et al., 2017)

Progress in the International Reading Literacy Study (PIRLS) in 2011, as well as the Program for International Student Assessment (PISA) in 2009 and 2012, shows that the reading skills of Indonesian students are still ranked low (Mullis et al., 2012). This fact opens our eyes to all that Indonesian students' literacy abilities are still low. The Indonesian government is aware of this, so several regulations have been issued. Regulation of the Minister of Education and Culture (Permendikbud) No. 23 of 2015 concerning the Growth of Characteristics, which strengthens efforts to establish a culture of literacy. Besides, in the form of Permendikbud, government efforts to foster a community of people who love reading are implemented in the form of the School Literacy Movement (GLS), Community Literacy Movement (GLM), and the National Literacy Movement (GLB). GLS and GLB are conducted in schools for students and other school residents. The importance of literacy for students makes the Ministry of Education and Culture (Kemendikbud) develop the School Literacy Movement (GLS). The goal is that students can become lifelong learners. The habit of reading is considered to foster interest in reading and improve reading skills so that knowledge can be better mastered (Mila et al., 2018). If getting used to reading is embedded, the next step is to develop a character who likes to read, and finally has a good reading culture.

Reading lessons are more than learning literacy or just reading required textbooks (Swanson et al., 2016). Reading lessons must become standard functional skills (reading habits) because basic education and reading skills will make it easier for children to explore the world of science beyond the limits of learning in school (Castles et al., 2018). Reading culture is increasingly important when faced with the expansion of exposure to digital media with a message content that is very concise and instant (Waage, 2018). Without a strong reading habit, it will not be effortless for new generations to understand and develop long-term reasoning, such as historical knowledge (philosophy, ideology, history, religion, and literature (Nunavut Department of education, 2008). Historical knowledge is a source of self-discovery and character formation (Rozmyslowicz, 2019).

Reading activities have a specific purpose by people who read. The main goal of each reader is to understand all the information contained in the reading text (Ibrahim Mohamed Alfaki, 2015). Therefore, there can be a provision of knowledge (intellectual development) for the future of the reader itself (Rayner et al, 2016). Thus, understanding the contents of reading is an essential factor in reading. Understanding of reading can be seen as a process that continues to roll, continuously, and continuously — reading comprehension as a process of believing that efforts to understand reading have taken place when they have not read any book (Diekman et al, 2017). Then the understanding goes through different stages until the reading is finished. Finally, that understanding has a different stage after all the reading has ended. Judging from the purpose of someone in reading, there are many goals for reading. In this case, these goals depend on the interests and reading material that everyone faces. The purpose of someone reading is none other than to obtain the information they need and for mere pleasure. A clear reading goal will increase one's understanding of the reading (Küçüköğlü, 2013). In this case, there is a close relationship between the purpose of reading and one's reading ability. Therefore, a reader who has clear objectives will quickly understand the contents of the reading because he will focus on the goals to be achieved (Graham & Harris, 2016).

Development of reading comprehension can be applied in various learning methods; one of them is the three-phase technique. The three-phase technique is a method of learning that is pretty much in demand by teachers. The development of this method has received the attention of several researchers and shows the results of successful research in the field of reading comprehension. Huong (2018) developed students' reading skills using the three-phase technique. He succeeded in effectively utilizing the three-phase technique into an approach in the learning process of reading. In the implementation, a process in the initial phase Huong emphasized the activation of knowledge and experience in reading activities that students have. In the second phase, the students moved to decode and understand

the information in the text simultaneously. Then next, the final phase, the reader expands the analysis of the components and connects. Likewise, Diehl et al. (2011) develop students' reading comprehension abilities by utilizing the three-phase technique approach. In this research, Diehl also puts forward the role of metacognitive to interact with reading text in the first phase, then continued the strategy of understanding the text in the second phase, and in the last phase is a collaboration between colleagues in mapping the information contained in the reading text. Both research results from Huong and Diehl inspired this researcher's study to make breakthroughs in developing reading through a three-phase technique approach. An essential thing in this research is the different types of treatment in the initial phase and the final phase, which are different from the treatment given by Huong and Diehl. In these phases, researchers focus more on stimulating students' attractiveness towards reading rather than emphasizing the cognitive power in understanding the content of reading in the initial phase. Next, in the third phase, the teacher intervenes by giving feedback on the problems faced by students from the beginning to the end.

