ENHANCING THE STUDENTS' READING COMPREHENSION WITH TRI-FOCUS STEVE SNYDER TECHNIQUES

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Abstract	This research sought to elucidate how students' reading comprehension can be enhanced by identifying main ideas and sequencing details. To elucidate this enhancement, the researcher employed a classroom action research (CAR) method, which was executed across two cycles, each comprising four meetings. The setting for this research was the eighth-grade cohort at SMP Negeri 6 Watampone, comprising 39 participants. Data collection employed comprehension tests and systematic observations of student engagement. Analysis involved quantitative calculation of mean scores and improvement percentages between cycles. Qualitative observation data complemented the quantitative findings, providing a comprehensive assessment of the technique's impact on reading performance. One search outcome demonstrated that the implementation of the sustained silent reading method by using tri-Steve Sniderstechniqyieldede yielthe the ded an Steve Nisonimprovement in the students' recomprehension, specifically about literacy understanding, as substantiated by the mean score of the first cycle, which was recorded at 62.75, categorized as fair, and ranged from 76 to 76from8, which is classified as good in the second cycle. Consequently, an enhancement in students' reading comprehension abilities was achieved through an increase in their ability to identify and sequence, including. The Tri-Focus Steve Snyder approach constitutes one of the pedagogical strategies for teaching reading comprehension that has the potential to enhance the literal comprehension skills of the eighth-grade students at SMP Negeri 6 Watampone.
Keywords	Classroom Action, Comprehension, Literal, Reading, Tri-Focus Steve Snyder .

INTRODUCTION

Reading constitutes a fundamental competency in the English language and offers numerous advantages. It serves as a portal to global understanding. Through reading, individuals can acquire knowledge and information from various sources, including academics and newspapers (Nkes, 2022). The importance of reading in English teaching because reading represents the quintessential element in both the educational process and social engagement due to several reasons; *firstly*, it functions as an essential communicative instrument within a cultured society; *secondly*, the reading materials generated throughout various historical epochs are significantly shaped by the prevailing social contexts; *thirdly*, the evolution of reading practices over the annals of recorded history has resulted in the emergence of two markedly distinct extremes. Students can enhance their understanding, which in turn fosters a sense of respect (Emiliasari, 2019). Educators are responsible for cultivating their students' English. skills. The implementation of educators' responsibility for pedagogy is pivotal in determining the efficacy of the educational process and the resultant student outcomes. Within the realm of reading instruction, the application of effective methodologies, media, and strategic approaches his proposed (Gjeraz, 2024).

As widely acknowledged, English is the primary foreign language in Indonesia. Indonesia, with students across educational levels encountering comprehension issues, findings indicate that Indonesian students' proficiency in reading English is inadequate; university students read English; studies indicate that reading comprehension requires proficiency in reading (Fitria et al., 2024). For learners, reading serves as a fundamental mechanism for improving academic outcomes across diverse disciplines (Petscher et al., 2020). Furthermore, reading is an integral component of any English-language curriculum.

There are multiple justifications for engaging with English texts, as vital to their educational responsibilities, for academic learners, and for enjoyment. The reading process for them is undoubtedly beneficial. Additionally, reading facilitation and any exposure to English, assuming students possess a basic understanding, are advantageous for functional language learners (Suhud & Puspita, 2). At a given moment, language is likely to be retained in their cognitive framework during language acquisition, which is expected to enhance overall learning success.

Reading ability plays a crucial role in students' academic achievement and overall language development. However, preliminary assessments in several junior high schools in Watampone indicate that many students struggle with reading comprehension and with meeting the national

curriculum standards. Students often read texts mechanically, focusing on pronunciation rather than understanding, resulting in limited engagement and poor comprehension. Observations at SMP indicate that although students can read words accurately, they struggle to answer comprehension questions because they lack sufficient understanding of the text. This challenge is further exacerbated by instructional practices that emphasize reading and answering questions without prior explanation or guidance. Consequently, students are unable to respond correctly. To address this issue, a Snyder Technique is proposed as an alternative strategy to enhance students' motivation, engagement, and reading comprehension, particularly for Indonesian ESL learners.

