

CHAPTER I

INTRODUCTION

This chapter explains the research background, questions, objectives, significance, theoretical framework, and previous studies. It establishes a comprehensive theoretical framework for the research, emphasises the study's significance, and gives a conceptual framework. The chapter concludes with a recap of previous studies.

A. Background

This research aims to facilitate students' understanding of procedure texts through the application of the Three-Phase reading strategy with flashcard at a Madrasah Tsanawiyah (MTs). This strategy is designed to simplify the content of procedure texts by breaking down the instructions into short, clear steps that represent the main actions and sequence of the procedure. Each step is presented in the form of a flashcard, allowing students to process the procedural information gradually and systematically.

In the context of secondary education in Indonesia, Madrasah Tsanawiyah (MTs) is the Islamic-based junior high school. At this level, English is taught as a non-native subject to develop basic language skills, especially reading comprehension. Therefore, effective reading instruction is important to support students' academic achievement and understanding of English texts.

The ability to comprehend reading material is a crucial skill in the process of acquiring English skills at the middle school level. Through reading, students are able to obtain information, understand the meaning of texts, recognize context, and hone their thinking skills. According to Grabe (2009), understanding written material requires dynamic interaction between readers and texts, and the reading situation. Therefore, students need effective strategies to help them understand texts.

One type of text taught at this level is the procedure text, which is commonly used to explain how to do or make something through a sequence of steps. To understand procedure texts, students need to comprehend the instructions and the order of the steps,

not merely individual words. This means that students must focus not only on vocabulary but also on how the steps are connected to each other. Therefore, it can be seen that procedure texts play an important role in developing students' reading skills, particularly in understanding instructional texts Grabe & Stoller (2019).

Reading comprehension is a key skill in understanding procedural texts, especially in identifying the sequence of actions and the meaning of each step. In this research, the researcher assumes that students often face difficulties in comprehending procedure texts because they cannot process the instructions in a clear and organized sequence. According to Harmer (2001), reading is not only about recognizing words, but also about understanding meaning through active engagement with the text. Therefore, students need an appropriate strategy to help them understand procedural texts more effectively. Furthermore, Sani and Asty (2021) state that a procedure text consists of goals, materials, and sequential steps that guide readers in accomplishing a particular task. Consequently, students need to understand both the structure and sequence of the text in order to comprehend procedure texts successfully.

However, students often have difficulty understanding procedure texts, especially in recognizing the correct order and identifying important parts such as the goal, materials, and steps. Based on a preliminary observation at an Islamic junior high school in Bandung, many students still have difficulties in understanding procedure texts, especially in identifying the sequence of steps. They also have problems understanding instructions and often feel confused when asked to arrange or explain the steps. These findings show that students' reading comprehension of procedure texts is still low and needs improvement.

One of the factors contributing to these difficulties is the limited use of student-centered learning methods. In many reading classes, students feel bored when reading long procedure texts without enough support, which affects their understanding. Therefore, students need appropriate learning aids to help them understand the steps more clearly and improve their engagement in reading activities Ningsi & Hartono

(2025). This indicates that the use of effective and interactive learning strategies is necessary to support students' learning process.

Flashcards can be used as a simple but effective learning tool in language learning. They provide visual support that helps students remember information, understand concepts, and maintain their attention during learning activities. According to Nation (2017), flashcards facilitate vocabulary learning through repetition and retrieval, which can strengthen learners' retention of information. In addition, Syamsiyah and Ma'rifatulloh (2023) find that the use of flashcards significantly improved students' vocabulary mastery and supported their learning engagement. By using flashcards, students are expected to better understand procedure texts and comprehend the sequence of instructions more effectively. Nation (2017) states that flashcards support learning through repetition and retrieval, while Syamsiyah and Ma'rifatulloh (2023) find that flashcards improve students' vocabulary mastery and engagement. Therefore, flashcards can be an effective tool to support reading comprehension.

