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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension

a. The Nature of Reading Comprehension

Reading is the process of getting information from a written symbol or written language. In the reading process, the readers not only read written form, but also they are required to understand of what they read. The process of understanding the text is often called reading comprehension. Reading comprehension is the ability to read text, process it and understand its meaning. According to Klingner et al (2007, p. 8), reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). It means that reading comprehension is not a simple process. In reading comprehension, the reader needs their prior knowledge about the text to build their comprehension.

The IRA Dictionary in Harrison defined that reading comprehension just as fully, and its multiple definitions include (Harrison, 2004, p. 51):

- 1) Understanding what is read

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- 2) Understanding in relation to a presumed hierarchy of comprehension processes
- 3) Interpreting
- 4) Evaluating
- 5) Reacting in a creative, intuitive way.

The IRA Dictionary also quoted two definitions from authoritative sources, both from researchers who have conducted classical studies in the field:

- 1) Comprehension involves the recovery and interpretation of the abstract deep structural relations underlying sentences (Bransford and Johnson).
- 2) Comprehension is a process of integrating new sentences with antecedent information in extra sentential structures (P. Thorndyke).

The above statement shows that reading comprehension is the most important part of the process of reading. It is because reading comprehension refers to reading with understanding. With the reading comprehension, readers can understand the content of the text, beside reading comprehension is in fact not an easy matter. There are many factors affecting the reading comprehension such as vocabulary, reading rate and fluency, word recognition, prior knowledge and experiences. Thomas Barrett in Brassell has suggested the following three types of action with his three-level taxonomy of reading comprehension (Rainski, 2008, p. 17):

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1) Literal Comprehension

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. In this level readers are able to identify explicitly stated main ideas, details, sequence, cause-effect relationships, and patterns.

2) Inferential Comprehension

Inferential comprehension, the next level, refers to the ability of a reader to take in the information that is inferred or implied within a text. In other words, the readers are able to infer main ideas, details, comparisons, cause-effect relationships not explicitly stated, drawing conclusions or generalizations from a text; predicting outcomes.

3) Critical Comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. In this level readers are able to recognize instances of bias and unsupported inferences in texts, detecting propaganda and faulty reasoning; distinguishing between facts and opinions; reacting to a text's content, characters, and use of language.

Furthermore, Day and Park also divided six types of reading comprehension as follows (Park, 2005, p. 62):

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1) Literal comprehension

Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations.

2) Reorganization

Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.

3) Inference

Making inferences involves more than a literal understanding. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions. It means inference is concluding information from text and building new information which is not explicitly stated in the text.

4) Prediction

Prediction involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends.

5) Evaluation

Evaluation is like inferring. The difference is that evaluation requires students' comprehensive judgment about some aspects of a text and ability to redevelop an understanding by using related issues.

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6) Personal response

Personal response requires readers to respond with their feelings for the text and the subject.

In other side, Dorn and Soffos said the levels of reader's reading comprehension are divided into two levels, those are (Dorn and Soffors, 2005, p. 14):

- 1) Surface level. The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text.
- 2) Deep level. The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking.

All of the statements above show that reading comprehension is the ability to take information from writing text and do something with it in a way that demonstrates knowledge or understanding information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding.

b. Components of Reading Comprehension

Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement

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with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. The components of reading comprehension (Hughes, 2003, p. 139) are:

1. Finding factual information

Factual information is information that consists in the text. In reading comprehension, reader should be able to find the factual information in the text.

2. Identifying main idea

Main idea is as a key in reading comprehension. Each paragraph will have main idea to make the text understandable. In reading comprehension, reader should be able to identify the main idea in the text.

3. Locating the meaning of vocabulary in context

A text must consist of vocabularies. The meaning of the vocabulary should base on the context of the text. In reading comprehension, reader should be able to locate meaning of vocabulary in the context.

4. Identifying reference

Reference in reading text is aimed to examine reader's comprehension. In reading comprehension, reader should be able to identify reference.

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5. Making inferences from the reading text

Inference in reading text can be said as conclusion. After reader reads the text, he/ she should able to know the conclusion of the text. In reading comprehension, reader should be able to make inference from the reading text.

The component of reading comprehension above has a crucial role in reading comprehension. Besides, there are two skills in reading comprehension. According to Brown (2003, pp. 187-188), the skills in reading comprehension represent the spectrum of possibilities for objectives in reading comprehension:

1) Microskills

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.
- f) Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

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2) Macroskills

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative function of written texts, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From describe events, ideas, etc. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalizations, and exemplification.
- e) Distinguish between literal and implied meaning.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies for interpretation of texts.

In other side, according to Hughes (1992, pp. 116-117) the specifying of what the readers should be able to do in reading comprehension:

1) Macro-skills

- a) Scanning text to locate specific information
- b) Skimming text to obtain the gist
- c) Identifying stages of an argument
- d) Identifying example presented in support of an argument

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2) Micro-skills

- a) Identifying referents of pronoun
- b) Using context to guess meaning of unfamiliar words
- c) Understanding relations between parts of text by recognising indicators in discourse, especially for the introduction, development, transition, and conclusion of ideas.

