

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
READING PHASES STRATEGY AT THE THIRD SEMESTER STUDENT
ENGLISH EDUCATIONN PROGRAM OF TEACHER TRAINING**

FACULTY OF IAIN PALOPO



IAIN PALOPO

A THESIS

**Submitted to the English Language Studies Program of S1 Tarbiyah and
Teacher Training Faculty of State Institute for Islamic Studies of Palopo in
Partial Fulfillment of Requirement for S.Pd Degree in English Education**

Competen By:

SINTA BELLA

REG.NUM : 13.16.3.0033

ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO

2018

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- ENGLISH STUDY PROGRAM**

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ABSTRACT

Sinta Bella 2018, " *Improving Students' Reading Comprehension Through Reading Phases Strategy At The Third Semester Student English Education Program And Teacher Training Faculty Of Iain Palopo* "Thesis, English Study Program of Educational Department in Institute College for Islamic Studies (IAIN) Palopo. Under supervisors
(1) Dr. Abbas Langaji, M, Ag. (2) Syamsudarni, S.Pd.I., M.Ed.

Key words: Reading Comprehension, Reading Pahases

This thesis focuses on Improving Students' Reading comprehension by using reading phases strategy. The problem statement of this thesis is: is the reading phases effective in improving reading comprehension at the third semester English Study Program for Teacher Training Faculty of IAIN Palopo? This research aim: to find out the effectiveness of reading phases strategy in improving reading comprehension student at the Third Semester English Study Program for Teacher Training Faculty of IAIN Palopo.

The population of this research is the students at the Third Semester English Study Program for Teacher Training Faculty of IAIN Palopo. The sample was taken by cluster sampling. The number of sample is 20 students. This research used pre-experimental method with pretest and posttest design. The pretest given to know basic ability of the students in reading comprehension and the posttest given to know the students' improvement in reading comprehension after treatment.

The result of data analysis shows that t_{test} (7.098) was higher than t_{table} (2.093). It indicated that reading phases strategy is effective to improve students' reading comprehension at the Third Semester English Study Program for Teacher Training Faculty of IAIN Palopo.

CHAPTER 1

INTRODUCTION

A. *Background*

Reading is one of the important skill that should be mastered by the student. Besides that, reading is a complex process in which the reader uses mental content to obtain the meaning from written materials, and the understanding of skill is an ability to increase the quality of reading process.¹ It would be needed to get information and message from the text. If a student has a strong desire or high motivation and skill in reading the text, it would be easy.

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part their ability to read. There many people or learns who find it difficult to understand the reading and have less interest towards English reading. If student have poor skill in reading, they are very likely to fail in their study or at least they will have difficulty in making progress.

Problem in reading is a problem all learns who learn English foreign language and it also seem to be a problem for students at The Third Semester English Education Program and Teacher Training of IAIN Palopo. After the researcher conducted pre observation practice at the student in the Third Semester English Education Program for Teacher Training Faculty, the researcher found most of learns who still lack of comprehension and attention in English teaching process, especially in reading class.

¹ <http://www.en.wikipedia.org/wiki/readingskills>, accessed on May, 12th, 2012

Later on, according to pre observation, the students at the Third Semester English Education Program for Teacher Training Faculty Institute Islamic States Palopo faced on problem reading comprehension as they could not do well to understand the reading text and their lack of knowledge that is related to the text. The teacher had done to settle the problem by asked the student to looked for the misunderstanding words in dictionary. But it is still unsatisfied result, means that the student school need another treatment to improve their ability on reading. Besides all those problems above also come into the student at the Third Semester English Education Program for Teacher Training Faculty Institute of Islamic States Palopo.

For solving the problem in reading, the teacher is required to be innovation in choosing suitable strategy, also they must be able to create pleasant atmosphere in the learning process in order to motivate students to reading English text. Reading phases strategies can be defined as deliberate and conscious process by which the reader attempts to overcome a problem. Reading phases strategies are of interest for what they reveal about the way readers manage their interaction with written text and how these strategies are related to text comprehension.

During this time, many ways that have been applied by teacher to improve students' reading comprehension like skimming and scanning method, and also reading aloud. But those are not enough to increase students' ability, surely the students still need another way to touch their memory or mind. In this case, the researcher offers to conduct a research by using reading phases strategy.

Reading is something crucial and has main role in human beings life. By reading, reader can get information about science, technology, and other advancements of the world Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help reader understand written text. In this case student at the third semester of English Study Program and Teacher Training Faculty of IAIN Palopo faced with one of course namely Reading One to introduce them with reading skill.

Based on explanation above, the researcher interested to do the research about *“Improving Students’ Reading Comprehension Through Reading Phases Strategy at the Third Semester Student English Education Program for Teacher Training Faculty of IAIN Palopo.”*

B. Problem Statement

Based on the focus of the background above, the problem statement of this research is: Is the reading phases strategy effective in improving Students’ Reading comprehension at the Third Semester English Education Program for Teacher Training Faculty of IAIN Palopo.

C. Objective of Research

In relation in the problem statement above, this research aims: To find out the effectiveness of reading phases strategy in improving students’ reading

comprehension at the Third Semester English Education Program for Teacher Training Faculty of IAIN.

D. *Significant of Research*

This result of study expected to be useful information for all readers to improving students' reading skill through reading phases strategy. Also to english lecturer of English Study Program and Teacher Training of IAIN Palopo in order to increasing the students' motivation to learn english.

E. *Scope of the Research*

The scope of the research is improving students' reading skill through reading phases strategy, the research use short story it is to entertain, to gain hold students' interest.

F. *Operational Definition*

1. Reading phases strategy strategies are of interest for what they reveal about the way readers manage their interaction with written text and how these strategies are related to text comprehension.

2. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

In this research the researcher found some researches which are closely related to this research, those research:

Ghazaleh Tarshaei, states in his research entitled, *The Effect of Three Phase Strategy on Iranian EFL Learners'* states this research examined the strategies employed in the Three Phase Strategy (Pre-reading/During-reading / Post-reading) stages of instruction language learning, This research showed that there is no remarkable difference between those learners who treated with the tasks related to pre-reading during-reading and post-reading activates, but it shouldn't be forgotten that as the researcher mentioned at the beginning of this research motivating students, making them enthusiastic in reading and showing them how to get the meaning beyond the text was considered too.²

Gamze Almacioğlu, in his research entitled *Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners*. States, This present study has focused on the effects of reading techniques applied during three reading phases on reading comprehension. Specifically, the study also attempted to measure to what degree application of different reading activities affect the reading performance of the same-level subjects and the three testing points of reading comprehension. Some findings were drawn from the experiment outcomes as follows. First, reading

² Ghazaleh Tarshaei,2015, *The Effect of Three Phase Strategy on Iranian EFL Learners*, *European Online Journal of Natural and Social Sciences*. Vol.4, No.2 pp. 362-372. P371

teachers of two schools are aware of the importance of the reading skill and they try to apply its different activities which are special to each phase in their reading classes. Second, most students are also aware of the importance of the reading in a foreign language. Because of that most of them apply different strategies during the reading activity in order to benefit from the reading while learning a foreign language.³

Researcher concludes between this research and previous research is strategy to improve reading that is reading phases strategy and the differences between this research and previous research is instrument of the research. Where previous research use survey to collect the data and this research was used narrative test with pre and post test design.