Review of Related Literature:-

What is Reading?:

Reading is a process carried out and used by the reader to obtain a message, which the writer wants to convey through the media of words / written language (Goodman, 2011). A reading process demands that groups of words which are a unity be visible at a glance, and so that the meaning of individual words will be known. If it does not fulfilled, the explicit and implied messages will not be captured or understood, and the reading process will not be carried out well.

Reading is an activity responding to written symbols using the right understanding (Ahmad, 2008), (2008). It means that reading responds to all the writer's expressions so that they can understand the reading material well (Oatley, 1995). Other sources also revealed that reading is an act carried out based on the cooperation of several skills, namely observing, understanding, and thinking (Hyland, 2016)).

In short, it can be said that "reading" is "bringing meaning to and getting meaning from printed or written material," picking and understanding the meaning or meaning contained in the written material (Savignon, 2018). Reading activity is the capture and understanding of ideas, the activity of the reader accompanied by the outpouring of the soul in living the script (Beji, 2016). The reading process begins with the mechanical activity of the sensory activity of the normal, a sense of touch for the blind (PDST, 2002). After the process, the mind, and institutions work, in the form of a process of understanding and appreciation. Besides, reading activities also place importance on accuracy and speed as well as patterns of competence or language skills, specific intelligence, and broad life referents. The essence or essence of reading is understanding ((Jamshidifarsan et al., 2019).

From the various meanings of reading above, it can be concluded that the reading activity is to understand the contents, ideas, or ideas both expressed and implied in the reading material. Thus, understanding becomes a product that can be measured in reading activities, not physical behavior when reading.

The Importance of reading:

With the rapid flow of information in the current digital era, surely, it is no exaggeration if the term reading as a window to the world expanded again to read is the world's gate (Dias et al., 2017). That is, as a gate, the world of reading not only opens our eyes to look around more complexly but also by reading can make us more sensitive to simple things that have the potential to produce innovations or new experiences that are useful for others and the environment in any form (Groes, 2017).

Reading is essentially a cognitive skill in processing information and is flexible following the times (Kim, 2017). Therefore, at this time, reading is not only fixated on paper and can even be done anywhere because people find it easier to access reading sources through the internet (Dillon, 1992). This ease certainly also increases public interest in reading. For example, residents in developed countries like Australia, often use the internet to read on the sidelines of activities or during holidays and even experience an increase.

Apart from the media used when reading, residents of developed countries generally have a high interest in reading (Castles et al., 2018). This intrinsic drive for the importance of reading led them to spend a special amount of time reading about number hours per day . (Clark & Rumbold, 2006). Even in the world of education, students in secondary schools are generally given a target of books that must be read as one of the main conditions before completing their studies.

The problem regarding with the interest in studying English for Indonesian learner is not new issue and has been widely discussed by many parties, including education practitioners (The Problems and Suggestions on Education). In various articles, one of the main obstacles that are considered as the source of the problem is the lack of fostering the habit of reading early on. If children are often trained and motivated to read, then these good habits will continue to be carried out until they are adults ((Darling-Hammond et al. 2019).

The fact that we encounter today is that children prefer to spend time with their gadgets for playing games rather than turning to pages of books to look for entertainment, or information ((Thomas, 2011). Besides, the lack of facilities and infrastructure to obtain reading materials such as the availability of libraries and books also keeps the public from reading habits, because they prefer instant entertainment available (Benard & Dulle, 2014). All of this ends in feeling lazy to read.

It is undeniable that at this time, the Indonesian people's interest in reading is still very low when compared to other countries, but this is not a reason to make us feel inferior and weaken our enthusiasm for change towards a better direction (Kusuma, 2017). Thus, it is appropriate that we foster a sense of love for a culture of reading or literacy because of the high interest in reading in the community resulting in a more tested quality of human resources (Clark & Rumbold, 2006). In order to foster interest in reading, there are at least a few simple steps that need to be done, starting intrinsically by changing mindsets (Darling-Hammond et al., 2019).

