

## ABSTRACT

### **Aini, Nurul (2026): The Effect of Three-Phase Reading Strategy with Flashcard on Students' Reading Comprehension of Procedure Texts.**

Reading comprehension is an essential skill in English language learning; however, many students still experience difficulties in understanding and processing information from texts. While students need to develop their ability to comprehend various types of texts, procedure texts require students to understand important information and follow sequences of steps accurately. Therefore, this study investigated the effectiveness of the Three-Phase Reading Strategy with Flashcard in improving students' reading comprehension of procedure texts.

This research employed a quantitative approach using a pre-experimental method with a one-group pretest-posttest design. The participants were 18 ninth-grade students of MTs Kifayatul Achyar in the 2025/2026 academic year. Data were collected through reading comprehension tests and analyzed using descriptive statistics, the Paired-Samples t-Test, and the Normalized Gain (N-Gain) analysis.

The findings revealed a significant difference between the students' pre-test and post-test scores in reading comprehension ( $p < 0.001$ ). The N-Gain analysis also indicated a high improvement in students' reading comprehension after the implementation of the Three-Phase Reading Strategy with Flashcard.

In conclusion, the Three-Phase Reading Strategy with Flashcard was effective in improving students' reading comprehension of procedure texts. Therefore, English teachers are encouraged to implement this strategy as an alternative approach to create structured and interactive reading activities that support students in understanding procedure texts.

**Keywords:** *Three-Phase Reading Strategy, flashcard, reading comprehension, procedure text.*