B. The Concept of Reading Comprehension

1. Theory of Reading

Reading is one of four skills in learning language including English. In general, reading English text is not very different from any language eventhought it has its own characteristic. As many language, reading text needs special and certain skills. In order to understand any language text expecially the sentence exposition thera are at least four suggestion to do. First, read all paragraph or whole text.⁴ Second, list and very main ideas of the text. Third, classify the

³ Gamze Almacioğlu, 2009, *Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners*, Journal of Language and Linguistic Studies Vol.5, No.1, p.33

⁴Collins Cobuld, 1995*Series English Teaching reading comprehension* . usage fulhaam: the collins cobuild. Online <http://www.edu/>. Chapter. Html collin. Accesed on 10 August 2017.

essential main ideas and fourth make conclusion which cover all important from the text.

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Jack Richards reading perceives a written text in order to understand its context.⁵

As a matter of fact basically reading deals with the ability of people in articulating a written text, and understanding meaning that is conveyed in it. So, the teacher will catch the idea through adjustment of his or her language and thought. Reading does not simply spell word on sentence. Moreover, reader is able to comprehend the whole conveyed by the writer through written text. He or she also associates meaning of sentence connected in each paragraph. Reader who knows many vocabularies certainly will facilitate him or her to comprehend and interpret the author's idea.

Reading is an active process (not product, like history) in which reader shifts between source of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation (revising when appropriate), and use the social context to focus their response.

However reading is a way in which something is interpreted or understood. Reading, it does not mean that reading only understands the words or the grammar.

⁵Jack Richards, John Platt and Heidi Weber, 1990, *Longman Dictionary of Applied Linguistics*, (UK: Longman Group), p.127.

It is not just translating. Reading is thinking, in order to read well in English, you must think in English.

Other authors define reading as the act of simultaneously reading the lines, reading between the lines, and reading beyond the lines, the first part of the definition, reading the lines refers to the act of decoding the words in order to construct the author's basic message.

Reading is a process of picking up information from the page in a word-by-word manner, in which readers shift between sources of information or ways in which something is interpreted or understood. Reading, it does not mean that reading only understands the words or the grammar. It is not just translating

2. Theories of Reading Comprehension

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about.

As comprehension involves the interaction of a wide range of cognitive skills and processes there are many occasions where difficulties arise that may lead to comprehension failure.⁶

⁶ Chain at all, Reading Comprehension A Cognitive Process. 2007 p.18

Illustrations used in association with text can also positively influence reading comprehension by enabling the reader to construct a more elaborated Understanding of the passage. For example, Glenberg and Langston encouraged readers to focus on illustrations and to use self-questioning strategies related to what was happening in the story. The researchers found that there was a connection between the visual mental models that the reader's construct and the visual information from the pictures in the text during comprehension.⁷

Reading is means of language acquisition, of communication and of sharing information and ideas.⁸ Reading is usually conceived of as a solitary activity in which the reader interact with the text in isolation⁹ In foreign language learning, reading is likewise a skill that teachers simply, expect learners to acquire. Reading, arguably the most essential skill for success in all educational contexts, remains, a skill of paramount important as we create assessment of general language ability.¹⁰

Reading tasks generally begin with a specific prediction or orientation activity. These strategies will vary from the text for the gist to reading carefully for detailed comprehension. In some cases students will be required to read the text more than once.

Reading comprehension enable readers to turn writing into meaning and achieve the goals of independence,comprehension,and fluency.

⁷ Chain at all, Reading Comprehension A Cognitive Process. 2007 p.18

⁸ Michell H. Long and Jack C. Richard, *Methodology in TESOL*(Hawai: University at Manoa, 2002), p. 234

⁹ [http://en. Wikipedia. Org /wiki/reading](http://en.wikipedia.org/wiki/reading) (process).

¹⁰ H.Douglas Brown. *Language Assessment Principles and Classroom Practise* , Logman : San Francisco State University: 2004),p. 185

Reading skills are specific abilities which enable a reader:

1. To read the written forms as meaningful language
2. To read anything written with independence, comprehension and fluency
3. To mentally interact with message.¹¹

Reading skill just means how well you read, what types of words you understand, how well you understand grammar, and how well you understand the meaning of the piece that you read. Reading is the ability to understand, assimilate and retain stories and ideas communicated through the written word.

3. The Purpose of Reading Comprehension

Reading text, like listening texts, may be authentic or adapted from authentic sources. The type of text and the purpose for reading will determine the kinds of reading strategies required in the task. Reading must be seen as an acquired ability, but it implies a lot of practice, a good vocabulary background, good speed and intonation and knowledge of some techniques that can guarantee comprehension.

Some purposes of reading:

1. For pleasure or personal reasons
2. To find general information such as what a book is mostly about.
3. To find specific topics in a book or article
4. To learn subject matter that is required for class.¹²

3. Type of Reading

¹¹ *Ibid*, p. 185

¹² http://www.en.wikipedia.org/wiki/reading_purpose, accessed on July 21 2017.

According H. Douglas Brown in his book said that in the case of reading, variety of performance is derived more from the multiplicity of types of text (the genres listed above) than from the variety of overt types performance are typically identified, and these will serve as organizers of various assessment tasks.

a. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve words, punctuation and other graphemic symbols.

b. Selective. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching true/false, multiple choice, etc.

c. Interactive. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

d. Extensive. Extensive reading, as discussed in this book, applies to texts of more than one page, up to including professional articles, essays, technical reports, short stories and books.¹³

4. *Level of Reading Skill*

¹³ H. Douglas Brown, *op. cit.* p. 189

In teaching reading, the teacher should be aware of levels by reading skill, so that they have some criteria by which to judge the material they use in the classroom, and also levels of reading skill used by the students at any particular time. Reading refers to the ability to understand information presented in written form. According to Burn, it consists of four categories, they are:

a. Literal Reading

This is level getting the primary, direct literal meaning of reasoning for it merely a skill of finding what the authors say. In this case, a reader must first understand what the authors say before he/she can draw an inference or make evaluation. The students are able to recall, identify, classify, and sequence details, fact, effects and stated main ideas from a variety of written materials, and can interpret directions.