Most Indonesians still think that reading is just a hobby. The equivalent of money with this, in the world of education it is also not uncommon to find students who like to read are considered nerd so that they are often used as banter and even shunned, thus killing the spirit of someone who wants to read. This mindset needs to be changed because reading is a primary need for the human soul. Through reading, habits can open insight and make yourself become smarter and have stronger life principles.

Creating motivation is also one of the main points in developing an interest in reading(Surtantini, 2019). The motivation that is intended is more emphasized on the awareness of the importance of reading, the benefits of what will be obtained, and how to read will change the way we look at something that exists (Schunk, 2012). In addition, motivation acts as a catalyst in fighting laziness when reading.

The next step that needs to be done is to start reading with simple things, for example, health tips or short articles containing useful information. On the other hand, reading can also begin with things that we like, such as fiction books, novels, short stories, or other scientific books that fit the field of science that interests us (Schunk, 2012), n.d.) . By reading simple readings or things that attract attention, this can stimulate us to want to read or find more information in the future (pamela Wilson).

Another tactic that can be used to arouse interest in reading is to set targets. It starts with how many pages to read today, or what books to complete in this month, then how much time is set aside for reading, whether it is the morning when you wake up, or the night before resting (Carnegie, 1981). If we have set a target of reading within a certain period, then slowly but surely, we will end up in a routine of reading that will be done every day ((Chua, n.d.).

Aspects of Reading Comprehension:

Reading is a complex skill that involves a series of other smaller skills (Deane et al., 2008). In order for someone to be able to reach a level of understanding, he should experience a fairly long process. Therefore, we need to know and master several aspects of reading comprehension. Aspects of reading comprehension include: (a) understanding simple terms (lexical, grammatical, rhetorical), (b) understanding the significance or meaning (al the intent and purpose of the author of cultural relevance / state, the reaction of the reader), (c) evaluation or assessment (content, form), (d) flexible reading speed, which is easily adapted to the situation (Brooughton, 2003).

In reading comprehension, the reader is not only required to merely understand and comprehend the contents of the reading, but he must also be able to analyse or evaluate and relate it to the experiences and initial knowledge that he has.

Principles of Reading Comprehension:

(McLaughlin, 2012) revealed that reading comprehension principles that most influence reading comprehension are 1) understanding is a social constructivist process, 2) literacy balance is a curriculum framework that encourages the development of understanding, professional teachers which excels influences student learning. Good readers actively play a strategic role in the reading process, 3) Reading must occur in meaningful contexts, 4) inclusion is a crucial factor in the understanding process, 5) reading strategies and skills can be taught, and assessed dynamically to inform the reading comprehension lessons.

Understanding is a social constructivist process According to constructivist theory, understanding and composing language is a constructive process (Palincsar, 1998). That is, students build knowledge by connecting new knowledge with prior knowledge (Deshler et al., 2001). b. Literacy balance is a curriculum framework that fosters a person's understanding of Literacy that will help him or her in the process of reading and writing in full (Duke & Pearson, 2009). The expected of reading comprehension learning activity is an activity that provides learning opportunities, connecting, and integrating (Cooney et al., 2018). c. A professional reading teacher who excels influences student learning A good teacher will always teach students how to gain reading comprehension well through certain strategies (McRae, n.d.). A good reader plays a strategic role and plays an active role in the reading process. A good reader is a reader who can integrate information and skilfully relate it to previous topics (Edd, n.d.). e. Reading should occur in a meaningful context. The meaningfulness of reading activities can be caused by varied and interesting reading material as well as the active participation of teachers in motivating their students to read. Students find the benefits of reading from a variety of texts at various grade levels The higher the reading material, students get the benefits of reading a more varied and complex (Allington et al., 2015). g. The development of vocabulary and learning affect reading comprehension. Mastery of vocabulary becomes important in learning to read comprehensively. The more vocabulary of students the better the ability to understand the contents of the reading (Alqahtani, 2016). h. Participation is a key factor in the process of understanding the process of building understanding or knowledge requires reader involvement by responding to the contents of the reading text (Ibrahim Mohamed Alfaki, 2015). i. Reading strategies and skills can be taught Strategies for reading content can be taught through the 24-hour learning process in school (Koch & Spörer, 2017).