Strategy-based instruction (e.g., reciprocal teaching) has long been established as effective for building students' metacognitive control and comprehension monitoring. More recent empirical work in Indonesian contexts has investigated the Tri-Focus (Steve Snyder) technique — a peripheral-vision/speed-oriented reading method — and found it can significantly improve reading comprehension and speed in secondary and vocational contexts (Rahayu, 2018; Rosyida & Ghufron, 2018; Uzer, 2020). Action research and classroom trials also show that locally-adapted strategy interventions (e.g., KWL + multimedia; SQ3R; Tri-Focus cycles) produce measurable gains in both comprehension and learner attitudes, supporting the use of Classroom Action Research as both an intervention and an iterative evaluation method in this study (Azwar et al., 2024; Same et al., 2018).

Despite several previous studies confirming the effectiveness of the Tri-Focus Steve Snyder Technique in improving reading comprehension at the secondary and vocational school levels (Rahayu, 2018; Rosyida & Ghufron, 2018; Uzer, 2020), there remains a noticeable research gap in its application at the junior high school level in Indonesia. No previous studies have specifically examined how this technique influences students' *literal comprehension*—the ability to understand explicit information in texts—among SMP students. Therefore, this study is unique in that it investigates the implementation and effectiveness of the Tri-Focus Steve Snyder Technique in enhancing students' literal reading comprehension at SMP Negeri 6 Watampone, including its potential adaptability and efficacy for younger EFL learners.

A multitude of strategies and methodologies exist for instructing English reading skills. Therefore, this study aims to investigate the effectiveness of Steve Snyder's Technique in improving students' reading comprehension, particularly in identifying main ideas and the sequence of details. Implementing innovative methods and techniques can simplify the English reading process for students, potentially enhancing their enthusiasm for reading exercises, assessing their proficiency

levels, and boosting their reading comprehension through the application of theovel strategies (Rets et al., 2022). Instructors may also find greater satisfaction in their work as they present material more effectively. Employing this reading comprehension teaching method represents an additional endeavor to elevate the reading comprehension skills of English as a Second Language learners, with a particular focus on Indonesian students.

The recent academic conversation surrounding the Tri-Focus Steve Snyder Technique offers compelling evidence that it genuinely helps students enhance their reading. Looking across several recent e-journal publications, we see consistent, positive impacts: (Nurhidayat, 2021), for example, documented that secondary students' basic, literal comprehension scores rose significantly after using the method. Beyond test scores, the technique seems to improve the classroom atmosphere, as (Kubiszewski & Carrizales, 2024) observed that this structured focus helped students maintain better engagement and stay on task during reading time. Furthermore, its utility is broad, with (Orejuela et al, 2021) showing its effectiveness in improving comprehension for English Language Learners (ELLs). Interestingly, the benefits extend to student confidence, as (Solati et al., 024) found that content practice actually reduced student stress. he takes lasting skills, as confirmed by (Rijekumar, 2024), who verified that students retained and built upon their inferential reading abilities during the initial training period.

Although previous studies of the effectiveness of the Steve Technique in improving literal comprehension, student engagement, and anxiety reductional, several gaps remain, including limited longitudinal evidence, unclear identification of underlying cognitive mechanisms, and uncertainty regarding optimal implementation intensity. Addressing these limitations, the present study introduces an integrated mixed-methods approach that simultaneously examines cognitive development, affective regulation, and instructional frequency within a unified framework applicable to diverse learner populations. The primary objective is to develop a predictive model explaining how affective regulation facilitated by the technique contributes to sustained growth in higher-order inferential comprehension. Overall, existing research consistently confirms that the Tri-Focus Steve Snyder Technique is a holistically effective instructional strategy, producing measurable gains across comprehension levels while also fostering positive affective outcomes, reduced anxiety, and increased learner participation in reading activities.

METHOD

The research employed a Classroom Action Research (CAR) design comprising two cycles, each comprising the stages of planning, action, observation, and reflection (Mertler, 2024). The research focused on eighth-grade students at SMP Negeri 6 Watampone, involving 39 participants. The data were obtained from two primary sources: students' reading comprehension and comprehension, and classroom observations of student activity during the learning process. In this classroom, action research was conducted through cycle I to observe ate students' competence in reading using the Tri-Focus Steve Snyder method. After finding the result of cycle I, the researcher would continue cycle II to improve students' competence level in activity comprehension through the rough Tri-focus of the Snyder Technique.