At this level, reading is aimed at obtaining the detail information of a text effectively, especially in comprehending the text as it stated by word, sentences or paragraph in the text. Therefore this level of comprehension is important since it serves as a prerequisite for higher-level comprehension.

b. Interpretative Reading

It includes thinking skill in which readers identify ideas and meaning that are not stated explicitly in the written text. In addition, it is higher level than literal reading in that reader may generalize. Determine cause and effect relationship, identify motives, and make comparison. To comprehend. To comprehend at the interpretative level the reader must be able to understand an

indirect message which is contained in literal words, and must infer what the author means or tries to say.

Interactive comprehension usually includes making inferences about main ideas of passage, reference of adverb, omitted word. Besides, it also contains detection of the mood of the passage and the author's purpose in writing a selection, drawing conclusion and interpreting figurative language.

c. Applied Reading

It includes both literal comprehension and interpretative comprehension. It requires a reader to react in terms of its relevance and significance and he/she also involves in creating new insights about the material.

The basic concept of applied reading is evaluating written material, for instance comparing the ideas discovered in the material with known standards and drawing a conclusion about accuracy, appropriateness, and suspending judgment until he/she considered all the material.

d. Creative Reading

Creative comprehension involves the positive response of the reader about what has been read. Sometimes a response may not be evident because it is intensely private.

Understanding at the creative level involves applying new knowledge to an existing situation, or applying existing knowledge to a new situation. It is also concerned with the production of new ideas and the solving of problems of an open-ended kind, where more than one course of action is possible. This occurs when a reader applies what has been read to a new situation and then recombines

the author's idea make new concepts. Through creative reading comprehension, a reader creates something new.¹⁴

5. *Kinds of Reading*

According Geoffrey Broughton, et al, categorizes reading into some categories:

a. Reading Aloud

Reading aloud involves understanding the black marks first and then production of the right noises. Most people, if they are asked to read something aloud, like have an opportunity to 'glance over' what it is they are being asked to read. In the actual process of reading aloud to they usually find that their eyes several words if not lines a head of their tongues.

If reading involves only the first two of the components, A-B, the results is 'barking at print'. It is perfectly easy to learn to read an exotic language in this sense, one can learn to make the right noises to correspond with the squiggles on the page without having the slightest understanding of what the sense of it is.

It must be recognized that reading aloud is primarily an oral matter. For those who teach foreign language it is closer to 'pronunciation' than it is to 'comprehension'. While it is perfectly proper to try to develop the skill of reading aloud it clearly cannot be done using an unfamiliar text the content and language are clearly understood, detailed explication and practice of special pronunciation problems in it, and small group techniques. It must also be admitted that the usefulness of the skill of reading aloud is limited. Few people are required to read

¹⁴ Paul Burn, et. al., *Principles of Language Learning and Teaching*, (Boston, 1994), p.150.

aloud as a matter of daily routine, radio newscasters,clergymen,perhaps actors and that is all. To the huge majority its importance is minimal.

b. Silent Reading

Silent reading is the interpretation which is most likely for the reading term.This is perhaps the nearest approach to the essence of reading, the A-C of it. It is obvious that by the greatest amount of reading, that is done in world is silent. A reading room is a silent room. But the nature of the silent reading skill is far from uniform. It varies according to the use to which it is being put. Some of the uses are 1) to survey material which is to be studied, to look through indexes, chapter headings and outlines, 2) to skin particularity when one item of information is being sought in a mass of other printed information, 3) to gain superficial comprehension as when reading for pleasure or preparing to read aloud, 4) to study the content of what is read in some detail, 5) to study the language in which the material is written this may involve textual study in the literary sense or it may need to do. The depth and detail understanding, of comprehension, increases as go through these ways of using reading, in sequence. The skilled reader has developed all of these ways of using reading. It is common for the third, fourth, and sometimes fifth of these to be encouraged in school,though the first and second are almost completely neglected.

c. Extensive Reading

Of these five kinds of reading are sometimes grouped together and called extensive reading. The object of such reading is to cover the greatest, possible amount of text in the shortest possible time. A relatively low degree of

understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant – as is the case for example with newspaper reports. The label indicates that those who use it are not concerned with the actual skill involved but with the effects which the employments of those skills produce, that is to say familiarity, albeit not a very thorough familiarity, with a large body of reading material. It is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved. It is also one of the means by which a foreigner may be exposed to a substantial sample of the language; he may wish to learn without actually going to live in the country to which that language is native.

d. Intensive Reading

The remaining two kinds of reading activity, content study together and linguistic study reading are also often grouped together and called intensive reading. Once again the term indicates that it is not the nature of the skills involved that is most interesting but the results, in this case a deep and thorough understanding of the black marks on the paper. The concern is for detailed comprehension of very short texts. Intensive reading is typically concerned with text of not more than 500 words in length. The objective is to achieve full understanding of logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his end.

e. Reading Speed

Closely related to degree of understanding is reading speed. Obviously the rate at which may be covered becomes slower as depth and detail of understanding increase, but there are number of other factors which enter in here. One of these may be the clarity of the text itself. Another factor is the extent to which the content of a text is already familiar to the reader. Nevertheless it is possible to develop reading speed, and efficient reading involves high reading speeds with high levels of comprehension.¹⁵

Many people seem to belief that study and slow reading are the same, or at least that in order to study well one must read slowly. It is very important that this belief be undermind. Study involves several other sorts of reading skill. The good student will probably want to make preliminary survey what he is going to study, this will then read, perhaps partly skimming, partly reading intensively to find the answer to those questions, and he was recorded the answer he will at some future time revise the material.

It should be the concern of every teacher to foster increased general reading speed in pupils, fluent silent reading speed in pupils. Fluent silent reading is specially necessary for anyone who purpose venture on to any kind of higher education, it is fairly easy to double and treble that speed, it is obvious that the effort to do this to be made.

6. *Problem in Reading*

There are problems in reading as follows:

¹⁵ Geoffrey Broughton, et. al, *Teaching English at a Foreign Language*, (London, 1985). P 90-94.

a. problem of vocabulary,

When we read book, we feel that the greatest problems that is vocabulary. If we do not have enough vocabulary, it is sure that we are difficult to understanding the content.

Some students quickly read few, if any difficulties. The teacher's role is to help these students' identity problems and try to provide exercise, and activities to help them overcome their weakness.