Dynamic assessment informs reading comprehension. Learning assessing student progress is essential to help teachers find strengths and weaknesses, plan teaching appropriately, communicate student progress to parents, and evaluate the effectiveness of teaching strategies -(Nunavut Department of education, 2008). Also, (Gilakjani, 2012) elaborates their opinion on the principle of reading comprehension is a perceptual and contextual re-coding, which can connect ideas units and know detailed information. The principle of reading also can build microstructures, the central idea of the macrostructure. Another side of principle reading comprehension is using microstructure and macrostructure to identify important ideas and integrate important ideas with prior knowledge, make conclusions, and build a situation model, learn: get to know the situation model and use it in other situations. Based on the description above, we can conclude that reading comprehension is a constructive process. Through this process, the reader will construct the meaning of the reading material so that the knowledge obtained can be stored in long-term memory.

Teaching reading through three-phase technique:

The three phase technique is a technique that divides learning and learning activities into three parts (Toprak, 2009). The three parts of the Three Phase Technique are the initial activities (Pre Activities), core activities (Main Activities), and final activities (Post Activities) (Ekanti & Palupi, 2018). In initial activity, the students are given fun activities to be interested and have the motivation to learn. Students are introduced to the topics to be studied (Teaching, n.d.). Students answer questions about the topic to be studied. Initial activities carried out starting at the opening of learning. The teacher conducts open learning activities such as conducting activities to arouse learning motivation, provoking students' mindset so that they are ready for learning, and provide a foundation that will be used in the core activities (Fry et al., 2015). Next step is main activities; students get activities related to the core material. Students practice skills that become learning objectives. The core activities contain activities that support the achievement of indicators made by the teacher. This core activity can contain theory and practice in accordance with learning objectives. Last activities, Students conclude learning activities. Students get feedback and reflect on learning (Hattie & Timperley, 2007). What does the teacher do during the three-phase technique learning process? The final activity not only corrects but also gives feedback on student progress. In addition, the final activity is also to evaluate both evaluations from teachers to students, students to students, and also self-evaluation.

In the three-phase of teaching reading, the teacher becomes a facilitator and monitors student activities at the end of learning to give feedback and assess the progress of learners (Thi Thu Huong, 2018). Further, (Al-Zahrani & Al-Bargi, 2017) stated that appropriate questioning in an interactive classroom could fulfil a number of functions. The teacher gives question, impulse and opportunity to the student to produce Comfortable language without having a risk initiating language themselves (Gregersen & MacIntyre, 2017). Teacher’s question can serve to initiate a chain reaction of student interaction among themselves (Chin, 2006). The teacher question gives the instructor immediate feedback about student comprehension (Fitriani, 2017).

Research Methods:-

This research employed a quasi-experimental method with one class as a control group and one class as an experimental group design. The population of this research was students of Junior high school in Parepare in the 2015/2016 academic year. The number of the population are 272 students consisted of ten classes; each class consisted of 24-32 students. The researcher used a purposive sampling technique to involve the respondent in this research. The students’ reading comprehension was measured by using reading comprehension test. The content of the test were selected based on available curriculum. Therefore, the reliability and validity of this test was controlled by English practitioner who are more capable in language testing and reading comprehension study.

The Procedure of Collecting Data:

The test was given to the respondent either in the pre-test and post-test. The pre-test tent to measure the prior knowledge of the respondent. In the post-test activity has the purpose of finding the progress of reading comprehension development after the respondent received a treatment. The instrument was validated three experts; it aimed to have validity and reliability of the test instrument itself.