Research shows that when learners practice recalling information rather than just rereading it, their memory gets stronger and they can understand material better in the long term (Karpicke & Roediger, 2008). This effect, called retrieval practice, has been demonstrated in studies where students who practice recalling information remember more than those who only reread the material. Research also finds that retrieval practice helps improve memory recall even after several days (Guran et al, 2020). These findings support the use of learning strategies such as memorization, recall, and examine in The Three-Phase Reading Strategy with Flashcard to improve students' understanding of procedure texts.

The concept of Three-Phase learning is commonly used in teaching reading as a structured approach to guide students through stages of comprehension. Harmer (2001) divides reading into pre-reading, while-reading, and post-reading, helping teachers organize learning from introducing the topic to evaluating understanding. This view is supported by Grellet (1981), who emphasizes the importance of activities before, during, and after reading to develop comprehension and engagement. In addition,

William Grabe and Stoller (2002) state that reading is an interactive process involving activating prior knowledge, processing information, and evaluating meaning. These perspectives show that learning occurs through a sequence of stages; therefore, in this study, the three-phase concept is adapted into memorize, recall, and examine as stages of storing, retrieving, and evaluating understanding.

Based on these explanations, this research develops a strategy called the Three-Phase Reading Strategy with Flashcards by integrating the three-phase learning concept with the use of flashcards as the main learning tool. This strategy combines structured learning stages with interactive media to create a more active and systematic learning process. The three phases are designed to reflect the reading process proposed by Grabe and Stoller (2002). The memorize phase is equivalent to activating prior knowledge, as students are encouraged to connect the flashcard content with their existing knowledge before reading. The recall phase corresponds to processing information, in which students retrieve and organize information gained from the text. Meanwhile, the examine phase is equivalent to evaluating meaning, as students review, verify, and reflect on their understanding of the text.

In developing this strategy, the researcher was inspired by an educational game activity presented in the “Clash of Champions” program organized by Ruangguru, particularly in a segment called “Shuffle and Recall,” which applies the steps of memorizing, recalling, and examining information. This inspiration was then adapted into a more structured and pedagogical form for classroom use. Therefore, the Three-Phase Reading Strategy with Flashcards represents an integration of learning stages and learning media, inspired by interactive educational activities, to support effective and meaningful reading comprehension learning.

The use of flashcards is also an important part of this strategy. Flashcards are widely known as an effective learning tool, especially for helping students remember information. According to Nation (2017), flashcards support learning through repeated retrieval and review, helping learners retain information more effectively. In addition, flashcards encourage active participation because students interact directly with the

material. Even though flashcards are often used for vocabulary learning, they can also be used in broader learning contexts because they help students organize and recall information more easily. This shows that flashcards are flexible and can support different types of learning activities, not only memorization but also deeper understanding.

Furthermore, the combination of memorizing and recalling is supported by cognitive learning theory, especially the concept of retrieval practice proposed by Karpicke and Roediger (2008). This theory explains that actively recalling information strengthens memory more effectively than simply reviewing the material. In this research, the recall phase becomes a key element because it helps students reinforce their learning. The examine phase also plays an important role, as it allows students to check their answers and correct mistakes, leading to better understanding. Therefore, the sequence of memorize, recall, and examine reflects a complete learning cycle that includes input, practice, and evaluation.

Based on previous studies, research on the use of flashcards for reading comprehension is still limited, as most studies focus on vocabulary learning or general flashcard use without clear learning stages (Nation 2017; Syamsiyah & Ma'rifatulloh, 2023). In addition, only a few studies have examined this strategy in Indonesian junior high schools. Therefore, this study aims to fill the gap by investigating the effect of the Three-Phase Reading Strategy with Flashcard on students' understanding of procedure texts and to provide practical input for English teachers in using more interactive and structured learning media to improve students' reading comprehension.

B. Research Questions

This study aims to examine the effectiveness of the Three-Phase Reading Strategy with Flashcard in improving students' reading comprehension of procedure texts. The research questions are formulated as follows:

1. What is the students' reading comprehension of procedure texts before using the Three-Phase Reading Strategy with Flashcard?