According to Nuttall, the students are generally not aware of, but it is important that they should make themselves understand that possible vocabulary should make be taken consideration. Once they accept that is naturally to have an active vocabulary (words understand approximately when we meet them, but cannot use) their attitude to know word may become more relaxed. On the other hand, new vocabulary cannot be found without reading.¹⁶

b. Problem of Structure

Sentence structure is part sentence problems especially in understanding reading. Nuttall says that; we can make use of structural clues establish, not exactly the meaning, but at last the type of the grammatical category of words represented by the new item. This tells us kind of meaning of understanding.¹⁷

Based on the opinion above, we knew is a verb, them the sequence.” The spooky rundle kneaded” would begin to make be a noun, because a gap between

¹⁶ Cristian Nuttall, *Teaching Reading skill in Foreign Language*. (London; Cristian Nuttall,1982).p.33

¹⁷ Ibid,p.26

“the” and a verb must be followed by a noun. Students may not know what a rundle is, but once he has identified it as a noun, he is a little nearer to understand the sentences. Of course, new words do not always occur in such straight forward surrounding as the sentences about the hurdle. But providing the neighbor word which similar, or at least identifiable as a verb, adjective, act. It should be possible to work the part of speech of new word, and this is the beginning of making sense of the text.

c. Problem of Semantic

As it is learning situation, some students quickly learn to read a few, if any difficulties. But not all word is difficult. Therefore, if the students find difficulties word, the teacher must help them overcome the problems. According to Nuttal there are some difficulties the readers have to deal with students's difficulties in semantic.¹⁸

C. Reading Phases Strategy

1. Three Reading Phases Strategy

To encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur.

Pre-reading activities:

¹⁸Cristian Nuttal, *Teaching Reading Skills in Foreign Language*. (London; Cristian Nuttal,1982),p.27

a) Introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata.

b) Previewing a text with students should arouse their interest and help them approach the text in a more meaningful and purposeful manner as the discussion compels them to think about the situation or points raised in a text. The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay.

Pre-reading activities include: discussing author or text type, brainstorming, reviewing familiar stories.

While-reading: exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. Helping students to employ strategies while reading can be difficult because individual students control and need different strategies. Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such as,

a). Practice, exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice.

b). Considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content.

c). Reading for specific pieces of information; and learning to use the dictionary effectively.

Post-reading exercises:

a). first check students' comprehension and then lead students to a deeper analysis of the text, when warranted. Because the goals of most real world reading are not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new information into what one already knows, foreign language reading must go beyond detail-eliciting comprehension drills to help students recognize that different strategies are appropriate with different text types. For example, scanning is an appropriate strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories.

b). Discussing in groups what they have understood, students focus on information they did not comprehend, or did not comprehend correctly.

2. The aims of Reading Phase Strategy

Arif Saricoban states some aims of reading phase strategy in reading approach. The aims of reading phase strategy can be seen below:

a. Pre-reading Stage

The pre-reading stage attempts to:

- 1) Improve students' interest in the topic, and motivate them,
- 2) Provide some predicting/guessing activities for the reading passage,
- 3) Make use of students' background knowledge about the topic,
- 4) Prepare the students for the context of the reading passage,
- 5) Build a bridge between the reading passage and the learners' background

knowledge, and interests. In pre-reading activities, students are asked to:

- 1) Find answers to given questions based on the text;
- 2) Give their personal opinion about the topic;
- 3) Predict the continuing text¹⁹

In critical pre-reading activities, students can be asked to consider:

- (1). The reason the author is writing about the topic;
- (2). The whole range of ways to write a particular text;
- (3). The generating of their own list of questions.

b. While Reading Stage

This stage aims to improve:

1. Students' understanding the writer's purpose, the language structure and the logical organization in the reading text,
2. Developing and helping comprehension for the reading text content,
3. Helping students use their own inferring and judging abilities,
4. Reminding the students of the importance of vocabulary for contextual clues for meaning and guessing the meaning of unfamiliar words,
5. Helping students make use of cross-cultural elements,
6. Helping students develop their linguistic and sociolinguistic knowledge,
7. Learning to generalize on the issue under discussion,
8. Reading consciously,

¹⁹ Arif Saricoban, *Reading Strategies of Successful Readers Through the three Phase Approach*, 2002, P 4

9. Skimming (looking for general information),
10. Scanning (looking for specific information).

c. Post-reading Stage

The aims of post-reading work are:

1. To help students use their acquired knowledge in similar readings,
2. To help them integrate their reading skills with the other language skills: listening, speaking and writing,
3. To help them integrate with the foreign culture,
4. To make use of key words and structures to summarize the reading passage,
5. To extract the main idea of a paragraph or a reading text,
6. To interpret descriptions (outlining and summarizing),
7. To make use of classroom games for reading.²⁰

D. Concept of Short Story

Short story can usually be read in one sitting information offered in the story is relevant to the tale being told. This is unlike a novel, where the story can diverge from their main plot, usually ties to leave behind a single impression or effect. Usually, though not always build around one character, place, idea, or act.

²⁰ Arif Saricoban, *Reading Strategies of Successful Readers Through the Three Phase Approach*, 2002, P3

Because they are concise, writers depend on the reader bringing personal experience and prior knowledge to the story.²¹

1. *Short Story*

The characters of short story

- a) Arresting opening
- b) Interesting plot
- c) Well developed and appropriate structure
- d) Action
- e) Tension
- f) Clearly recognizable climax
- g) Satisfying ending

2. Four Major components of the short story

a. Plot

The action that takes place in the story it is a series of connected happenings and their result. In order to have a result, we must have an initial event, or conflict

b. Setting

The background against which the incidents of the story take place. Not merely a place, it includes the places where, the time when, and social conditions under which the story moves along. This can include atmosphere, the tone and

²¹ Asdiani, *The Use of Story Book in Improving Students' Reading Comprehension at Fifth Grade in SDN Kambo*, (Palopo : 2010), p.40

feeling of a story, i.e, gloomy, cheery, etc. In one form another, setting is essential to the story. Often, the relevance of the story is lost in another setting.

c. Characters

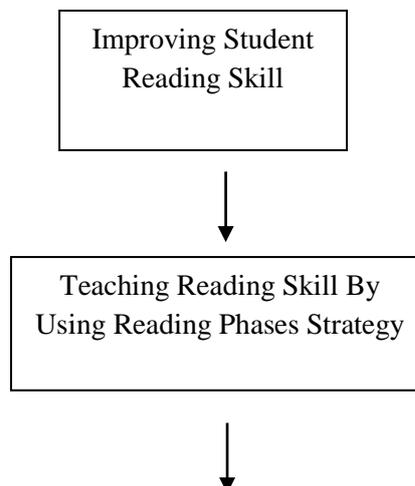
There must be living beings in the story that think or act in order to keep the story going. They seem like living and feeling individuals in order for us to feel strongly about them. The worst thing that could happen for a writer is that you feel indifferent toward the characters. If we don't care for the characters, we are not inclined to keep reading.

d. Theme

The total meaning of the story. It does not have to be tied up in a simple moral. In many cases, stories are packages that allow readers to see the outcomes of certain behaviors. Without a theme, the story lacks meaning or purpose. Sometimes the theme is stated, sometimes it is only implied. In other stories, the theme may be a direct refutation of a traditional theme.