3) Grammatical and lexical abilities

- a) Recognising the significance of the use of the present continuous with future time adverbials.
- b) Knowing that the word 'brother' refers to a male sibling.

In conclusion, the component of reading comprehension is as a part of process or activity in reading a text. It is to understand a text or message about what readers read. In this research, writer took the components of reading comprehension from Hughes as indicators of this research.

c. Assessing Reading Comprehension

In addition to collecting result from reading comprehension, teacher also can measure the students' reading comprehension through assessing reading comprehension. Heaton (1990, pp. 105-133) states that there are seven ways to measure reading comprehension:

1) Matching Tests

It requires the students' ability to indicate visually between words which are spelt in fairly similar ways. In other words, the students

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have to respond correctly which make matching an appropriate format. Besides, it also can use picture.

2) True/false reading test

It presents either a true or false statement and the students must choose from two alternatives.

3) Multiple-choice items

The test items in which the students have to select an answer from a number of options are presented based on the text.

4) Completion items

It asks the students to supply a word or short phrases.

5) Rearrangement items

It tests the students' ability by providing them a sequence of steps in a process or event.

6) Cloze Procedure

A type of test in which demands the students to put suitable words in space in a text.

7) Open-ended and miscellaneous items

It is a type of test requiring the students to answer a question free as they wish without having to choose from among alternatives options.

Based on the explanation above, there are many different ways to test reading comprehension. Heaton said that based on the various ways to assess reading comprehension, the multiple-choice is the most suitable

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instrument for testing reading comprehension. Furthermore, all of the ways are appropriate to assess reading comprehension.

2. Narrative Text

a. Definition of Narrative Text

Narrative is one kind of texts telling story about past event. Narrative text relates a realistic, imagined or fictitious story. It is written to entertain or amuse and interest the reader. According to Barwick (2006, p. 4), narrative text relates a realistic, imagined or fictitious story in order to entertain or amuse the reader. Narrative text consists of certain structure. The structure refers to the way in which the ideas in the text are interrelated in order to convey a message to the reader. Narrative text is a text that tells an imaginative story, although some narrative is based on facts. This text is one of the text types learned by the students in very educational school, starting from elementary school until senior high school. The social function of narrative text is to amuse or entertain the readers as well as to deal with actual or imaginative experience.

b. The Purpose of Narrative Text

According to Barwick (2006, p. 4), a narrative aims to show a place where anything can happen to a character, usually unexpected, through the use of imagined or real-life experiences. Narrative informs and entertains

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the reader by explaining ways of resolving issues that are meaningful to their particular culture.

Besides, according to Wahidi (2009, p. 16), the basic purpose of narrative text is to entertain, to gain and hold a reader' interest. Narrative can also to teach, inform and change social opinion.

c. Generic Structure of Narrative Text

According to Hainemhan (2004, p. 21), every text has organizations, so does narrative text. The text organizations of narrative text are as follows:

1) Orientation

This sets the setting, time, main characters of story. This part sets the moods and invites the readers to continue reading.

2) Complication

This sets an event or series of event involve the main character. The characters are involved in some conflicts that serve to frustrate the main character from reaching the ambitions. These conflicts serve to build tension and hold the readers interest as the lead into major problem or climax.

3) Resolution

The complication is resolved satisfactorily in the resolution and loose end is generally tidied up. Some narratives leave the readers to decide the ending of resolution while other fills in all details.

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d. The Language Features of Narrative Text

The language features of the narrative text are:

- 1) Specific participants: often individual, participant with the defined identities. Major participant are human or sometimes animals with human characteristics.
- 2) Past tense form: because it describes something that happened in the past.
- 3) Words give details of people, animals, places, things, and actions: such as adjective and adverb.
- 4) Connection of time: such as last week, once upon a time, etc.

In conclusion, narrative text is one of the text types learned by the students in Junior High School 35 Pekanbaru that tells real or fictions story.

3. Lexical

a. The Nature of Lexical

Lexical refers to the term concerning with word or lexicon of a language. According to Meriam Webster, lexical is relating to words or the vocabulary of a language as distinguished from its grammar and construction. As English language learner, it can be stated that lexical relates to word or vocabulary. In line with the idea above, Radford (1988, p. 137) said that it seems clear that the idiosyncratic restrictions relating to the range of complements which a Preposition does or does not permit are



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directly analogous to the parallel restrictions which hold in the case of Verbs. The restrictions concerned are not categorical in nature (i.e. they are not associated with every single item belonging to a given category): on the contrary, they are *lexical* in nature (that is to say, they are properties of individual lexical items, so that different words belonging to the same category permit a different range of complements). According to Harmer (2007, p. 33), lexical is the technical name for the vocabulary of a language. So, it can be concluded that lexical refers to the word or vocabulary in a language.

What is word?

Word is not an easy concept to define. According to Read (2000, p. 20), the term word can refer to a variety of lexical units. Word is unambiguous and universal definition of 'word' is not available or possible in many reasons. However, there are attempts to define word in the context of a particular language. The present discussion is restricted to the definition of the term in the English language.