2. What is the students' reading comprehension of procedure texts after using the Three-Phase Reading Strategy with Flashcard?
3. How significant is the difference between the students' reading comprehension of procedure texts before and after using the Three-Phase Reading Strategy with Flashcard?

C. Research Purposes

This study aims to investigate the effectiveness of the Three-Phase Reading Strategy with Flashcard in improving students' reading comprehension of procedure texts. The objectives of this study are as follows:

1. To find out the students' reading comprehension of procedure texts before using the Three-Phase Reading Strategy with Flashcard.
2. To find out the students' reading comprehension of procedure texts after using the Three-Phase Reading Strategy with Flashcard.
3. To examine the difference between students' reading comprehension of procedure texts before and after using the Three-Phase Reading Strategy with Flashcard.

D. Research Significances

This research aims to contribute both theoretically and practically to English language teaching, especially in the area of reading comprehension of procedure texts. The use of the Three-Phase Reading Strategy with Flashcard is expected to provide valuable insights into effective teaching strategies in EFL classrooms. Therefore, the significances of this research are divided into theoretical and practical significances.

1. Theoretical Significances

This research is expected to extend the theoretical understanding of flashcard-based learning, particularly the Three-Phase Reading Strategy with Flashcard, in the context of students' reading comprehension of procedure texts. It provides empirical evidence supporting the effectiveness of integrating structured flashcard strategies (memorize - recall - examine) to improve students' comprehension of procedure texts. Furthermore,

this research contributes to the theoretical development of interactive and scaffolded learning approaches in EFL contexts, especially at the Islamic junior high school level, by demonstrating how phased flashcard can facilitate understanding, retention, and critical engagement with texts.

2. Practical Significances

The findings are anticipated to offer practical academic value:

a) For the students

The study aims to help students improve their understanding of procedure texts in an engaging and comfortable learning environment. By using the Three-Phase Reading Strategy with Flashcard (memorize–recall–examine), students can improve their comprehension of procedure texts by memorizing key vocabulary, recalling sequences of steps, and examining the structure of instructions. The strategy helps students understand text organization, follow instructions in the correct order, and identify language features such as action verbs and sequencing words. Furthermore, its structured and interactive activities can increase students' motivation and engagement in learning procedure texts.

b) For the teachers

This research is intended to serve as pedagogical guidance for educators to implement the Three-Phase Reading Strategy with Flashcard as an effective instructional tool. It offers evidence-based guidance on using structured flashcard activities to make English teaching more interactive, scaffolded, and engaging, particularly for procedure texts.

c) For future researchers

This research is expected to provide a solid foundation for further studies on the use of structured flashcard strategies in language education. The findings can encourage additional investigations using diverse methodologies, populations, and text types, contributing empirical evidence on multi-stage flashcard instruction outcomes.

E. Research Scope

This study focuses on examining the effect on the Three-Phase Reading Strategy with Flashcard, which consists of memorize, recall, and shuffle-and-recall activities, on students' reading comprehension of procedure texts at the Islamic junior high school level. The independent variable in this research is the Three-Phase Reading Strategy with Flashcard, while the dependent variable is students' reading comprehension. The reading materials used in this study are limited to procedure texts only. The participants are students of Madrasah Tsanawiyah (MTs).

This research only measures students' reading comprehension and does not examine other English skills such as speaking, listening, or writing. In addition, other types of texts such as narrative, descriptive, or recount texts are not included in this study. The research is conducted within a limited period of classroom instruction. Therefore, the findings of this study are limited to the specific context and variables examined.

F. Conceptual Framework

This section presents the conceptual framework of the study, which explains the theoretical foundation and the relationship between the variables examined in this research. The framework describes how the Three-Phase Reading Strategy with Flashcard is expected to influence students' reading comprehension of procedure texts. It serves as a guide for understanding the direction of the study and the connection between the independent and dependent variables.