E. Conceptual Framework

The conceptual framework in this research is present as following as:



Improvement of reading skill By Using Reading Phases Strategy

In the diagram above is classified in the following:

There are some way to improve students reading skill by using short story, the teacher have make students interest in learning process. In connection with the importance of reading expansion in the students in beginner learner study as English teacher should look for some effective way teaching by using reading phases strategy. One way for effective learning teaching is consideret to be useful if students-teacher create a good situation and with use reading phases strategy in learning procces make effective teaching reading, can improve reading skill motivation the students reading skill by using reading phases strategy solving problem can improving students reading comprehension.

F. *Hypothesis*

In this research the writer purpose the following hypothesis as:

- a. H1 = There is significant different between pretest and posttest after teaching using reading phases strategy.
- b. H0 = There is no significant different between pretest and posttest after teaching using reading phases strategy.

CHAPTER III

RESEARCH METHOD AND DESIGN

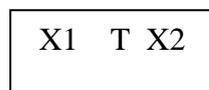
This chapter describes about the research design, variable population and sample, instrument of the research the procedure of collecting data, and technique of data analysis.

A. Method Of the Research

This research used pre-experimental research method with pre test and post test design. Pre- experimental are simplest form of research design. In a pre experiment either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause change. It aim to find out whether use short story can improve students' reading skill.

B. Design of the Research

The research applied pre-test and post-test design. The design was written as follow:



Where:

X1 =pre-test

T =Treatment

X₂ =post- Test

The observation did before treatment called pre-test and the observation done after treatment is called post –test. If the result of post testis better than pre-test,it means the program is effective. If the result of post-test is similar to pre test it means that the program is not effective.

C. Population and Sample

1. Population

The population of the research was the of students at Third Semester English Education Program for Teacher Training Faculty of IAIN Palopo. The total population is 120 students, there are class A, B, C and D.

1. Sample

This research used cluster sampling where the researcher was take class B as a Sample.

D. Instrument of the Research

1.Test

In this researcher, the researcher use pre-test and pos test. The pre-test and post-test is use to know the students' reading comprehension. For this test, the

researcher gave some questions about the text. The test purposed that the students can answer the questions in written test.

E. Procedure of Collecting Data

In collecting data the writer used some procedure as follows:

1. Pre-test

Before the researcher explain about reading phases strategy, the researcher will give pre-test for the students and purpose of the test that would be done. The teacher teaches material under the title “The Tiger Who Would Be King.

2. Treatment

After the pre-test, the researcher gave treatment to the students. The treatment will conduct in six meetings explain as follows:

a. First treatment

In the treatment process the teacher divided activities into three aspects. The first is pre activities second is main activities and the last is post activities. In the first treatment the teacher teaches material with the title “A Secret Talent”. In the pre activities the teacher prepare the students to learn, greetings and asking the students condition, Presenting the purpose of the meeting, preparing the media for learnt and gave explanation to the students about the learning material. The objective of this treatment, the student knows about main idea of the story, what happen on the story, how many people in story.

In the main activities, the teacher introduced to the students about particular text. The teacher and the students previewing text. The teachers help the

students to employ the strategies. The teacher guide the students to answer the question according to the text and the teacher asks the student to follow up their answer

In the last activities, the teacher asks the students about their difficulties during treatment process. Concluding the material and inform the material at the next meeting to the students to give reinforcement.

b. Second Treatment

In the Second treatment the teacher teaches material with the title “Anniversary Day”. In the pre activities the teacher prepare the students to learn, greetings and asking the students condition, Presenting the purpose of the meeting, preparing the media for learnt and gave explanation to the students about the learning material. The objective of this treatment is the student knows about the story, and what happen in the end of the story.

In the main activities, the teacher introduced to the students about particular text. The teacher and the students previewing text. The teachers help the students to employ the strategies. The teacher guide the students to answer the question according to the text and the teacher asks the student to follow up their answer

In the last activities, the teacher asks the students about their difficulties during treatment process. Concluding the material and inform the material at the next meeting to the students to give reinforcement.

c. Third treatment

In the Third treatment the teacher teaches material with the title “The Pet Shop”. In the pre activities the teacher prepare the students to learn, greetings and asking the students condition, Presenting the purpose of the meeting, preparing the media for learnt and gave explanation to the students about the learning material. The objective of the treatment is the student knows main idea of the story, how many people of the story and incident inside the story.

In the main activities, the teacher introduced to the students about particular text. The teacher and the students previewing text. The teachers help the students to employ the strategies. The teacher guide the students to answer the question according to the text and the teacher asks the student to follow up their answer

In the last activities, the teacher asks the students about their difficulties during treatment process. Concluding the material and inform the material at the next meeting to the students to give reinforcement.

d. Fourth treatment

In the fourth treatment the teacher teaches material with the title “Lost and Found”. In the pre activities the teacher prepare the students to learn, greetings and asking the students condition, Presenting the purpose of the meeting, preparing the media for learnt and gave explanation to the students about the learning material. The objective of this treatment is the student knows about main idea of the story, what happen in the story and problem that happen in the story.

In the main activities, the teacher introduced to the students about particular text. The teacher and the students previewing text. The teachers help the

students to employ the strategies. The teacher guide the students to answer the question according to the text and the teacher asks the student to follow up their answer

In the last activities, the teacher asks the students about their difficulties during treatment process. Concluding the material and inform the material at the next meeting to the students to give reinforcement.

3. Post test

The post test procedure is the same as pre test. The teacher will teach material with the title “The Smartest Parrot”.

F. Technique of Data Analysis

The data which have been collected through pre-test and analyzed by following steps:

1. Scoring the students

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number}} \times 100^{22}$$

2. Classifying students scores by using percentage

$$P = \frac{F}{N} \times 100\%$$

Where: P= Percentage

F= Frequency

N= Number of sample²³

To understand the level of students scores the following classification are used:

²²L, R Gay, *Educational Research, (USA,1981),P.225*

²³*Ibid, p. 292*

Classification	Score	Rating
Very Good	86-100	6
Good	76-85	5
Average	56-75	4
Fair	36-55	3
Poor	16-35	2
Very Poor	0-15	1

3. Calculating the result of students T test by using SPSS 20.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research show the result of the data that have been analyzed statistically and the tabulating of data. It compares of the students' score in pre-test and post-test, classification percentage of students score in pretest and posttest, the mean score and standard deviation of the students' pre-test and post-test.