During the first cycle, she prepared competencies integrating the Tri-Focus observed using the Snyder Technique for tea comprehension. The instructional activity included guiding students through the three visual focus stages, peripheral and contextual understanding, while reading the selected English texts. In this phase, students were encouraged to practice reading efficiently while identifying key information explicitly stated in the text. Observations were conducted to monitor students' engagement, participation, and responsiveness, while a comprehension test was administered at the end of the cycle to measure learning outcomes. The results of the first cycle revealed that although students showed improvement, several difficult as limited focus and uneven participation across the class (Yusron et al., 2023).

Based on the reflection from the first cycle, revisions were made to enhance instructional strategies in the second cycle. The lesson plan was refined to include more structured practice activities, peer collaboration, and teaching students' literal comprehension skills. During implementation, the teacher provided additional scaffolding questioning that students could locate and interpret accurately. Observations in this cycle indicated higher levels of motivation and participation compared to the first cycle. At the end of the second cycle, another comprehension test was conducted, and the results demonstrated a significant improvement in students' comprehension

Data collection techniques: comprehension tests to measure students' achievement and systematic observations to record their engagement throughout each cycle. The collected data were analysed quantitatively by calculating the mean scores of students' test results and determining the percentage of improvement between cycles (Afflerbach, 2025). Qualitative observation data then supported these quantitative findings to provide, comprehensive understanding of how the Tri-

Focus Steve Snyder Technique enhanced students' literal reading comprehension. Data analysis involved calculating the mean scores from both cycles and determining the percentage. Qualitative observation data then supported these quantitative findings. Quantitative results were complemented by qualitative observation data, which collectively illustrated that the Tri-Focus Steve Technique successfully improved both students' reading performance and classroom engagement.

FINDINGS AND DISCUSSION

Findings

The Improvement of the Students' Reading Comprehension

The application of Tri-Focus Steve Snyder techniques to the students of the main idea, and the Sequence of Details can be seen clearly in the following table:

Table 1. The Improvement of the Students' Reading Comprehension

No	Indicators	Cycle I	Cycle II	Improvement
		Score	Score	%
1	Main idea	61.02	76.28	25 %
2	Sequence of Details	64.49	77.69	20.47%
	in	125.51	153.97	45.47%
	X	62.75	76.98	22.68%

The table above shows the trend of both the Main idea and Sequence of Details in both cycle 1 and cycle n. the cycle 1, the students' main idea is 61.02. It is still below the target of 70.00. Then the cycle 2, it improves significantly to 76.28. Regarding the improvement in the Sequence of Details, students' scores increased significantly from cycle 1 to cycle 2, as evidenced by the difference between their scores in the two cycles. The students' mean score is still less than 70.00. It is only 64.49. After conducting the teaching process and the meeting, the students' mean score improved in cycle 2. The mean score in the cy2 becomes 77.69. The improvement is 20.47%.

By combining the overall score for main idea and the sequence of Details in cycles 1 and 2, the improvement in students' reading comprehension can be finally formulated. In cycle 1, the students' mean score is 64.49. It then becomes 77.69 in cycle 2. The improvement is 22.68%.

The table above shows that the ultimate mean score for students' reading comprehension is 76.98, which is 14.23 points higher than the mean score in cycle 1. So the improvement is 22.68%. This ultimate mean score, which is greater than the mean score in cycle 1, indicates that students'

mean score has improved significantly, and the target to improve the students' mean score to 70.00 is considered successful, as the minimum criteria are met.

To see clearly the mean score improvement of the students' literal comprehension, the following chart is presented:
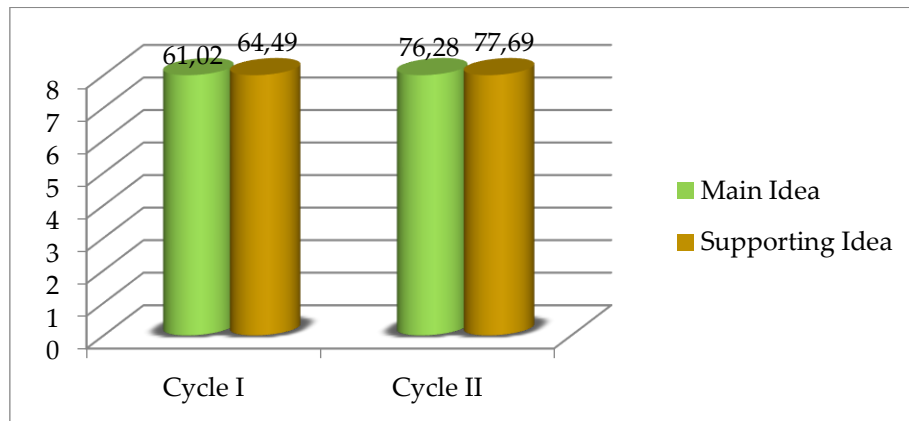

