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## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Reading Comprehension

Reading is one of the most important skills in learning language. Reading is an interactive process between the reader and the writer of texts to get information that includes in texts by their comprehension. According to Klingner, et.al (2007), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and text (prior knowledge). Snow (2002) also defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language which consists of three elements: the reader, the text, and the activity or purpose for reading. It means that reading comprehension is not a simple process. In reading comprehension, readers need their prior knowledge about text they read to build their comprehension.

Judi (2007, p.10) said that “reading is making meaning from print and from visual information.” It means that to get the knowledge requires the reader to identify the printed words and sentences. The reader will be successful in reading if they can identify the meaning of word and sentences in which the sentences will obtain information. Moreover, there are so many possibilities that reader can use to read such book or browse on the internet to find the article or journal, thesis format print media and

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visual media. These possibilities will give much information in several countries in the world.

Reading also needs more attention in order to give the reader a good interaction with the text to fully comprehension. If the text can be understood by the reader, the readers are able to draw conclusions from the text. Moreover, in reading, movement eyes are very important to see every word in text. It means that the reader should interaction with the text and comprehend word by word and arrange the word into sentences so that the meaning is achievement. Regarding with the idea Kalayo and Fauzan (2007, p.114) noted that “reading is an interactive process that goes on between the reader and the text, resulting in comprehension. In reading, the reader needs to know how to get the most important information from the written text. Moreover, the reader needs their brains to process the words in the text in order to generate an understanding of the text that is read.

In teaching learning process, the key of being successful in reading is comprehension, in which the comprehension will support their study especially in learning English. To comprehend English text is not easy, because English text has many unfamiliar words for the students. And not infrequently, English text is also having the same word but different meaning. Therefore, when reading students have to comprehend their reading. So, they are able to carry out the information in text. According to Judi (2008, p.128), in line with this quotation “successful comprehension

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is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading”. It is clear that comprehension needs understanding, interesting with the text and the purpose for reading.

In reading, comprehension is one of the most important things. If the reader cannot understand what the text means, it is difficult to carry out information in text. In relation to the statement, Catherine, (2002, p.11) stated that “reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements”, such as:

- a. The *reader* who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities, like critical analytic ability. Motivation, like a purpose for reading and various types of knowledge, like vocabulary of specific comprehension strategies.

- b. The *text* that is to be comprehended

The features of text have a large effect on comprehension. It’s factors that depend on the difficulty or ease inherent in the text and relationship between the text and the knowledge and abilities of the reader.

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- c. The *activity* in which comprehension is a part.

Activity refers to this dimension of reading. A reading activity involves one or more purposes, such as hands that help readers point tool for processing text, and the consequences of doing the activity.

Based on the quotation above, it is clear that these factors influence the reader in understanding a text. A capability of readers like vocabulary mastery is also a very important factor, if the readers have much vocabulary it will be easier for the reader to understand the text.

#### a. Purpose of Reading Comprehension

Reading is an activity with a purpose that requires comprehension. According to Douglas Brown (1994, p.297), Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. The purpose of the reading is not only when the reader comprehends the text but also when the reader knows strategy or technique that is suitable for comprehending the text. According to Kalayo & Fauzan (2007, p.114), “the purpose for reading also determines the appropriate approach to reading comprehension”. A person may read in order to gain information or improve knowledge or critique writing styles of the writer. In daily life, a person may also read for entertainments or being enjoyable.

Commonly, the purposes of reading are classified as follows: getting information of the text, getting specific information from the text, and reading for pleasure. The purpose for reading is to guide the reader in selecting the texts, so that the reader will find the meaning of the text.