1. The analysis students' reading score in pretest and posttest.
 - a. Pre-test

In this section, the researcher shows the complete score of students in reading comprehension (student correct answer) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' reading comprehension score in pretest. The researcher presents the data in the tables and calculates the score by using SPSS 20 program. Then, the researcher shows the students' complete score reading comprehension in pre-test. The tabulation of students' score in the pretest can be seen in table 4.1:

Table 4.1

The Scores of Students` Reading comprehension in the Pre-test

Respondent	Correct Answer	Score
R1	1	16.7
R2	2	33.3
R3	2	33.3
R4	2	33.3
R5	1	16.7
R6	2	33.3
R7	4	66.7
R8	2	33.3
R9	2	33.3
R10	3	33.3
R11	1	16.7
R12	2	33.3
R13	2	33.3
R14	1	16.7
R15	2	33.3
R16	1	16.7
R17	1	16.7
R18	1	16.7
R19	1	16.7
R20	1	16.7

Table 4.1 shows that the lowest score was 16.7 there were eight students got it beside, the highest score was 66.7 there was one student got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.2:

1) Students correct answer

Table 4.2
The Score of Students' Correct Answer in Pre-test

Respondent	Correct answer	Respondent	Correct answer
------------	----------------	------------	----------------

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Correct	20	1.00	4.00	1.7000	.80131
Valid N (listwise)	20				
R1	1		R11		1
R2	2		R12		2
R3	2		R13		2
R4	2		R14		1
R5	1		R15		2
R6	2		R16		1
R7	4		R17		1
R8	2		R18		1
R9	2		R19		1
R10	3		R20		1
			$\Sigma 20$		

To calculate the mean score of students' correct answer, the researcher calculated it by using SPSS 20. The result can be presented in to the table descriptive statistic it can be seen in table 4.3:

Table 4.3
The Mean Score of Students' Correct Answer in Pre-test

From the table 4.3, it shows that the highest score of students is 4 and the lowest score is 1. Besides, it also indicates that the mean score of students' accuracy in pre-test is 2.3 and the standard deviation error is 0.80131.

In other side, the researcher also has written the students' score of correct answer before giving treatment through narrative text and it presents through the table rate percentage scores. It can be seen in table 4.4

Table 4.4
The Rate Percentages Score of the Students' correct Answer in Pre-test

Classification	Score	Rating	Frequency	Percentage
Very Good	86-100	6	-	0%
Good	76-85	5	-	0%
Average	56-75	4	1	5%
Fair	36-55	3	1	5%
Poor	16-35	2	9	45%
Very Poor	0-15	1	9	45%
			20	100%

The table 4.4 indicates that students' score in the frequency of pre-test. It shows that there was none of the student (0%) who got very good and good. The other showed that there was 1 student (5%) who got average. It also shows that there was 1 student (5%) who got fair. And there were 9 students (45%) who got poor and very poor. Based on the data above, it can be seen on the table above there is no one student got very good and good that indicated the reading comprehension of the students still low.

The researcher shows the students' complete score reading comprehension in post-test. The tabulation of students' score in the posttest can be seen in table 4.5:

Table 4.5

The Score of Students' Reading comprehension in the Post-test

Respondent	Correct Answer	Score
R1	4	66.7
R2	4	66.7
R3	5	83.3
R4	4	66.7
R5	4	66.7
R6	5	83.3
R7	3	50.0
R8	3	50.0
R9	3	50.0
R10	3	50.0
R11	3	50.0
R12	3	50.0
R13	3	50.0
R14	3	50.0
R15	3	50.0
R16	3	50.0
R17	3	50.0
R18	1	16.7
R19	3	50.0
R20	3	50.0

T

able

4.5

shows that the lowest score was 16.7 there was only one student got it beside, the highest score was 83.3 there was one student got it.

Furthermore, the researcher presented and tabulated the mean score of the students' correct answer. It can be seen in table 4.6:

2) Students correct answer

Table 4.6
The Score of Students' Correct Answer in posttest

Respondent	Correct answer		
R1	4	R11	3
R2	4	R12	3
R3	5	R13	3
R4	4	R14	3
R5	4	R15	3
R6	5	R16	3
R7	3	R17	3
R8	3	R18	1
R9	3	R19	3
R10	3	R20	3
		$\Sigma 20$	

To calculate the mean score of students' correct answer, the researcher calculated it by using SPSS 20. The result can be presented in to the table descriptive statistic it can be seen in table 4.7:

Table 4.7
The Mean Score of Students' Correct answer in Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Correct	20	1.00	5.00	3.3000	.86450
Valid N (listwise)	20				

From the table 4.7, it shows that the highest score of students is 5 and the lowest score is 1. Besides, it also indicates that the mean score of students' correct answer in post-test is 3,3 and the standard deviation error is 0.86450.

In other side, the researcher also has written the students' score of correct answer after giving treatment through narrative text in reading comprehension and it presents through the table rate percentage scores. It can be seen in table 4.8:

Table 4.8
The Rate Percentages Score of the Students' Correct Answer in Post-test

Classification	Score	Rating	Frequency	Percentage
Very Good	86-100	6	-	0%
Good	76-85	5	1	5%
Average	56-75	4	4	20%
Fair	36-55	3	13	65%
Poor	16-35	2	-	0%
Very Poor	0-15	1	1	5%
			20	100%

The table 4.8 indicates that students' score in the frequency of post-test. It shows that there was none of student (0%) got very good. The other showed that

					Lower	Upper			
Pair 1	Pretest – Posttest	27.50500	17.32991	3.87509	35.61565	19.39435	7.098	19	.000

The hypothesis was tested by using SPSS 20. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N – 1, where df = 19, than the t-test is presented in the following table.

Table 4.11.
The Probability Value of T-Test of the Students' Achievement

Variable	P-Value	(α)
X2 – X1	0.00	0.05

Hypothesis Testing

From the analysis, the researcher concludes that there was a significant difference between pretest and posttest in teaching reading comprehension by using reading phases strategy. In other words, using reading phases strategy in teaching reading could be used to increase the students' reading comprehension.

