**THE EFFECTIVENESS OF USING THREE-PHASE TECHNIQUE IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 27 PURWOREJO IN THE ACADEMIC OF YEAR 2012/2013**

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The objective of the study is to describe whether using Three-Phase technique is effective or not in teaching reading comprehension for students at the eighth grade in SMP N 27 Purworejo in the academic of year 2012/2013. The instrument use in this study is reading test. To collecting the data, the researcher use pre-test and post-test. Before conducting post-test in experimental group, the researcher gives treatment and in control group without treatment. The result of this research shows that the mean score of pre-test and post-test of experimental group are 70.32 and 80.00. The mean score of pre-test and post-test of control group are 67.48 and 74.71. The result of t-value is2.351, based on the 0.05 significance level, the value of t-table is 2.000, the computation shows that t-value is higher than t-table, which is 2.341>2.000. Therefore, the researcher can conclude that Three Phase technique is effective to teaching reading comprehension.

Key Words: effectiveness,Three Phase Technique, reading comprehension

1. **INTRODUCTION**

English is one of the language that is used widely in the world. People use it to communicate with the other people from parts of the world. There are four skills which should be mastered in learning English, i.e. listening, speaking, writing and reading. Reading is an important skill. Nowadays, most of the transfered information and news are in printed forms like newspaper, magazines, etc. Thus, the students have to read English well so that they can absorb the information through reading them. In other words, the students need to increase their reading skills in order that not to miss the latest information and be useful for achieving academic purposes.

The students are expected that to anticipate the condition, school as formal education can help the students preparing themselves in the development. The goal of the present curriculum English teaching (Curriculum Based Competence), is to guide students to be able to communicate either oral or written in all of language skills like listening, speaking, writing, and reading. One of the most important languge is reading. Reading must be taught to the students because it is very important in our life and one of information source and as a foundation of all knowledge.

Grape and Stoller ( 2002: 9) states that reading is the ability to draw meaning from the printed page and interpret this information appropriately. However without quibbling over the exact wording of such a definition, it is, nonetheless, insufficient as a way to understand the true nature of reading abilities.

The result of teaching reading at school is far from satisfactory. In fact the teaching of reading comprehend is always monotonous and difficult. The success in teaching reading comprehension is determined by some factors, one of which is the use of the techniques of teaching reading are: discussion technique, translation technique and, three-phase technique. So, it is necessary that the teacher use technique in teaching reading. This means that the teacher must be able to select the most effective technique used in the teaching of reading comprehension. By using some techniques, it will help the students to improve their reading comprehension and avoid frustration or bored.

The researcher, meets the problem that appear in using three phase technique to teach reading comprehension of Narrative text. Here they are:

Is the use of three-phase technique effective in teaching reading for students at the eighth grade of the SMP N 27 Purworejo in the academic?

Considering the problems above, the study is oriented towards the following objectives: To describe whether using Three-Phase technique is effective or not in teaching reading comprehension for students at the eighth grade in SMP N 27 Purworejo in the academic of year 2012/2013.

1. **RESEARCH METHODS**

In conducting the study, the researcher uses experimental research. Experimental research as the kind of study in which the researcher is interested in learning about the effects of a certain conditions (independent variables) and other conditions (dependent variables) in controlled setting.

According to Sugiyono,(2012: 38-39) Variable is everything which is in every from which is settled by the researcher to be learnt as the purpose to get the information about these, and then get the conclusion.

In this research, there are two variables, which Independent Variable

is the use of three-phase reading technique and Dependent VariableIn is reading narrative test score

Arikunto ( 2010 : 173 ), population is the total sum of the subjects in a research. Population is generalization area consisting of objects or subjects which have quantity and specific characteristic fixed by research to be analyzed and concluded ( Sugiyono, 2012 : 80 ). The population of this study is the eight grade students of SMP N 27Purworejo. There are 188 students divided intosix classes (VIII A , VIII B, VIII C, VIII D, VIII E and VIII F).

Sugiyono (2012: 81) says thatSample is a part of the total and characteristic which is had by the population**.** The amount of sample and the way of taking sample must represent the population. The sample of this research is two classes of the eighth grade students in SMP N 27 PURWOREJO that is 62 students. And**,** The researcher determines the sample by using purposive technique. In this research, the researcher takes two classes from eighth classes as the sample. There are VIII A which consist of 31 students as experimental group and class VIII B which consist of 31 students as control group.