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Regarding with the purposes of reading Grebe and Stuller (2002, p. 13) stated that there are seven purposes of reading:

- a. Reading to search for simple information
- b. Reading to skim quickly
- c. Reading to learn from text
- d. Reading to integrate information
- e. Reading to write (or search for information needed for writing)
- f. Reading to critique texts
- g. Reading for general comprehension

#### **b. Teaching reading Comprehension**

In teaching learning process, teaching reading is very important. The important point in comprehending text is related to the goal. It means that, teaching reading needs skill not only for the students but also for the teacher. If the teacher can teach the students well, the students will get better understanding. It is why teaching reading is a crucial thing to be applied not only in elementary school but also in junior and senior high school. This statement is related to Harmer's (1998, p.68) that, "reading is useful for other purpose too: any exposure in English (provide students understand it more or less) is a good thing for language students."

Therefore, the teachers have an important role in teaching and learning process. In addition, teacher is also required to provide an understanding of the material that will be taught to the students especially in reading.

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According to Cathy, there are three types of comprehension processes that are taught:

- a. Literal comprehension is defined to take the details of the text and recognizing the author's purpose. Here, Students must have a clear understanding of the material, as presented by the author.
- b. Inferential comprehension requires students to create meaning from the text and move beyond the author's purpose by combining the textual information with their own thoughts.
- c. A step beyond inferential comprehension is meta cognition. Meta cognition involves thinking about one's own thinking or controlling one's learning and processes will help the students to eliminate road blocks that interrupt comprehension and to refresh on what they have learned and what they want to learn next.

Based on the explanations above, there are four types of reading comprehension which have different purposes of each type. In term of literal comprehension, it means that the reading is to find the information contained in general. At inferential comprehension, the readers aim at finding specific information of the text. In term of the critical comprehension, the readers compare and conclude their own knowledge and values with the text. Meanwhile, appreciative comprehension brings the reader to go within an emotional response from a text, thereby, it is necessary to know all of the types of reading comprehension discussed above before testing and assessing the students' ability in reading. By

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knowing each of them, we will be handily guided in teaching reading skill in the classroom.

### c. Types of Reading Comprehension

Brown also said that there are two types of reading:

#### a. Oral

For beginning and intermediate levels, teacher should have reason to ask the students to read orally. For this level, oral reading as an evaluation to check on bottom-up processing skill for the students, to check their pronunciation, and to add some extra students participation if the teacher wants to highlight a certain short segment of a reading passage.

For advance levels, oral reading can be gained usually only to add some extra students participation if the teacher wants to highlight a certain short segment of a reading passage.

#### b. Silent

Silent reading is divided into two categorizes, intensive and extensive reading:

##### 1) Intensive

Intensive reading is the activity that focuses on the linguistic or semantic details of a passage and students' attention to grammatical forms, discourse makers, and other surface structure

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details for the purpose of understanding literal meaning, implications, and rhetorical relationship.

#### 2) Extensive

Douglas Brown (1994, p.291) Stated that Extensive reading is a process to carry out the achievement of a general understanding of a text. In extensive reading, sometimes involves skimming and scanning as strategies for gaining the general sense of a text.

### 2. Narrative Text

#### a. The Understanding of Narrative Text

In this study, the researcher focused on students' reading comprehension of narrative text. According to Richards & Schmidt (2010), narrative is written or oral account of a real or fictional story. They also mentioned that the purpose of narrative is to tells a story or to entertain. Thus, narrative text is a text which tell a real or fictional story to entertain readers.

There are some aspects in narrative text that should be known by readers. The generic structure of narrative text can be analyzed as follows:

#### a. Orientation

In term of orientation, this stage sets the scene and introduces the participants involved of the story such as characters, time and place.



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Hence, orientation provides the introduction of the characters, time and place involved of a story.

#### b. Complication

Complication refers to the problem appeared and developed in a story.

#### c. Resolution

In term of resolution, it refers to the problem or the complication is resolved or attempted to be clear. In other words, the characters find out the solution of the problem happened.

Then, the narrative also can be identified with some language features below:

##### a. Use action verbs

Action verbs are verbs showing the performance of an action. They are dynamic verbs showing something happening, for examples: walk, run, go, clim, read, see, bring.