The result of statistical analysis for level of significance 0, 05 with degree of freedom (df)= N-1, where (N) = 20, df = 19. The probability value was smaller than α (0.00<0.05). It indicated that the alternative hypothesis (H1) was accepted

and the null hypothesis (H₀) was rejected. It means that narrative text effective in increasing reading comprehension

B. Discussion

After calculating and analyzing the data at the findings, the researcher presents the discussion of students' data. This section presents the result of data analysis and relates it to the theory in chapter II. Furthermore, this section aimed at describing the students' enhancement in reading comprehension through reading phase strategy.

Reading involves a variety of skills. They are skimming, scanning, references, summarizing and identifying the main idea and supporting details. According to Alyousef, "Reading can be seen an interactive process between a reader and a text which leads to automatically or reading fluency."²⁴ While Grabe, argues reading can be seen an active process of comprehending where students need to be taught strategies read more efficiently. For example, guess from context, define expectation, and make inferences about the text, skim ahead to fill in the context.

Reading comprehension is a very complex cognitive activity. Comprehends are not viewed as merely passive recipients of information but as active constructors of meaning. Skilled comprehends use a wide repertoire of language skills to gain meaning from text by constructing a text-based model while at the same time Reading Comprehension they draw upon and use their own

²⁴Ayousef,2005, *Theaories of Reading comprehensions and Kinds of Test*. P1

background knowledge to construct a situation model of the understandings related to the text passage. To be effective, readers need to be actively engaged in the reading process by using their metacognitive.²⁵

Skills to monitor and regulate their own meaning making processes. Jacobs and Small states notes and as reconsolidated in this study, the Three-Phase Approach method combines conventional teaching procedures such as topical warm-up, explicit vocabulary instruction and possibly grammar correction with a new type of meaning-based reading activity. A Three-Phase Approach reading class embodies several important principles of language learning such as learner autonomy, cooperation among learners; focus on meaning and self and peer assessment.²⁶

Language, learners were engaged in authentic communication and were helping one another. Three-Phase Approach provided learners with enough time to become familiar with the intended topic in each session and that they were engaged in the tasks and seemed to be enjoying it. The Three-Phase Approach, procedure involved learners in both decoding and encoding the message and as the teacher/researcher observed during the instruction, it enhanced their reading as well as their writing and communication skills. It pushed learners to produce a meaningful text while cooperating with other learners. The task provided learners with a sense of achievement and encouraged them to think about the process of

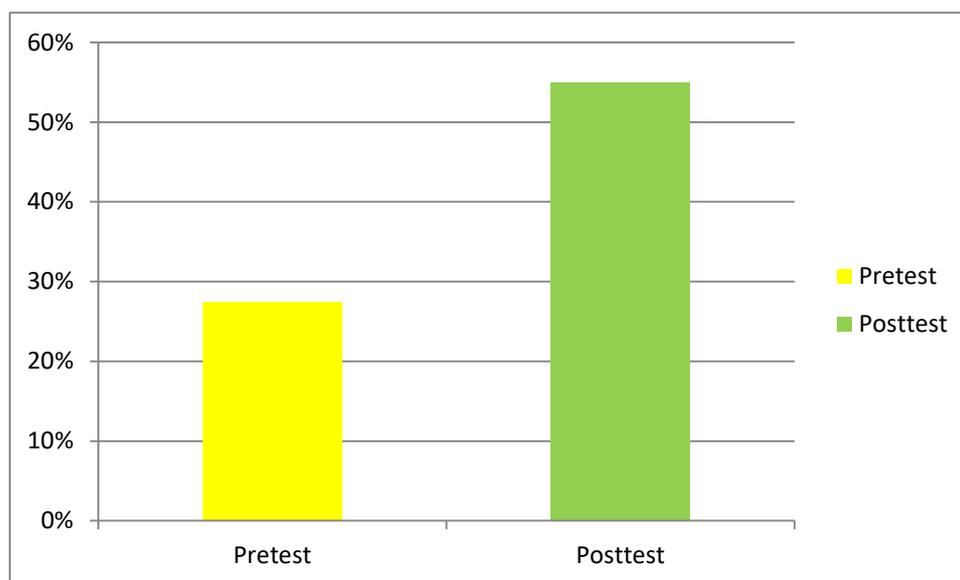
²⁵ Wolley G.2011 Reading Comprehension Assisting Children With Learning Difficulties. <http://www.springer.com/978/94-007>. P33

²⁶Gazaleh Tarzhaei, 2015 *The Effect of Three Phase Approach on Iranian EFL Learners' Reading Comprehension*. P 350.

their language learning. In short, if it is implemented correctly, the Three-Phase strategy can be rewarding to both teachers and learners.

In posttest, the student's weakness had been decreased. In this final test, the students just made a few errors. Thereby, the description of the data in findings shows that there is significant difference between the students' score in pretest and posttest. It can be shown in the following chart:

1. Chart Mean score of students' correct answer in pretest and posttest



Bar chart of students' correct answer shows that there is significance difference of students' score in pre-test and post-test. The students' score in post-test is higher than their score in pre-test. It means that there is improvement of students' score from pre-test to post-test after they learnt reading comprehension by narrative text. The improvement of students' score shows that there is improvement of students' ability in reading comprehension. It presents that the

students' ability in reading comprehension increased after they learnt reading comprehension by reading phase strategy.

Based on the research finding above, the researcher concludes that between previous studies and the writer research, there were difference and similarity. The similarity the previous research and this research were focused on reading task to know the students reading comprehension. The difference with previous research, the researcher focused on narrative text and reading passages to know the students' reading comprehension, the researcher applied narrative text in reading comprehension and it can help the students to improve their achievement in reading.

Reading in language classrooms is an activity which is interactive and mostly it is directed by teachers. They use different techniques to make reading activity much meaningful and thus, it can be handled in three phases to manage the task in a much proper and effective way. These three phases are pre-reading, while-reading and after-reading phases. Each of them has its own important role. They are all necessary parts of a reading activity. In language classrooms, these phases have to be put in consideration in order to achieve to develop students' reading skills.

Reading comprehension instruction must be responsive. Continually assess progress in learning, make specific instructional accommodations to meet individual student's needs, and provided individualized and elaborated feedback. Reading comprehension instruction must be systematic. Systematic reading instruction is structured, connected, scaffold, and informative. Structured

instruction is characterized by lessons that organize and group new knowledge and skills into segments that can be sequentially presented in a clear manner. Connected instruction is characterized by lessons that show the learner connections between the segments and what is already known.

Before Reading Strategies consist of those strategies that a student learns to use to get ready to read a text selection. These strategies help the student get an idea of what the author might be trying to say, how the information might be useful, and to create a mental set that might be useful for taking in and storing information. These strategies could include previewing headings, surveying pictures, reading introductions and summaries, creating a pre-reading outline, creating questions that might need to be answered, making predictions that need to be confirmed.