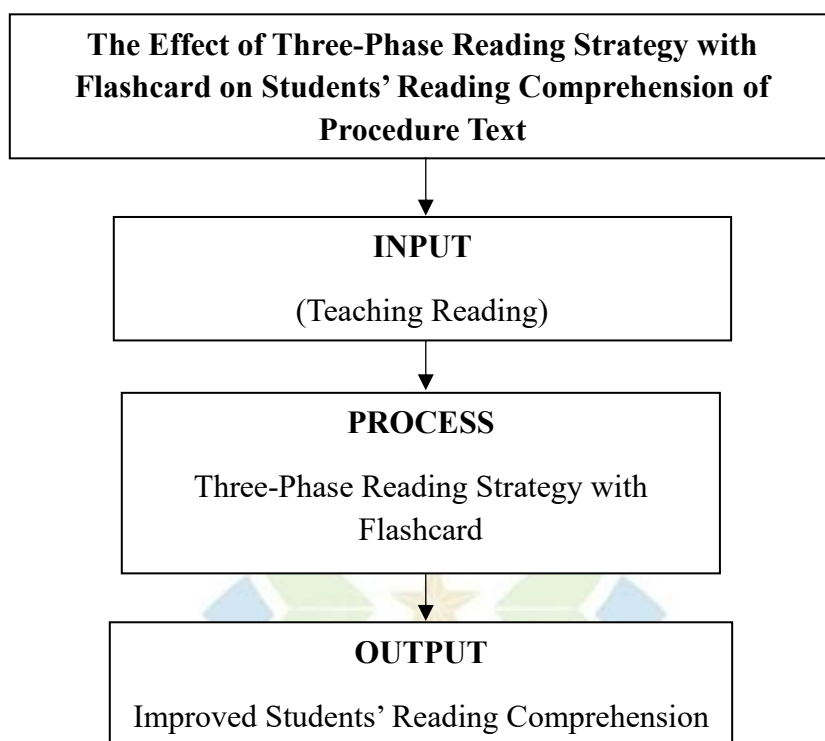


Figure 1. 1 Conceptual Framework

This research explains the relationship between the Three-Phase Reading Strategy with Flashcard and students' reading comprehension of procedure texts at the Islamic junior high school level. The independent variable is the Three-Phase Reading Strategy with Flashcard, and the dependent variable is students' reading comprehension. This framework shows how a structured teaching strategy can influence students' understanding of procedural texts. The framework is organized into input, process, and output components.

Reading comprehension is the ability to understand and interpret meaning from written texts. It is an active process in which readers connect prior knowledge with new information to construct meaning. According to Grabe and Stoller (2019), reading comprehension involves cognitive and metacognitive processes that support effective understanding.

The input of this study is the teaching of procedure texts in English reading classes. Reading comprehension involves understanding meaning, identifying text structure, and recognizing logical sequence (Grabe,2009). In procedure texts, students are required to understand the purpose, materials, and ordered steps. However, many students still experience difficulties in organizing and understanding procedural instructions.

Procedure text is a type of text that provides instructions on how to do or make something through a series of sequential steps. It is designed to guide readers in completing a task in a clear and organized manner. According to Anderson and Anderson (2003), a procedure text consists of a goal, materials, and a sequence of steps that must be followed in order.

The process of this framework is the implementation of the Three-Phase Reading Strategy with Flashcard, which consists of three phases: memorize, recall, and examine. The memorize phase is related to working memory processes, where learners temporarily store and process new information through repetition and exposure to learning materials (Baddeley,1992). In this phase, students are introduced to the material through flashcards and begin to store the information in their memory. The recall phase is supported by retrieval practice theory, which explains that actively retrieving information from memory strengthens long-term learning (Karpicke & Roediger, 2008). In this phase, students are asked to retrieve the information without looking at the flashcards, which helps them practice remembering what they have learned. The examine phase is related to feedback and self-assessment theory, which states that learners improve their understanding when they check their answers and correct their mistakes (Hattie & Timperley,2007). In this phase, students check their answers by comparing them with the correct information, which helps them identify errors and improve their understanding. combine

These phases encourage active learning and help students process information step by step. The structured use of flashcards also helps students process information more

effectively. This shows that a structured learning process supported by cognitive and feedback theories can improve students' ability to understand and retain information.