##### b. Use of temporal conjunctions

Temporal conjunction is a type of word that is used to connect words or classes of words and it is related to time, for example: after, as soon as, before, finally, since, while etc.

##### c. Use past tense

The simple past indicates that an activity or situation began and ended at a particular time in the past. For instance, Anna went to Jakarta yesterday.

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Based on explanation above, there are some indicators that should be known by readers to understand narrative text. Based on the syllabus of Junior High School 9 Pekanbaru, here are the indicators of narrative text:

- a. Identifying main idea of texts
- b. Identifying specific information of texts
- c. Identifying generic structures of texts
- d. Identifying references of texts
- e. Identifying meaning of words in texts

**b. Example of narrative text**

**Little Red Riding Hood**

*One day, there was a little girl who lived in a village near a forest. Every time he goes out, the little girl is wearing a red hooded robe, so everyone in the village is called Little Red Riding Hood which means Little Red Cowl.*

*One morning, Little Red Riding Hood asked his mother if she could go to visit her grandmother she had not been to. "That's a good idea," her mother said. Then Mother prepares a basket of food to bring Little Red Riding Hood to her grandmother. When the basket was ready, the little girl wore her red robe and kissed her good-bye. "Remember, go straight to grandma's house," her mother reminded her. "Do not linger along the way and do not talk to strangers in the woods, that's dangerous!" "Do not worry, mother," Little Red Riding Hood said, "I'll be careful."*

*But when Little Red Riding Hood sees some beautiful flowers in the woods, he forgets his promise to his mother. He picked up some flowers, watched butterflies flying around for some time, listened to the frogs and then picked up some more flowers. Little Red Riding Hood really enjoyed the warm summer days, so he did not see a dark shadow approaching her from the forest behind her*

*Suddenly, a wolf appeared beside him. "What are you doing here, little girl?" the wolf asks in a fake, friendly voice. "I was on my way to see my grandmother who lived through the forest, near the river," Little Red Riding Hood replied. Then he realizes his goal to go to grandma's*

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house and quickly excuses himself, hurrying down the street to his grandmother's house.

*Wolves, then take a shortcut .Wolves, rush to get to the grandma's house first and knock lightly on the door. "Oh my grandchild it's a pity you're quick to come in. Come in here, I'm afraid something has happened to you in the woods," Grandma said, thinking that the knock was her grandchild.*

*Wolves came in and it was unfortunate for my grandmother not to have time to say another word, but tried to leap out of the window and fell down and sprained her legs. Wolves then headed for Grandma's wardrobe to find a pretty nightgown. He added a lace sleeping hat and smeared Grandma's perfume behind his pointy ears.*

*A few minutes later, Red Riding Hood knocked on the door. The jackal jumps onto the bed and pulls the blanket over his nose. "Who is that?" she exclaimed in a hoarse voice. "It's me, Little Red Riding Hood." "Oh very good! Here is my love," said the jackal. When Little Red Riding Hood enters a small hut, she can barely recognize her grandmother. "Your grandmother's voice is so strange, Is there a problem?" he asked. "Oh, I just got cold air," he added coughing at the end to convince. "But Grandma why are your ears big," said Little Red Hood Riding as she inched closer to the bed. "For the better to hear you, my dear," the wolf answered. "But Grandma What big eyes do you have," Little Red Riding Hood said. "To make it better to see you, my dear," the wolf answered. "But Grandma why your teeth are big and pointed ," Little Red Riding Hood said in a trembling voice. "The better to eat you, my dear," the wolf roared and he jumped out of bed and started chasing a little girl. It's almost too late, but Little Red Riding Hood realizes that the person in the bed is not his grandmother, but a hungry wolf. He ran across the room and through the door, shouting, "Help me! Wolf!"*

*A woodcutter who was cutting woods nearby heard him cry and ran to the hut as fast as he could. He hit the wolf with his ax and helped Grandmother beside the window whimpering in pain from falling. "Oh Grandma, I'm so scared!" Red Riding Hood cried, "I'll never talk to strangers in the woods again." "It's okay my granddaughter, you've learned an important lesson, thank goodness you screamed loud enough for a woodcutter to hear you!"*