Results and Discussion:-

This chapter deals with the findings and discussions of the research. The findings of this research show the students' reading comprehension skills toward the use of questions on the three-phase reading technique in the use of this learning technique. The data of these findings were analysed according to the two sets proposed research problem i.e., The use of question on three-phase reading technique effective to improve the students' reading comprehension at Junior high school in Parepare, this based on result Before conducting the treatment, the researcher administered pre-test to know the students' prior knowledge in reading comprehension skill of the experimental and control group. After conducting the treatment using the question on a three-phase reading technique for the experimental group and question on the post-reading technique for the control group, the researcher gave a post-test to the students to know the improvement of students' reading comprehension skill. The data found in these achievement tests, then analyzed by using some formulas. The analysis is shown in the following table:

Data presentation of the students' Pre-test:

The score classification of students’ s achievement after treatment than in pre-test was presented in the following figure:

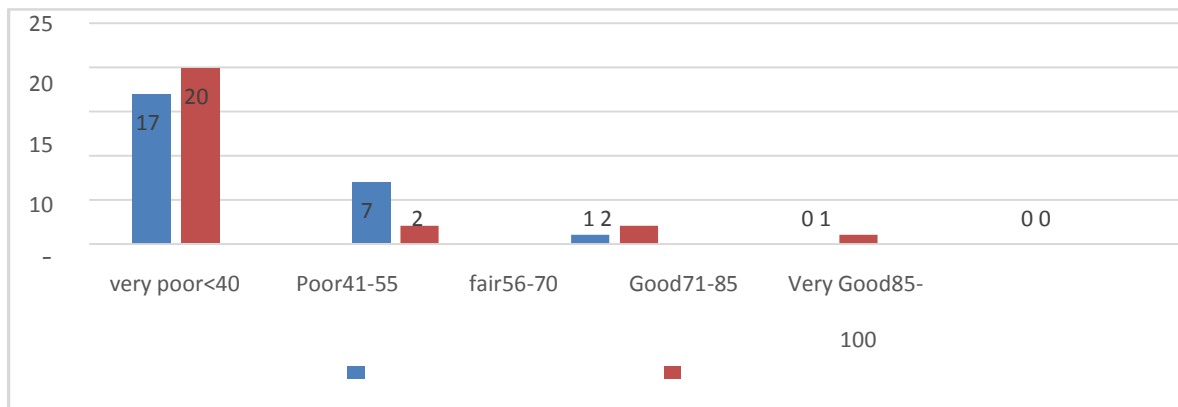


Figure 1:- Data presentation of the students' achievement in the Pre-test.

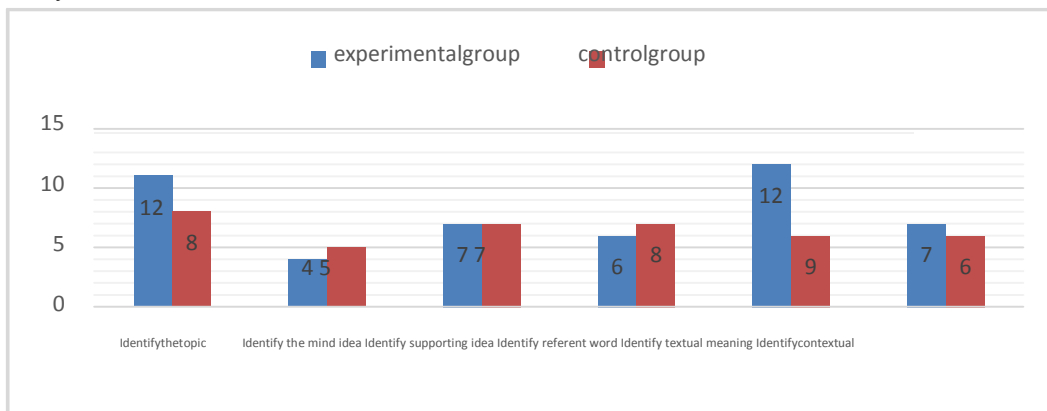
The chart above shows the score classification of students' pre-test of the experimental and control group in reading comprehension skills. The frequency and percentage also accompany the classification. The pre-test score of the experimental group shows that no one students got very good and good classification, there were 1 (4%) of students got fair classification, there were 7 (28%) of students got poor classification, and there were 17 (68%) very poor classification.

Based on the percentage, it indicates that the students' reading comprehension skill before being treated by using the question on the three-phase technique in the experimental group was very low. It was proved by the result of the students' pre-test that shows undesired classification, where there are 17 (68%) of students got very poor classification.