The expected output of this study is an improvement in students' reading comprehension of procedure texts. This improvement is measured through students' ability to identify the purpose, arrange steps correctly, and understand instructions. A pre-test is conducted before the treatment to measure students' initial ability. After the implementation of the strategy, a post-test is administered to determine whether there is a significant improvement.

G. Research Hypothesis

Based on the research questions and conceptual framework, this study proposes research hypotheses to examine the effect of the independent variable, namely the Three-Phase Reading Strategy with Flashcard, on the dependent variable, namely students' reading comprehension of procedure texts.

1. H_0 (Null Hypothesis): The Three-Phase Reading Strategy with Flashcard has no significant effect on students' reading comprehension of procedure texts.
2. H_a (Alternative Hypothesis): The Three-Phase Reading Strategy with Flashcard has a significant effect on students' reading comprehension of procedure texts.

H. Previous Study

There are several previous studies related to the use of flashcards and visual learning strategies in improving students' reading comprehension and language skills. These studies provide important references for understanding the effectiveness of flashcards in English language teaching.

Munisah (2025) conducted a study on the effectiveness of flashcards in improving students' reading skills. The study employed a systematic literature review (SLR) by analyzing eight journal articles published between 2019 and 2023, involving elementary school students as reported in the selected studies. The findings showed that flashcards were effective in improving students' reading skills, including vocabulary mastery, reading fluency, reading comprehension, and learning motivation.

However, the study discussed reading skills in general and did not specifically focus on students' reading comprehension of procedure texts. In addition, flashcards were used only as learning media and were not implemented through a structured learning strategy with clear phases such as memorize, recall, and examine as applied in the present study.

Nurylah et al. (2024) investigated the effect of Wordwall-assisted flashcards on students' reading achievement in procedure texts. The study used a quantitative experimental design with pre-test and post-test to measure students' reading comprehension. The results showed that students' reading achievement improved after being taught using Wordwall-assisted flashcards, especially in understanding procedural steps. However, the study focused on general reading achievement and did not apply a structured three-phase learning strategy (memorize, recall, and examine) as used in the present study.

Rekmya (2023) investigated students' difficulties in writing procedure texts using flashcards at eleventh-grade students of SMAN 1 Merangin. The study used a qualitative descriptive design with data collected through writing tasks, observation, and documentation. The findings showed that students had difficulties in vocabulary, grammar, and motivation. Flashcards helped students become more active and assisted them in organizing procedural steps. However, the study focused on writing skills and used flashcards only as a learning technique, not as a structured learning strategy. In contrast, the present study focuses on reading comprehension of procedure texts using the Three-Phase Reading Strategy with Flashcard (memorize, recall, and examine).

There are several international studies related to the use of flashcards in EFL learning. Zakian et al. (2022) found that digital flashcards significantly improved students' vocabulary retention through repeated exposure and retrieval practice, but the study did not examine reading comprehension or apply a structured three-phase learning strategy. Similarly, Khan (2022) reported that flashcards enhanced students' vocabulary mastery in an online learning context through repetition and self-testing, yet it did not focus on reading comprehension or structured instructional phases. In

addition, Le and Luong (2023) revealed that flashcard-based learning improved vocabulary retention through recall practice; however, the study was limited to vocabulary acquisition and did not investigate reading comprehension or the use of a three-phase learning strategy.

Overall, previous studies show that flashcards are effective in improving students' English learning, especially in reading skills and learning motivation. However, most of these studies focused on general reading skills or different text types and did not specifically examine students' reading comprehension of procedure texts, particularly in understanding procedural steps and sequences. In addition, flashcards were commonly used only as learning media rather than as part of a structured learning strategy with clear phases such as memorize, recall, and examine. Furthermore, no previous studies have proposed or examined a learning strategy that integrates these three phases into a single instructional framework inspired by a game-show learning concept and supported by cognitive learning theories. Therefore, the present study addresses this gap by proposing and implementing the Three-Phase Reading Strategy with Flashcard to improve students' reading comprehension of procedure texts.