*The woodcutter gets rid of the wolf and takes him deep into the forest where he will not be able to bother anymore. Little Red Riding Hood and his grandmother had a fun lunch and had a long chat with his grandmother*

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### 3. The Reading Comprehension of Narrative Text

Reading narrative text is not difficult if the reader knows about narrative. When the readers or students read the narrative text, they have to know about what narrative is, what important parts occur in narrative text, knowing about the purpose of narrative text. According to Langan (2008, p.176), in narration, a writer tells the story of something that happened. Through narration, we make a statement clear by relating something in detail that has happened to us. So, narrative text can be really enjoyable to write and to read. In this case, story is told clearly and sharply. If the story is told clearly and detailed, the reader will be able to understand what the writer's message is or what the writer is talking about.

The students are the readers, who will actively interact to the text. While interacting with the text, the readers commonly use some related reading strategies. The text used in this research is narrative text. The narrative text is one of the texts taught in majority of classroom context, thus, the students are required to interact with this text genre.

In this research, the narrative text was used as a one of genres text taught at State junior high school 9 Pekanbaru. Furthermore, based on Syllabus at the Eighth Grade of State junior high school 9 Pekanbaru, the expected indicators of narrative text can be seen as in the following expectations:

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**a. Identify the communicative purposes of the narrative text.**

The communicative purposes of narrative text are to entertain and amuse the readers or listeners about a past story related to the real or imaginary experience, or the complex events which eventually find a solution. In this case, the students are demanded to know the goals or the communicative purposes of the narrative text.

**b. Finding the meaning of vocabulary**

According to Katheleen (1992, p.324), your vocabulary defines and describes you by revealing a great deal about your level of education and your experience. The reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has it or nearly the same meaning as another word.

**c. Identify the generic structures of the narrative text.**

Generic structure refers to the text structure. According to Ilmiyati (2010), the narrative is a kind of text whose function is to tell the events (fiction or nonfiction) consisting of orientation, complication or the crisis of problem and resolution. The generic structure can be seen as follows:

- 1) Orientation: sets the scene and introduces the participants.
- 2) Complication: a crisis arises.

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- 3) Resolution: the crises are resolved for better or worse. In this case, the students need to know those parts above in order to make them easier to identify and distinguish each of the parts.

**d. Identify the specific information of the narrative text.**

In this case, the students are demanded to identify a variety of information involved in the text. Identify the specific information of the narrative text refers to identify the meaning of unfamiliar words. It means that the students can develop their guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the specific information and the topic of the paragraph. In line with the statement above, Kurniawan (2013) stated that the students can identify the specific information contained if they could find the major elements of the narrative text including setting, character, conflict or problem and the resolution in the text, thereby, the students will be able to identify the specific information contained.

**e. Identify the references from the narrative text.**

The reference refers to the participants activated or introduced in the narrative text—how they are referred to once they have been activated and how they are brought back into the discourse following an absence (Clark, 2012). In this case, the students are required to know the participants involved—how they are referred in text.

Hence, there are 5 indicators discussed above. Those indicators were useful to the writer in assessing or evaluating the students' ability in

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narrative text. The writer used it as the guidance in assessing students' reading comprehension of narrative text.

#### 4. Assessing Reading Comprehension

Reading is one of the receptive skills. To assess reading is not as hard as a productive skill like speaking and writing because in reading, the teachers can assess the students' reading ability by using multiple choices, short answer, fill in the blank, and so on to know their ability. In the other ways, Brown (2003, p.189-190) divides the reading performance into 4 types, and he classifies the way to assess students' reading ability based on this type below:

##### 1. Perceptive

Perceptive reading tasks involve attending to the components of large stretches of discourse : letters, words, punctuation, and other graphemic symbols. Bottom up processing is implied.

##### 2. 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.

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### 3. Interactive

Reading is a process of negotiating meaning, and the reader brings to the text a set of schemata for understanding it.