To analyze the data, the researcher applies an appropriate technique to find out whether it is effective or not teaching reading using Three Phase technique on students reading comprehension of narrative text on the eight grade students of SMP N 27 PURWOREJO in the academic year 2012/2013.

Sugiyono (2008: 29) says that descriptive statistic is a statistic that has the function of describing or giving a description on the observed object by the data of population as in the fact, without doing analysis and making conclusion which obtains to the general. On the other hand, inferential analysis is a statistic that has the function to conclude the data from descriptive analysis.

Hypothesis will be analyzed using *t-test*. The *t-test* is to see the score difference between the two variables: the student’s ability in reading comprehension of narrative text before treatment and the student’s ability after treatment. After getting the result of *t- value*, then the *t- value* is consulted to the *t- value* to be interpreted.

1. **RESEARCH FINDINGS AND DISCUSSION**

This research took place at SMP N 27 Purworejo. In conducting the research, the researcher took 8B class as the control group that is not taught using Three Phase technique and 8A class as experimental group that is taught using Three Phase technique. The objective of this research is To describe whether using Three-Phase technique is effective or not in teaching reading comprehension for students at the eighth grade in SMP N 27 Purworejo in the academic of year 2012/2013.

The result showed that using Three Phase Technique is effective to teach reading comprehension of narrative text at the eighth grade students of SMP N 27 Purworejo. It can be known from the result of post test of control group and experimental group. Pre test is given for control and experimental group before giving treatment using Three Phase technique for experimental group and giving treatment without Three Phase technique for control group.

Based on the research findings, it can be known that the use of three phase technique is effective to improve students’ reading comprehension. Referring to the comparison between pre test and post test means of experimental group, there is The mean score of post test of experimental was 80.00, the mean score of post test control group was 74.71. It showed by using three phase technique there were improvement in English achievement.

The following table is the summary of computation of the score from pre test and post test between experimental group and control group:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Statistic** | **Pre-test Experimental** | **Post-test Experimental** | **Pre-test Control** | **Post-test Control** |
| Mean | 70.32 | 80.00 | 67.48 | 74.71 |
| Median | 68.00 | 80.00 | 68.00 | 72.00 |
| Mode | 68 | 84 | 68 | 68 |
| Std Dev | 9.108 | 9.578 | 10.211 | 8.158 |
| Variance | 82.959 | 91.733 | 104.258 | 66.546 |
| Range | 36 | 36 | 44 | 32 |
| Lowest score | 52 | 60 | 44 | 60 |
| Highest score | 88 | 96 | 88 | 92 |

 Based on the result of data analysis, it could be concluded that using three phase technique in teaching reading comprehension of narrative text was more effective than without using three phase technique on the English achievement. This had been proved by analyzing the data from the differences. Between two scores of post test, this had been given the treatmentand pre test which had not given the treatment, and also by analyzing t-test value formula. It was obtained that t-value was 2.341. this t-value was higher than significance level 5% (t-table 0.05= 2.000) with degree of freedom (df) 60. The position of t-value= (2.341> 2.000). Therefore, it can be concluded that the use of Three Phase technique to teaching reading comprehension at the eighth grade in SMP N 27 Purworejo in the academic of year 2012/2013 is effective.

1. **CONCLUSIONS AND SUGGESTIONS**

The use of three phase technique in teaching reading comprehension of narrative text at the eigth grade students’ of SMP N 27 Purworejo, in academic year 2012/2013 is effective. It can be seen that the mean score of experimental group was higher than the mean score of control group. Based on the critical value on the table using the 5% (0.05) alpha level significance and the degree of freedom is 60, (2.341> 2.000). it showed that the t- value is higher than t table It means that three phase technique used by the researcher is effective to improve students’ reading to eight grade students of SMP N 27 Purworejo. Therefore, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. The researcher hopes that this thesis will be useful for the teachers, the students, and other researchers. Here the researcher wants to give some suggestions:

1. For the teacher
2. The teacher should be as creative as possible in teaching reading comprehension of narrative text by Three Phase Technique.
3. The teacher can apply the learning of Three Phase Technique in the teaching learning process as the way to the students will be able to comprehend the text better.
4. The teacher can use Three Phase Technique as an alternative way of teaching method to transfer the knowledge for the students.
5. For the students
6. The students have to try to solve their problem in understanding reading. Their difficulties in reading can be solved by looking for the many ways in studying reading; one of the ways is by using Three Phase Technique.
7. The students should also have high motivation to learn narrative text and practice what they have learned from their teacher everywhere and everytime

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