Figure 1. The Improvement of the Students' Reading Comprehension

The chart above shows the improvement in the students' reading comprehension. In cycle 1, the students' mean score in g comprehension was lower than in cycle 2. It shows significant improvement. The improvement of reading comprehension is 22.68%. So, the target to improve students' reading comprehension has been successful.

The results of the reading test show that the students' Literal comprehension, in terms of main idea and Sequence of details, improved significantly. It is indicated by the percentages of the study diagnostic test results and the students' test scores in cycles I and II. The mean score of the students' diagnostic test was 53.52%. It is lower than the mean score of the students in cycle I (2.75%) and cycle II (6.98%). These scores were obtained from two indicators: main idea and Sequence of Details. The improvement of such two indicators is explained in detail as follows:

Main Idea

The data analysis presented in the finding above shows that the students' main idea scores increased from the diagnostic test to cycles I and II. In the diagnostic test, the mean score was 53.52%. This result was lower than the result in the cycle I was 61.02%. The improvement is 14.01%. Then in cycle II, the students' mean score was 76.28%. So, the improvement from the diagnostic test to cycle II was 42.52%. Seeing the students' performance in cycle II, which was higher than both the diagnostic test and cycle I, indicates that applying Tri-Focus Steve Snyder's techniques could significantly improve the students' ability to identify cause-and-effect relationships in reading

comprehension.

Sequence of Details

The data analysis showed that the students' mean score on the Sequence of Details increased from the diagnostic test to cycle I and cycle II. In the diagnostic test, the mean score was 53.52%. This result was lower than the result in the cycle I was 64.49%. The improvement is 20.50%. Then, in cycle II, the students' mean score was 77.69%. So, the improvement from the diagnostic test to cycle II was 45.16%. Seeing the students' performance in cycle II, which was higher than both the diagnostic test and cycle I, indicates that applying Tri-Focus Steve Snyder techniques could significantly improve the students' ability to identify the Sequence of Details in reading comprehension.

The Result of the Students' Activeness in the Teaching and Learning Process

The result of observing the students' activities in the teaching and learning process through Tri-Focusing Snyder techniques with the eighth-grade students of SMP Negeri 6 Watampone, conducted across 8 meetings, was recorded by the observer on an observation sheet. It can be seen clearly through the following table:

Table 2. The Observation Result of the Students' Activeness in the Teaching and Learning Process

Cycle	Students' Activeness Meeting (%)			
	1st	2nd	3rd	4th
Cycle I	59.61%	64.74%	73.71%	77.56%
Cycle II	75%	69.87%	77.56%	80.13%

The table above shows that students' observation results during the learning process, including the Tri-Focus Steve Snyder technique, improved from cycle 1 to cycle 2ved. It has been proven that the proportion of students' activity is increasing at every meeting in both cycle I and cycle II. In the first meeting of cycle I, the students' activity was 59.61%, and in the first meeting of cycle II, 75%. In the second meeting of both cycles I and II, the students' activity was 64.74% and 69.87%, respectively. It indicates that students participate more actively in the second meeting of cycle 1 than in cycle II. In the third meeting of cycle 2, the students also participated more actively than in the third meeting of cycle I. In the first cycle, the students' activity is 73.71%, and in the second cycle, it is 77.56%. Then, in the fourth meeting of cycles I and II, both show significant improvement, with activity in cycle I at 77.56% and in cycle II at 80.13%.

The students' observation results improved significantly through the Tri-Focus Steve Snyde technique, demonstrating its effectiveness. In the improvement Intention meeting of cycle I,

participation was 59.61%, and in the last meeting of cycle II, it was 3%. It indicates that the application of Tri-Focus Steve Snyder techniques can stimulate the students' activeness in the teaching and learning process.