### 4. Extensive

Extensive reading applies to the text of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

In assessing reading comprehension for Junior High School students, Brown (2004, p.194) mentioned some possible activities which can be done in term of selective reading, they are:

#### 1. Multiple choice (for form focused criteria)

This technique is designed by using four choices and the respondent will choose one the correct answer.

#### 2. Matching tasks

At this selective level of reading, the test taker's task is simply to respond correctly, which makes matching an appropriate format.

#### 3. Editing tasks

Editing for grammatical or rhetorical errors is widely used test method for assessing linguistic competence in reading. This technique not only focuses on grammar but also introduces a simulation of the authentic task of editing errors in written passages.



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#### 4. Picture cued tasks

Test-takers are shown a picture, such as the one on the next page, along with a written text and are given one of a number of possible tasks to perform.

#### 5. Gap filling tasks

An extension of simple gap-filling tasks is to create sentence completion items where test-takers read part of a sentence and then complete it by writing a phrase.

In this research, the researcher just used multiple choices to asses the reading comprehension of State junior high school 9 Pekanbaru.

### 5. Directed Inquiry Activity

Inquiry is series of learning activities that emphasize critical and analytical thinking processes to find answers to a question in question. the thinking process itself usually comes from question and answer between teachers and students.

According to Wiesendanger (2000, p. 178) the Directed Inquiry Activity aid student in organizing, processing, and comprehending assigned text materials. The use of the six inquiry questions help them establish a logical base from which to explore both narrative and expository text.

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Inquiry is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world” (Galileo Educational Network in Alberta(2004:11)),

Quoted from Burhanuddin (2012,p.103), Postman and Weingartner (1969:31), Inquiry method is motivate and recognize the students to be good learners and sound reasoners center their attention and activity on the dynamic process of inquiry, not merely on the end product of static knowledge. Inquiry is a learning process through questions generated from the interests, curiosities, and perspectives/experiences of the learner. One important element in this strategy is the teacher modeling or thinking out loud about how to figure out the meaning of the word. This can be done by sharing the associations that come to mind when using structural analysis. Inquiry can be considered a philosophical approach to teaching any number of subjects, not just science or can be considered a mere method.

According to Sanjaya, inquiry learning is a series of learning activities that emphasizes the critical and analytical thinking process to find out for yourself the answer of a problem questionable. Inquiry learning is built on the assumption that since born human beings have the urge to find their own knowledge. Curiosity about the natural state around it is nature since it was born into the world, through the sense of sight, the sense of hearing, and other senses. Human curiosity is

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continuous evolving into adulthood using his brain and mind. The knowledge it has will be meaningful when it is based the curiosity.

From the definition mentioned above, it can be concluded that Inquiry learning strategy is a learning strategy preparing students on situations to conduct their own experiments. It may think critically to find answers of a questionable issue. Classrooms where teachers emphasize inquiry-based learning have the following characteristics (Drayton & Falk, in alberta 2001, P.4 ):

1. Inquiry is in the form of authentic (real-life) problems within the context of the curriculum and/or community.
2. The inquiry capitalizes on student curiosity.
3. Data and information are actively used, interpreted, refined, digested and discussed.
4. Teachers, students and teacher-librarian collaborate.
5. Community and society are connected with the inquiry.
6. The teacher models the behaviors of inquirer.
7. The teacher uses the language of inquiry on an ongoing basis.
8. Students take ownership of their learning.
9. The teacher facilitates the process of gathering and presenting information.
10. The teacher and students use technology to advance inquiry.
11. The teacher embraces inquiry as both content and pedagogy.

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12. The teacher and students interact more frequently and more actively than during traditional teaching.
13. There is an identifiable time for inquiry-based learning.

