

CHAPTER I INTRODUCTION

A. Background of study

Language is very important for human life. We use language to convey our ideas, feeling and thought to the listener or to other people. English as foreign language consist of four skills that should be achieved by the students who learn English namely listening, speaking, reading and writing. In foreign language learning, reading is one of important skill to be taught to the students because through reading they can get information from the text that can improve their knowledge. Grobe and Stoller (2002: 9) state that reading is the ability to draw meaning from the printed page and interpret the information appropriately.

The main purpose of reading text is comprehension of getting meaning of the text. Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, students need to be able to understand what they read, make connections between what they read and what they already know, and think deeply about what they have read. Readers who have strong comprehension are able to draw conclusions about what they read – what is important, what is a fact, what caused an event to happen, or which characters are funny. Thus, comprehension involves combining reading with thinking and reasoning. By reading, reader will gain much more information.

In teaching reading, most of students cannot comprehend English text well and get the information from the text. This means that the more words on a higher

grade level, the more difficult for reader to comprehend the material is likely to be. The length of the sentences also become reason makes students did not have good motivation to read since research has consistently shown that longer and more complex sentences within a passage are more difficult for most readers to comprehend than shorter, simpler sentences.

Based on SMA Negeri 2 Takengon had minimum mastery criteria of English subject was 70. From the KKM above the score was very high for many students. Because we found that the students had difficult to comprehend a text based on the genre. It could be shown from the mean of student's reading ability in table below.

Table 1. The mean of students' ability in reading taken from second grade of SMA NEGERI 2 TAKENGON

Semester	Means of students' ability in language skill			
	Reading	Speaking	Listening	Writing
I	60	64	63	65
II	65	68	65	69

Based on the preliminary observation has been done at SMA NEGERI 2 TAKENGON, by asking the English teacher about the students' achievement in reading especially narrative text. The teacher said that most of the students have difficulties to comprehend a text when they read and still low ability in comprehension. Many of students couldn't exceed the minimum criteria (KKM) apply in the school. The minimum competence criterion of English in the school was 70 meanwhile the scores of the students are lower when the researcher

observed two English teachers who teach grade XI, they agree with the opinion that researcher asked. From the data that the researcher got from them, there were more than 70% of students who couldn't comprehend especially narrative text. It can be seen from their mean of score in last semester. Their mean of score is 65. Considering the condition above, the most important thing to carry out in English teaching that the teacher has to be able to use a new strategy and model of teaching activity become the students active, interest, and comprehends about the main point of reading text. Rasmujiatun (2007) found that Three Phase techniques can improve reading in A study on the effectiveness of three phase technique in teaching reading comprehension for seventh grade. From previous researches showed that the three phase technique can improve students' reading comprehension. The writer interesting to apply the same technique to improve the students' ability in reading uses three phase techniques in narrative text.

In addition previous researches had done by Setyaningsih (2013) the use of three phase technique to improve students' participation and reading comprehension in narrative text. From the result of the research theoretically and empirically that using three phase technique on students reading comprehension in narrative. Ruth (2002) found that the teacher can use the Three Phase as teaching reading comprehension and the students can be easier and active in learning narrative text.

From the previous explanation, the researcher was interested in conducting a research on "The effect of Three Phase technique on students' reading comprehension achievement in narrative text".

B. The problem of study

Based on the background of the study, the research problem of the study is formulated as the following: "is students' achievement in reading narrative text taught by applying Three Phase Technique higher than that taught by applying Lecture Method?"

C. The Scope of the Study

There are many types of reading introduced in Senior High School. This study was limited on narrative text. The study was focused on the effect of Three Phase technique on students' reading comprehension achievement in narrative text by applying in XI IPA 3 class SMA Negeri 2 Takengon.

D. The objective of study

The objective of this study was to find out a significant effect of using Three Phase technique on students' reading comprehension achievement in narrative text than using Lecture Method.

E. The significance of the study

The result of the study was expected to give contribution to the teaching of reading for students and exactly the aim of education can be achieved as well, especially in reading text. The significances of the study can be described as follows:

1. English teachers, as information in teaching narrative through three phase technique.
2. The students to improve their reading comprehension achievement by using three phase technique