When a teacher introduces a reading selection to students, walks students through the text, helps the students get ready to read through the use of advance organizers, or creates pre-reading outlines, he/she is ensuring content learning by compensating for the fact that students have not developed good Before-Reading Strategies. Teachers will need to continue to lead students in these types of before-reading activities to ensure content area learning occurs until students have been taught to fluently use Before-Reading Strategies. Teacher use of before-reading prompts and activities does not necessarily lead students to develop and use Before-Reading Strategies independently without direct and explicit instruction. This is why it is important to directly teach and provide practice that gradually requires students to use Before-Reading strategies.

During Reading Strategies consist of those strategies that students learn to use while they are reading a text selection. These strategies help the student focus on how to determine what the author is actually trying to say and to match the information with what the student already knows. These strategies should be influenced by the Before Reading Strategies because students should be using or keeping in mind the previews, outlines, questions, predictions, etc. that were generated before reading and then using this information to digest what they are reading. The During Reading Strategies that help a student understand during reading include questioning, predicting, visualizing, paraphrasing, elaborating (i.e., comparing what is read to what is known), changing reading rate, rereading.

When a teacher develops reading guides and outlines that need to be completed during reading, requires students to ask and answer questions, creates summaries as they read, etc., they are compensating for the fact that students have not developed good During-Reading Strategies. Teachers will need to continue to lead students in these types of during-reading activities to ensure content area learning occurs until students are taught to fluently use Before-Reading Strategies. Teacher use of during-reading prompts and activities does not necessarily lead students to develop and use During-Reading Strategies independently without direct and explicit instruction. This is why it is important to directly teach and provide practice that gradually requires students to use During-Reading strategies.

After-Reading Strategies consist of those strategies that students learn to use when they have completed reading a text selection. These strategies are used to help the student "look back" and think about the message of the text and

determine the intended or possible meanings that might be important. These strategies are used to follow up and confirm what was learned (e.g., answer questions or confirm predictions) from the use of before and during reading strategies. However, After-Reading Strategies also help the reader to focus on determining what the big, critical, or overall idea of the author's message was and how it might be used before moving on to performance tasks or other learning tasks.

When a teacher reviews a reading selection, leads a discussion on what was important about the author's message, helps students summarize or "look back" at what was read, provides a post-organizer, or asks students to complete a study guide over what was learned from reading text, the teacher is compensating for the fact that students have not developed good After-Reading Strategies. Teachers will need to continue to lead students in these types of before reading-activities to ensure content area learning occurs until students have been taught to fluently use After-Reading Strategies. Teacher use of after-reading prompts and activities does not necessarily lead students to develop and use After-Reading Strategies independently without direct and explicit instruction. This is why it is important to directly teach and provide practice that gradually requires students to use After-Reading strategies

In some situations, it can be seen that reading tasks can be handled as if they were too unnecessary to give importance when it is compared with grammar or writing activities. However, teaching reading requires its own specialization and it is not an easy task. Knowing the phases of the reading process and activities

which are special for each phase and also applying these into classrooms are very important parts of language classrooms.

When teachers of foreign language reading recognize that each reader brings to the reading process a unique set of past experiences, emotional and mental processes, level of cognitive development, and interest level in the topic, they also recognize that not all teaching strategies will be effective for all students. When isolating the most effective teaching strategies to use with a group of students, the foreign language teacher must also consider those reader strategies that are not necessarily related to content schemata.

To encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur.

Pre reading activities may be designed to motivate learner's interest, activate prior knowledge or pre-teach potentially different concepts and vocabulary. This is also a great opportunity to introduce comprehension such as cause and effect, compare and contrast personification, main idea, sequencing, and others. In during stage students should have opportunity to confirm predictions, gather and organize information, and begin making generalizations about new understandings gained from the text. The main purpose of *Post-reading* phase is to check for accurate comprehension of the text. By using simple post-

reading strategies, teachers can help learners derive meaning from what he has read and address any misunderstandings that he/she may have encountered.²⁷

Follow up exercises take students beyond the particular reading text in one of two ways by transferring reading skills to other texts or by integrating reading skills with other language skills. Transferable reading strategies are those that readers can assimilate and use with other texts. Exercises that emphasize the transfer of skills include beginning a new text similar to a text for which effective strategies have already been taught, i.e., giving students the front page of a newspaper to read after they have learned to read the table of contents of a journal. Integrative activities use text language and ideas in foreign language listening, speaking, and/or writing. Integrative skills exercises include such activities as students reacting to texts with summaries, new endings, or pastiches; reenacting text; dramatizing interviews based on the text; carefully listening for key words or phrases in authentic video or audio tapes; and creating role-play situations or simulations of cultural experiences.²⁸

Reading phase strategy has three parts, 1) pre reading is consist of those strategies that a student learns to use to get ready to read a text selection. These strategies help the student get an idea of what the author might be trying to say, how the information might be useful, and to create a mental set that might be useful for taking in and storing information. 2) While reading consist of those

²⁷ Ghazaleh Tarshaei, 2015, *The Effect of Three Phase Approach on Iranian EFL Learners'*

Reading Comprehension, European Online Journal of Natural and Social Sciences .p367

²⁸ Elif Leyla Toprak, 2009, *Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners*. Journal of Language and Linguistic Studies. P23

strategies that students learn to use while they are reading a text selection. These strategies help the student focus on how to determine what the author is actually trying to say and to match the information with what the student already knows. 3) Post reading consist of those strategies that students learn to use when they have completed reading a text selection. These strategies are used to help the student "look back" and think about the message of the text and determine the intended or possible meanings that might be important.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion at the previous chapter, the researcher can conclude that using reading phase strategy is effective in increasing reading comprehension student at the Third Semester English Education Study program Faculty of Tarbiyah and Teacher Training of IAIN Palopo . It was proven by the result of the research shows that significant improvement between the students' mean score of pretest and posttest. In pretest, the students' mean score is 27.50 and the students' score in posttest is 50.00. Moreover, it also can be seen by t-test of the students' reading skill achievement was smaller than $\alpha = (0.00 < 0.05)$.

B. Suggestions

Based on the result of the data analysis and conclusion, the researcher proposes suggestion as follow:

1. The English lecturer in English Study Program of IAIN Palopo can apply short story in teaching English, especially in increasing the students' reading comprehension.
2. It is suggested for the students to increase the ability mastery in English especially reading comprehension.
3. The future researcher expected to conduct a research to find another significant of reading phases strategy other English language skills.