The same result is also shown by the control group; the pre-test score of the students of the control group also shows undesired classification. The data shows that 0 (0%) of students got very good classification, 1 (4%) of students got good classification, 2 (8%) of students got fair classification, 2 (8%) of students got poor classification, and 20 (80%) of students got very poor score. Specifically, the students' pre-test score of each component of reading comprehension can be shown in the following chart:

The student’s progress on identifying the topic ofthe mind idea Identify supporting idea Identify referent word Identify textual meaning Identity

Figure 2:-The student’s progress on identifying the topic of the mind idea, referent word and textual meaning Identity.



Based on the score above, it was clear that the experimental and control group were almost similar before treatment.

Post-test:

The score classification of students’ s comprehension after treatment than in post-test was presented in the following table:

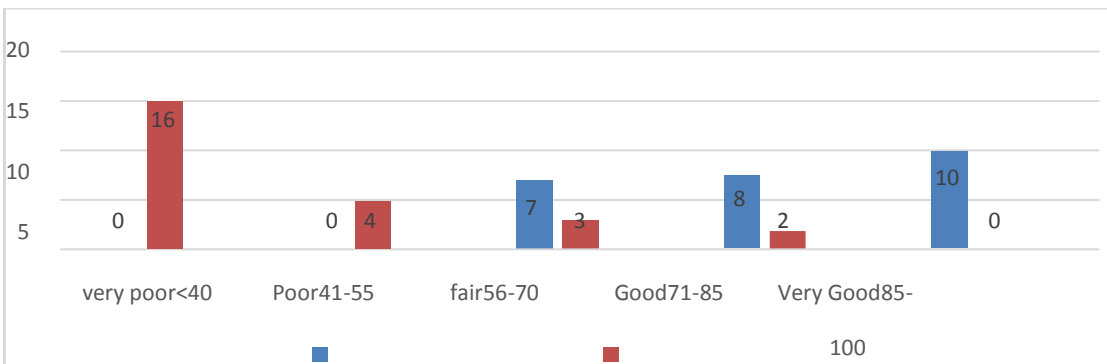


Figure 3:- Data Presentation of the students' reading comprehension in the Post-test.

The post-test score of the experimental group shows that there are 10 (40%) of students got very good classification, 8(32%) of students got good classification, 7 (28%) got fair classification, and there is no student (0%) got poor and very poor classification. The percentage indicates that after being treated by using the question on the three-phase technique, then the students' reading comprehension skill improved in the significant result.

The result of the post-test of the control group is also increased. The data in Table 4.2 shows that from 25 students, there were no students got very good classification, 2 (8%) of students got good classification, 3 (12%) of students got fair classification, 4 (16%) of students got poor classification, and 16 (64 %) of students got very poor classification; clearly, the student post-test score of each component of reading comprehension can be shown in the following chart:

The students’ progress to identify topic main idea, relevant word and textual and contextual meaning in the post test:

Identify the topic Identify the mind idea Identify supporting idea Identify referent word Identify textual meaning Identify contextually meaning

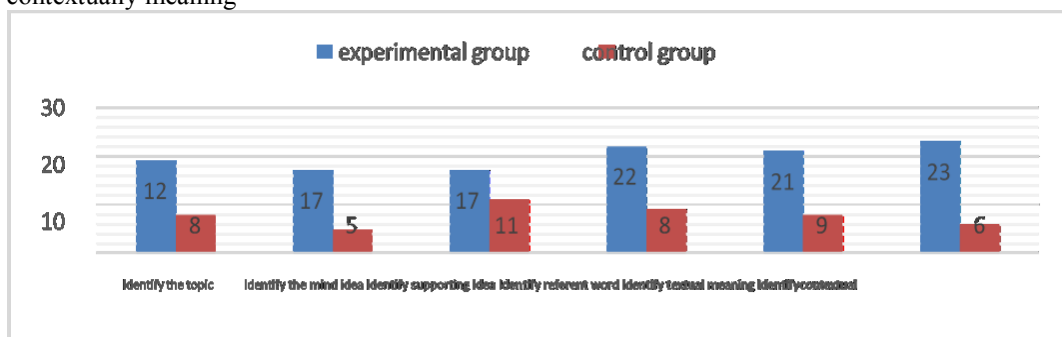


Figure 4:- The students’ progress to identify topic main idea, relevant word and textual and contextual meaning in the post test

After calculating the result of the students' pre-test, the mean score and standard deviation of the experimental group and the control group are presented in the following table.