Based on the explanation above, the writer concludes that applying Tri-Focus Steve Snyder techniques in teaching reading comprehension could significantly improve students' ability in literal and interpretative comprehension. The target stated in the background to improve students' mean score to 00 was successfully achieved. In other words, reading comprehension through Tri-Focus Steve Sn er technique can improve the achievement of eighth- and ninth-grade students at Negeri 6 Watampone. The result of the students' activeness can also be seen in the following chart:
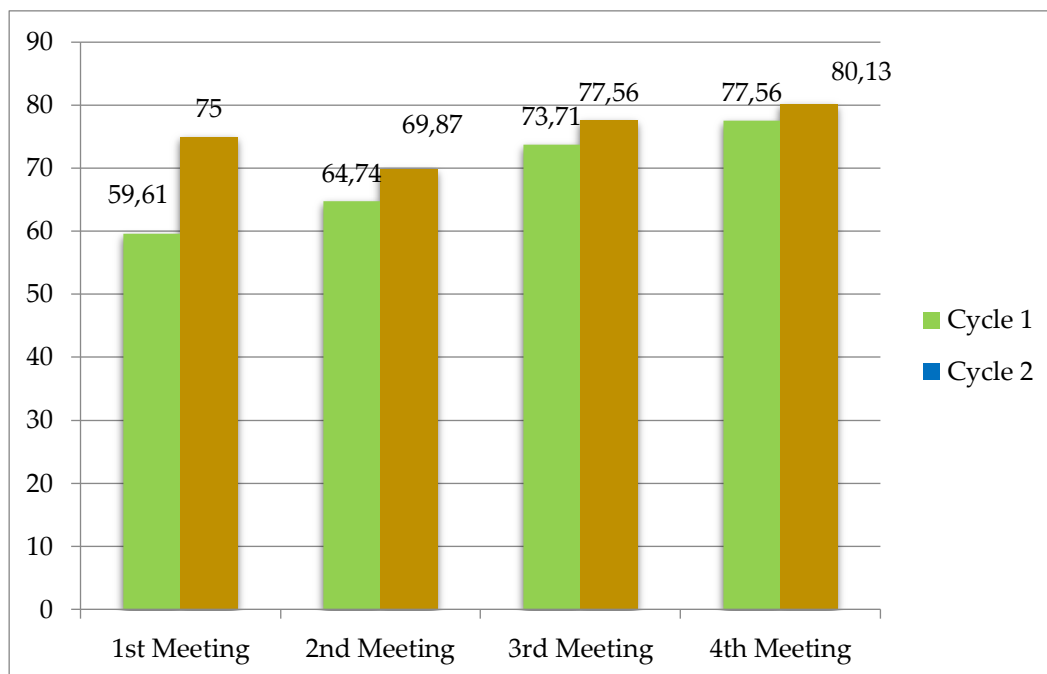

Figure 2. The Observation of Students' Activeness in the Teaching and Learning Process

The chart above shows the student activity from meeting to meeting in both cycle 1 and cycle 2. In the first meeting of cycle 1 and cycle 2, the S1s.61 activities were respectively; in cycle n, the percentages are 73.71% and 77.56% in cycle 2. And in the fourth meeting of cycle 1 and cycle 2, i7.56% and 80.13%.

**The Improvement of the Students' Literacy Comprehension**

The Tri-Focus Steve Snyder cycle, respectively, in improving literary comprehension, focuses on the main idea and the sequence of details. To see the students' score achievement of literal comprehension in any level of scoring classification, it is presented as follows:

Table 3. The Percentage of the Students' Scores in Literal Comprehension

No	Score	Classification	d-test		Cycle I		Cycle II	
			Freq	(%)	Freq	(%)	Freq	(%)
1	96 – 10	Excellent	0	0	0	0 %	0	0
2	86 – 95	Very good	0	0	0	0 %	3	7.69
3	76 – 85	Good	0	0	4	10.26	14	35.90
4	66 – 75	Fairly good	5	12.82	16	41.02	17	43.59
5	56 – 65	Fair	6	15.38	17	43.59	5	12.82
6	36 – 55	Poor	15	38.46	2	5.13	0	0
7	0 – 35	Very poor	13	33.33	0	0	0	0
	Total		**39**	**100**	**47**	**100**	**39**	**100**

The table above shows that the percentage of the students' literal comprehension in the agnostic test (Non-Sustained Silent Reading students (12.82%) got fairly good, 6 students (15.38 %) got fair, 15 students got poor, 13 students got very poor, and none of the students e for any other classification.