Chatrine cited in Lehr (1980) (2002,p.177) noted that this strategy helps increase reader comprehension in a content area lesson, it aids students in selecting important information and categorizing information from subject area textbooks. In Directed Inquiry, teachers provide students with specified resources one by one, providing challenging questions and clear outcomes. As much as possible, students should still be given the opportunity to interact independently with each resource; however, the specific resources, as well as the order in which students interact with them, are prescribed by the teacher. Sometimes the teacher can rotate groups through several resources at the same time: e.g. reading passage, small group hands-on activity with the teacher, and on-line interactive resource.

The directed inquiry activity aids students in organizing, processing, and comprehending assigned text materials. The use of the six inquiry questions helps them establish a logical base from which to explore both narrative and expository. Directed Inquiry Activity Strategy is designed specifically to help “direct” students through reading assignments with content materials containing an abundance of factual information and details, much of which should be retained by the reader (Tomas, 1978, p.138). Furthermore, as quoted from hamidi (2013,p.69),

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Sanjaya (2006, p. 195) stated that Directed Inquiry Activity Strategy is the combination of a thinking process and an analysis to search and find the answer of the question.

There are three stages in this activity. And each has its own focus. (Hamidi,2013,p.70).

1. Exploration Process

In exploration proses, the focus is to active the students' knowladge related to the lesson being taught.

2. Elaboration Process

A process is regarded as the main course. It is where the students are given meaningful exercise. The students are facilitated to analyze the answers for the questions. They are supported to study cooperatively in groups.

In this process, teacher explains elements of the generic structure of narrative text as in followings. The first one is the orientation. It is an introductory paragraph wich setting and the participants of the story can be found. The next part is the complication in which the main character faces problem. The last part of narrative texts is the resolution in which the problems and conflicts are resolved.

The teacher distributes a narrative text, then asks the students to work in group and discuss the orientation, complication and resolution of the text with their friends.The example of narrative

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text is “Little Red Riding Hood”. After that the teacher gives the inquires.

The questions are as follows:

- a. Where does the story take place?
- b. When does the story take place?
- c. Who are the characters in the story?
- d. Who is the main character?
- e. Did she face a problem in the story?
- f. How does the story end?

The students work in their groups to answer the question.

### 3. Confirmation Process

Confirmation process is a process in which the teacher confirms the students' answer and check them whether they are correct or incorrect. In this process, the students will exchange their group work one another. The teacher will give further explanation on the significant error made by the students.

Directed Inquiry Activity encourages the student to be active in reading narrative text in finding the orientation, the complication and the resolution in the text and then discuss in a group (Hamidi 2013,P. 70).

So, Directed Inquiry Activity Strategy helps to motivate students' interest and this technique makes the students easier to comprehend the text.

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There are five procedures of Directed Inquiry Activity (Wiesendanger 2000,P. 178) as follow:

1. Teacher asks students to preview a section of assigned text.
2. Teacher asks students about six inquiry questions (who? What? When? Where? Why? How?)
3. Teacher records the student's predictions on the board under appropriate category. Then teacher uses probing question and elaboration techniques to get student to remember important information pertaining to text.
4. Teacher asks students to read assignment and make the necessary changes to their predictions.
5. Teacher asks students to use a prereading chart to modify the strategy for use as a pre and post reading strategy.



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Example: Figure in strategy  
**THE DIRECTED INQUIRY ACTIVITY:**  
 Prereading chart

Who	What	When	Where	Why	How

Postreading chart

Who	What	When	Where	Why	How

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## B. The Relevant Research

According to Syafi'i (2007, p.122), a relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. In this case, there are two researches concerning reading comprehension:

1. Ahmad Hamidi and Aryuliva Adnan (2013) conducted a research entitled "Teaching Reading Narrative text by using Directed Inquiry Activity (DIA) Technique at Junior High School in Padang, in Academic Year 2013/2014". The research was conducted to help students improve and develop their reading ability. Use of Directed Investigation Activities (DIA) in teaching narration at SMP could help students understand the text. This could solve Teaching problems faced by teachers in junior high schools, in particular in teaching narrative texts. This could provide a solution to the problems both from the teacher's side and the students. From the teacher's side, He could give solutions for the use of monotonous media and materials that were unattractive and possible the teachers used interesting materials like the story "The Beauty and The Animals "and interesting media such as video. Use of LKS (Student Work Sheet) could be reduced by Her and video usage as a medium may be maximized to attract students' attention. While from the students, HE could solve students' vocabulary problems by making it easier for teachers Provide sufficient knowledge



activation to students. It's much easier the students understand the text because the teacher explains the meaning of vocabulary using images, synonyms, and contextual clues.