Table 1:- The Mean Score and Standard Deviation of Students ‘Pret-est.

GROUPS	N	MEAN	STD. DEVIATION
Experimental	25	32,00	11,94
Control	25	32,76	15,26

The table above shows that the mean score of the students' pre-test in the experimental group is 32,00, and the standard deviation is 11,94, it is categorized as very poor classification. Meanwhile, the mean score of the students' pre-test in the control group is 32,76, and the standard deviation is 15,26. It is also categorized as a very poor classification. From the data above, we can conclude that before treatment, the prior skill of the students in the experimental group and control group are in the same level, both of them have low skill in reading comprehension.

The Mean Score and Standard Deviation of Students' Post-test:

The result of students' mean score and standard deviation of the experimental group and control group in the post-test are presented in the following table.

Table 1:- The Mean Score and Standard Deviation of students' Post-test.

GROUPS	N	MEAN	STD. DEVIATION
Experimental	25	82,67	14,5143607
Control	25	37,00	15,28979

From the above data, it is clear that the mean scores obtained by the students are different. The data shows that after being treated by using Question on a three-phase technique, the mean score of the students' post-test in the experimental group improves into 82.67, which is categorized as good classification. Meanwhile, in the control

group, although the mean score also increases, it is not as significant as the mean score of the students in the experimental group, the mean score is 37.00, which is also categorized as very poor classification.

In other words, the result of the post-test shows that there is a difference between students' reading comprehension skills of the experimental and the control group. Although the students' reading comprehension skills of the students of both groups get improvement, the improvement of the experimental group is greater than the control group.

The t-test Score of the students' Pre-test:

To know the significant difference between the result of students' mean score of the experimental and the control group on the pre-test, the researcher used the test of significance or t-test. The result is shown in the following table.

Table 3:- The t-test Score of the Students' Pretest.

A. TEST	B. T- test score	C. DF	D. T-tableScore
E. Pre test	F. -016853	G. 48	H. 1,686

I.

After calculating the students' score of the two groups before treatment, the researcher found that the t-table score (1.686) was higher than the t-test score (-016853) by the level of significance 0.05 and degree of freedom (df) = $(n_1+n_2-2) = 25+25-2= 48$.

The result shows that there is no difference statistically between the pre-test of the two groups.

The t-test Score of the students' Post-test:

The mean score of the two groups as the result of the post-test then analysed by using a t-test formula to see whether there is a significant difference in students' reading comprehension skills between the two groups after giving treatment. The researcher found that the calculation of t-tests scores as follows:

Table 4:-The t-test Score of the Students' Post-test.

J. TEST	K. T- test score	L. DF	M. T-tableScore
N. Post test	10,61197	48	1,67722

Discussion:-

In this section, the discussion deals with the result in the previous part. The researcher discussed the reading comprehension skill of the students after being taught through Question on the three-phase technique.

Based on the research findings, the researcher found that the use of three-phase technique in learning reading comprehension can improve the students' reading comprehension ability significantly. It is proved through the result of students' reading comprehension tests in the pre-test and post-test of the experimental group. It was administered to get the real score of the students' reading comprehension ability. The score in pre-test shown that the mean score of the students is 32,00, which is categorized as very poor based on National higher Education of Indonesian achievement standard. The score classification and the standard deviation shown that the students' ability is quite varied in the class. Whereas, the mean score of the students' reading comprehension in post-test is 82.67, which is higher than the mean score in the pretest and indicates that the students' reading comprehension skill improved. The standard deviation (14,5143607) also decreases from pretest, which indicates that the students' ability in the class is more identical. It was the evidence of the benefits of this technique; it is able to improve Students' comprehension achievement significantly. The students' achievement progress of experimental class increased after having a treatment (Beland & Kim, 2016). Kusumastuti (2016); Setyaningsih (2013), who also developed reading achievement of the student through the three-phase technique, found that a three-phase technique can help the students develop strategies to comprehend the reading text. Another study was from Huong (2018) and Diehl (2011), who successfully delivered students' coverage of reading comprehension and teaching materials through a three-phase technique. They work on three-phase techniques by focusing on empowering metacognitive to understand the contents of reading texts. In the last phase, Huong and Diehl expanded the reading content, which demanded to improve students' understanding of the contents of the reading text (Raynert et al., 2016). A different way of this research phase, the emphasis on student motivation becomes the main concern in phase one (Bolliger et al., 2010). It is believed that motivation is the essence of the learning process Al-Hoorie (2017). In the final phase,