To see the percentage improvement of tin students' Literal comprehension clearly, the following chart is presented:
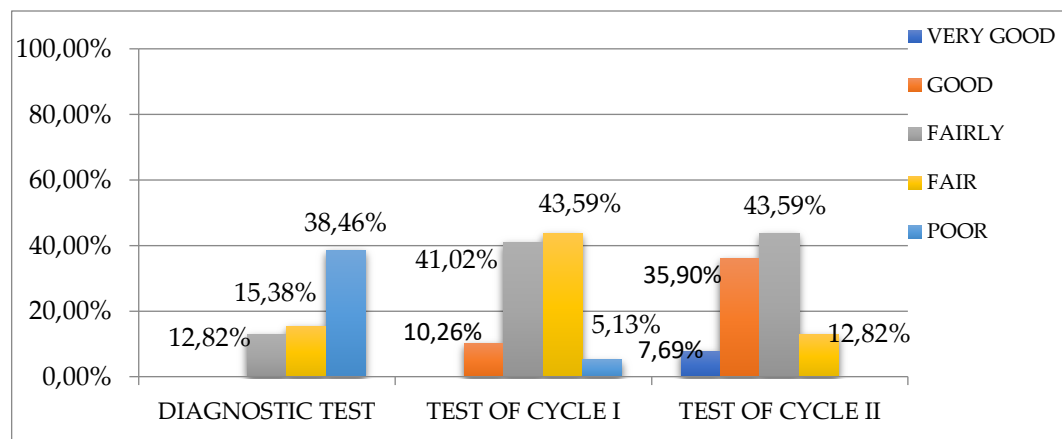
Figure 3. The Percentage of the Students' Scores in Literal Comprehension

The results of the students' explicit understanding after implementing Tri-Focus Steve Snyder strategies in the initial phase are depicted in the chart presented earlier, revealing the distribution of students' explicit understanding: a satisfactory level was attained by 4 students, constituting 10.26%; 16 students, representing 41.02% achieved a reasonably satisfactory level; an adequate level was noted for 17 students, accounting for 43.59%; a deficient level was observed for

2 students, making up 5.13%; and no students fell into any remaining categorization. Conversely, during the second phase, the distribution of students' explicit understanding was as follows: an exceptional level was demonstrated by 3 students, equivalent to 7.69%; a commendable level was attained by 14 students, corresponding to 35.90%; 17 students, representing 43.59% achieved a reasonably satisfactory level; an adequate level was identified for 5 students, comprising 12.82%; and no students were classified into any alternative grouping.

The discussion segment represents the most crucial element in the creation of a scholarly journal publication. The author must present the central argument and research discoveries in a coherent, methodical, empirical, and truthful manner at this juncture. Elucidate the significance of the research outcomes and their broader ramifications. Subsequently, the author is required to juxtapose the acquired results with prior investigations about the subject matter under deliberation.

Discussion

The Improvement of The Students' Reading Comprehension

The results of this study indicate a significant improvement in students' reading comprehension after the implementation of the Tri-Focus Steve Snyder technique. The improvement is clearly reflected in two indicators of literal comprehension, namely the ability to identify the main idea and to understand the sequence of details. Quantitative data show that the students' mean score increased from 62.75 in Cycle I to 76.98 in Cycle II, with an improvement percentage of 22.68%. This achievement exceeded the minimum mastery criterion of 70.00. Overall, these findings suggest that structured, focused reading instruction can positively affect students' comprehension of texts. Therefore, the application of the Tri-Focus technique not only improved students' learning outcomes numerically but also demonstrated its effectiveness as a reading comprehension strategy.

The improvement in students' reading comprehension can be explained through theoretical perspectives on reading instruction that emphasize attention focus and information processing. The Tri-Focus Steve Snyder technique guides students to focus on identifying the main idea, recognizing cause-and-effect relationships, and understanding the systematic sequence of information. According to cognitive learning theory, effective reading occurs when readers can integrate new information with their prior knowledge in a directed manner(A'isyah et al., 2025; Huda, 2018; Reskiati et al., 2025). In this context, the Tri-Focus technique helps reduce cognitive load by dividing reading activities into clear and manageable stages. This approach is consistent with the view that literal comprehension serves as a fundamental level before students progress to inferential and

critical comprehension. Thus, the increase in scores for main idea and sequence of details reflects the success of this technique in strengthening students' basic cognitive reading processes.