2. Wildhan Burhanuddin (2012) conducted a research entitled “Using Inquiry Method to Improve the Students’ Reading Comprehension”, n Academic Year 2013/2014”. This research aimed to explain the improvement of the students’ reading comprehension in terms of literal comprehension dealing with word meaning and main ideas and interpretive comprehension dealing with conclusion. To explain the improvement, the researcher used a classroom action research (CAR) which was conducted in two cycles in which every cycle consisted of four meetings. The location of this research was taken at the first semester students of English Education Department wich a number of the subject was 25 students. The research findings indicated that the application of Inquiry Method was significant in improving the students’ reading comprehension in terms of literal comprehension and interpretive comprehension. It was proved by the mean score of cycle I which was 68. 47. It was classified as fair then improved to be 81, 20. It was classified as good in cycle II. They were higher than the mean score of diagnostic test namely 58.40 that was classified as poor. Therefore, there was the improvement of the students’ reading comprehension in terms of literal comprehension dealing with word meaning and main ideas and interpretive comprehension dealing with conclusion.

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### C. The Operational Concept

Operational concept is a concept used as a guidance to avoid misunderstanding. In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. The directed inquiry activity Strategy is an independent variable (X) and reading comprehension is a dependent variable (Y).

1. The indicators of THE DIRECTED INQUIRY ACTIVITY Strategy (variable X) are:
  - a. Teacher asks students to preview a section of assigned text.
  - b. Teacher asks students about six inquiry questions (who? What? When? Where? Why? How?)
  - c. Teacher records the student's predictions on the board under appropriate category. Then, teacher uses probing question and elaboration techniques to get student to remember important information pertaining to text.
  - d. Teacher asks students to read assignment and make the necessary changes to their predictions.
  - e. Teacher asks students to use a prereading chart to modify the strategy for use as a pre and post reading strategy.
2. The indicators of Reading Comprehension narrative text (Variable Y) are seen as follows:
  - a. The students are able to identify the main idea of narrative text.

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- b. The students are able to identify the specific information of narrative text.
- c. The students are able to identify the generic structure of narrative text.
- d. The students are able to identify references of narrative text.
- e. The students are able to find out the meaning of vocabulary of narrative text.

**D. The Assumption and Hypothesis****1. Assumption**

Before formulating hypothesis as a temporary answer to the problem, the researcher would like to present some assumptions as follows:

- a. Directed Inquiry Activity Strategy can help the students to comprehend the reading text.
- b. The students who are treated by using Directed Inquiry Activity Strategy achieve better reading comprehension than those who are not treated without Directed Inquiry Activity Strategy.

**2. The Hypotheses**

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

**a. The Null hypothesis (Ho)**

1. There is no significant difference in reading comprehension between students who are treated with Directed Inquiry

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Activity Strategy and those who are treated without Directed Inquiry Activity Strategy at the eight grade of Junior High School 9 School Pekanbaru.

2. There is no significant effect of using Directed Inquiry Activity Strategy on students' reading comprehension at the eightgrade of Junior High School 9 School Pekanbaru.

**b. The alternative hypothesis (Ha)**

1. There is a significant difference in reading comprehension between students who are treated with Directed Inquiry Activity Strategy and those who are treated without Directed Inquiry Activity Strategy at the eight grade of State Junior High School 9 School Pekanbaru.
2. There is a significant effect of using Directed Inquiry Activity Strategy on students' reading comprehension at the eight grade of State Junior High School 9 School Pekanbaru.