this research pursues teacher's feedback, which is very helpful for students to work more pleasant and independent, because they believe that revisions and corrections can be an evaluation of their tasks at the current drill (Al-Bashir, et al.,2016).

Based on the collection and data analysis, there some factors become remoter for the research participant to engage the reading activity more actively, namely motivation engagement, pre-knowledge of the reading topic, and teacher's feedback. Students are given fun activities to be interested and are motivated to learn. This activity can increase the enthusiasm of students to explore the reading text that will be presented at the time of reading. Then, students are introduced to the topics to be studied; students quickly adapt to the topics presented because they have received motivation ahead of the learning process. Furthermore, students get activities related to the core material accompanied by practical action skills by the learning objectives. Students quickly master material learning activities because they are familiar with the topic of reading learning presented at the beginning of the meeting. Finally, students conclude learning activities and get feedback from the teacher.

Conclusions:-

The use of three-phase technique is effective to improve the students reading comprehension skill of the Junior high school. It can be proved by the students at the experimental group mean score of post-test that was higher than pre-test ($82.67 > 32,002$), and the result of t-test statistical analysis at the level of significance 0.05 and degree of freedom 48. The t-test score in the post-test was higher than the t-table score ($10.61197 > 1.67722$), and comparing between experimental group and control group can be proved by the student's mean score of the post-test in experimental that was higher than the result of the control group ($82.67 > 37, 00$).

There are two important things in teaching reading activities using a three-phase technique, namely, the initial activities are carried out starting at the opening of the lesson. The teacher conducts open learning activities such as conducting activities to arouse learning motivation, provoking students' mindset so that they are ready in learning, and provide a foundation that will be used in the core activities. Second, the final activity not only corrects, but also gives feedback on student progress. In addition, the final activity is also to evaluate both evaluations from teachers to students, students to students, and self-evaluation.

Over all, the result indicated that by using on three-phase technique in teaching reading comprehension, the students could get many advantages, such reading comprehension improvement, Strengthening of long-time student memory, easiness in learning, power of systematic thinking, fun and feel free in learning

Suggestions:-

Based on the result of data analysis and conclusions, the researcher would like to give some suggestions; for some elements related to this research, those are the English teacher, they should be well recognizing the students' learning style and design teaching material based on the students learning style, which able to stimulate their sensory-motor. In connection learning style as a vital part of the teaching and learning process, therefore it is considerably suggested that teachers in teaching the reading material; it was recommended to use a three-phase technique as one of the problem solutions to engage the student to study more comfortable and active in the classroom.

For the curriculum designer, it is suggested to offer the use of three-phase technique as one of approaches to study reading; it can be modified with another model in teaching processes such as make workshop or training and bring the expertise of education. This workshop will supply the teacher with new knowledge or method and strategy; therefore, the students have an opportunity to have a teaching presentation by the smart teacher for the a better qualification in English reading. It is suggested to be considered in arranging and designing a curriculum to improve the quality of teaching and learning in the future. For the students, they may choose this technique to engage the students' participation actively. Therefore, they can be confident to practice reading English because the reading competent referred to all skills English. The better reading you have, the better understanding, and you are shortening the time to build up their ideas and arrange a good answer in reading text. For the next researcher, the three phase's technique is one of the models that can be used to improve the students' reading comprehension skills. The next researchers are suggested to use the three-phase technique by combining with another technique and another teaching media for another skill to make it better.

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