The findings of this study are consistent with several previous studies that reported that the use of focus-based reading strategies can improve students' literal comprehension. Earlier research found that students who were explicitly guided to identify main ideas and sequences of information achieved better reading outcomes than those taught using conventional methods. Other studies also found that reading instruction through cyclical, reflective teaching processes contributed to gradual improvement in students' reading skills. These similarities strengthen the argument that structured reading strategies, such as the Tri-Focus Steve Snyder technique, are effective in teaching reading in an English as a Foreign Language context (Fesi & Mncube, 2021; Hindrayani & Munawaroh, 2023; Iftitah, 2022; Waryani, 2016). However, some previous studies emphasized longer instructional durations, whereas this study demonstrates that significant improvement can be achieved within only two instructional cycles.

Based on this comparison, the present study affirms previous findings regarding the effectiveness of focus-based reading strategies, particularly in improving students' literal comprehension. The consistent improvement from the diagnostic test to Cycle I and Cycle II confirms that the Tri-Focus Steve Snyder technique is not only effective but also efficient within a relatively short instructional period. At the same time, this study makes a critical contribution by demonstrating that substantial improvement can be achieved without resorting to complex teaching methods. Consequently, the findings enrich the literature on reading instruction by proposing a practical, easy-to-implement alternative. Teachers are encouraged to integrate the Tri-Focus technique into reading lessons to enhance students' ability to identify main ideas and understand sequences of details more effectively.

The Result of the Students' Activeness in the Teaching and Learning Process

The findings reveal a clear improvement in students' activeness during the teaching and learning process after the implementation of the Tri-Focus Steve Snyder technique. Observation data collected across two cycles and eight meetings indicate a consistent upward trend in students' participation. In Cycle I, students' activeness increased from 59.61% in the first meeting to 77.56% in the fourth meeting. Similarly, in Cycle II, students' activeness improved from 75% to 80.13%. Although a slight fluctuation occurred in the second Cycle I meeting, the overall pattern shows progressive improvement. These results suggest that the applicant positively influenced students'

engagement throughout the instructional process. The increase in activeness from the first meeting of Cycle I to the final meeting of Cycle II indicates that students became more involved, responsive, and participatory during reading lessons.

The improvement in students' activeness can be explained through constructivist and student-centered learning theories, which emphasize active learner involvement in the learning process. The Tri-Focus Steve Snyder technique encourages students to focus on specific reading elements, prompting them to interact more frequently with texts and classroom activities. By guiding students to identify main ideas and follow sequences of information, the technique creates purposeful learning tasks that require continuous engagement. According to learning theory, students tend to be more active when instructional strategies provide clear goals and structured guidance. In this context, the Tri-Focus technique reduces passivity by encouraging students to ask questions, respond to instructions, and participate in discussions (Bruce & Ivy, 2017; Brum, 2016; Kwon, 2023). Consequently, increased activeness reflects not only behavioral engagement but also cognitive involvement in the learning process.

The results of this study support previous research findings indicating that structured reading strategies can enhance students' classroom engagement. Earlier studies have shown that students become more engaged when teachers employ explicit instructional techniques that guide attention and interaction. Similar research also reported that the use of focused reading strategies improved students' participation, motivation, and responsiveness during lessons. The gradual increase in activeness across meetings aligns with studies emphasizing the effectiveness of cyclical teaching approaches in fostering learner engagement (Alda et al., 2025; Fauziyah, 2024, 2024; Nurdiniah, 2024). However, some previous studies reported more stable improvement patterns, while the present study observed minor fluctuations in certain meetings. Despite this difference, the overall trend remains consistent with prior findings, reinforcing the notion that structured, focused instructional techniques promote students' active participation in learning.

Based on the discussion above, this study affirms previous findings that the Tri-Focus Steve Snyder technique is effective in increasing students' activeness in the teaching and learning process. The significant improvement from 59.61% in the first meeting of Cycle I to 80.13% in the final meeting of Cycle II demonstrates that the technique successfully stimulates students' participation. This increased activity supports improvements in students' reading comprehension, as active engagement is closely related to effective learning outcomes. Furthermore, the findings indicate that

the instructional target stated in the research objectives was successfully achieved. Pedagogically, the results suggest that teachers should consider integrating the Tri-Focus technique into reading instruction to promote both student engagement and academic achievement, particularly in reading comprehension learning contexts.

The Improvement of The Students' Literary Comprehension

The findings demonstrate a substantial improvement in students' literal comprehension after applying the Tri-Focus Steve Snyder technique, as reflected in the distribution of score classifications across the diagnostic test, Cycle I, and Cycle II. In the diagnostic test, the majority of students were categorized as poor (38.46%) and very poor (33.33%), with no students achieving good or higher classifications. However, in Cycle I, the proportion of students in the poor and very poor categories decreased significantly, while students began to appear in the good (10.26%) and fairly good (41.02%) classifications. The improvement became more evident in Cycle II, where students reached higher levels of achievement, including very good (7.69%) and good (35.90%). This shift in score distribution indicates that students' literal comprehension improved progressively across instructional cycles.

The improvement in students' score classifications can be explained through theories of reading comprehension that emphasize focused attention and structured information processing. The Tri-Focus Steve Snyder technique directs students to concentrate on identifying main ideas and understanding the sequence of details, which are core components of literal comprehension. According to cognitive reading theory, explicit guidance in processing textual information enables learners to construct meaning more efficiently. By systematically training students to focus on essential elements of a text, the Tri-Focus technique minimizes confusion and enhances comprehension accuracy (Iffah, 2012; Rohmah, 2023; Rosmawaty & Husaini, 2021). As a result, students gradually move from lower achievement levels to higher performance categories. The reduction in poor and very poor classifications supports the assumption that structured reading strategies facilitate the development of basic comprehension skills, which serve as a foundation for higher-level reading abilities.

The results of this study are consistent with previous research indicating that focused and explicit reading strategies significantly improve students' literal comprehension. Earlier studies reported similar shifts in score distributions, with initially classified low achievers gradually progressing to high achievement levels after targeted instructional interventions. Research on

reading strategies has also shown that emphasizing main ideas and text co-organization improves comprehension. In their assessments I the Inherent study demonstrates a relatively rapid improvement within two instructional cycles (Elleman & Oslund, 2019; Ghorbani Shemshadsara et al., 2019; Kim et al., 2021; Sua, 2021). This difference may be attributed to the systematic nature of the Tri-Focus Steve Snyder technique, which provides clear instructional steps. Overall, the findings reinforce earlier research while highlighting the efficiency of this technique in improving literal comprehension.

Based on the discussion above, this study affirms that the Tri-Focus Steve Snyder technique is effective in improving students' literal comprehension, as evidenced by the shift toward higher score classifications in Cycle II. The absence of students in the poor and very poor categories and the emergence of students in the very good and good levels indicate meaningful learning progress. These findings also support the achievement of the instructional objective, which aimed to improve students' reading comprehension performance beyond the minimum success criterion. Pedagogically, the results suggest that teachers should employ structured, focused reading to improve comprehension skills. Furthermore, the improvement in the score distribution highlights the importance of an explicit study

Employing the Tri-focus Steve Snyder method to deliver reading comprehension content among the eighth-grade students at SMP Negeri 6 Watampone notably enhances their academic performance. The results reveal a higher average reading comprehension score, specifically in literal comprehension concerning key concepts and the order of details, during cycle II compared to cycle I (76.98> 62.75), indicating a 22.68% advancement in reading comprehension skills. Implementing the Tri-focus Steve Snyder method effectively boosts students' literal comprehension abilities among the eighth-grade cohort at SMP Negeri 6 Watampone. Based on the findings of this study, it is recommended that future researchers explore the application of the Tri-Focus Steve Snyder Technique beyond reading comprehension, particularly in other language skills such as listening, speaking, and writing, to examine its broader pedagogical potential in English language learning. Further studies could also investigate the implementation of this technique across different educational levels, including elementary, senior high school, and university contexts, and examine its adaptability across age groups and proficiency levels. In addition, future research may employ mixed-method or experimental designs to gain deeper insights into the cognitive and affective impacts of the technique, thereby enriching the existing body of knowledge on effective strategies

for improving literacy and language competence.

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