According to Read (2000, p. 25), there are series of assumptions about word, growing out of developments in linguistics theory. They are:

- 1) Vocabulary knowledge of native speakers continues to expand in adult life, in contrast to the relative stability of their grammatical competence.
- 2) Knowing a word means knowing the degree of probability of encountering that word on speech or print. For many word we also

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know the short of words most likely to be found associated with the word.

- 3) Knowing a word implies knowing the limitations on the use of the word according to variations of function and situation.
- 4) Knowing a word means knowing the syntactic behaviour associated with the word.
- 5) Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
- 6) Knowing a word entails knowledge of the network of associations between that word and other words in the language.
- 7) Knowing a word means knowing the semantic value of a word.
- 8) Knowing a word means knowing many of the different meanings associated with a word.

According to Nation (2001, p. 49), there are three aspects of knowing a word: form, meaning and use.

1) Form

In this aspect, word formation means to know how words are spoken and written. The learners have to know what a word sound like its pronunciation and it is as spoken form. Knowing the spoken form of word includes being able to recognize the word when it is heard. Besides, the learners also have to know how the spell of word and it is as written form. Nation (2001, p. 60) points out that one aspect of

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gaining familiarity with the written form of word is spelling. Sometimes, the spelling of word is not same as its sound.

2) Meaning

In this aspect, meaning of word means to know what the word refers to. The meaning encompasses the way that form and meaning work together in other words, the concept and what items it refers to, and the association that come to mind when people think about a specific word. Nation (2001, p. 64) states that learners need to know the form of a word and its meaning and they also need to be able to connect the two. It means that learners need to know the meaning in the context and the sense relation.

The meaning of word can be understood in terms of its relationship with other words in the language. According to Todd (1995, pp. 79-86), the sense of relation is divided into four as follows:

- a) Polysemy, means the word that has the same collection of sounds and letter but it can have different meaning. For instance 'pupil' as one who is taught by another and circular opening in centre of iris of eye regulating passage of light to the retina.
- b) Synonym, means the word that is exactly or nearly the same meaning but different sound. For instance tall-high and nice-kind.
- c) Antonym, means the word in the oppositeness of meaning. For instance big-small and single-married.

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- d) Hyponymy, means the relationship between a word which is a member of category and the name category. For instance red, white, black, and so on, is a hyponymy of colour.

3) Use

In this aspect, the meaning of language depends on where it occurs within a large stretch of discourse. Nation (2001, p. 73) states in order to use a word it is necessary to know what part of speech it is and what grammatical pattern it can fit into. Word can be stretched and twisted to fit different context and different uses.

According to Todd (1995, pp. 49-50), there is no one totally satisfactory definition but it can isolate four of the most frequently implied meanings of word: the *orthographic* word, the *morphological* word, the *lexical* word, and the *semantic* word.

- 1) An *orthographic* word is one which has a space on either side of it. Thus, in the previous sentence, we have fourteen orthographic words. This definition applies only to the written medium, however, because in normal speech we rarely pause between words. Nevertheless, even in speech it is possible to isolate words by pausing between them.
- 2) A *morphological* word is a unique form. It considers form only and not the meaning. Ball for example is one morphological word, even though it can refer to both a bouncing object and a dance. Ball and balls would be two morphological words because they are not identical in form.

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- 3) A *lexical* word comprehends the various forms of items which are closely related by meaning. Thus, chair and chairs are one lexical item but two morphological words. Similarly, take, takes, taking, taken, and took are five morphological words but only one lexical word. So, take in dealing with lexical word comprehends all the various form of it.
- 4) A *semantic* word involves distinguishing between items which may be morphologically identical but different in meaning. For example, table can refer to a piece of furniture or to a diagram. The diagram and the piece of furniture are the same morphological word but they are two semantics words because they are not closely related in meaning.

Based on the literature described above, the writer concludes that word is a smallest element in speech or writing. Word is the basic element in language to make sentence in speech or written form. The aspects of knowing a word are knowing the form, meaning and use of the word. In this research, writer adapted the indicators of lexical coverage from Nation.

b. Words as Types and Words as Tokens

There are some basic points that we need to spell out. One is the distinction between tokens and types, which applies to any count of the words in a text (Read, 2000, pp. 16-18). The number of tokens is the same as the total number of word forms, which means that individual words occurring more than once in the text are counted each time they



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are used. On the other hand, the number of types is the total number of the different word form, so that a word which is repeated many times is counted only once. Token words can be said as running words too.

Each sentence has the different type and token. According to Carstairs (2002, p. 6), the type–token distinction is relevant to the notion ‘word’. Sentences may be said to be composed of word tokens, but it is clearly not word-tokens that are listed in dictionaries. Words as listed in dictionaries entries are, at one level, types, not tokens – even though, at another level, one may talk of distinct tokens of the same dictionary entry, inasmuch as the entry for month in one copy of the Concise Oxford Dictionary is a different token from the entry for month in another copy. For instance, when there is a text with 500 words, we understand that it refers to the number of tokens which are multiple occurrences of the same type especially words like *a, the, in, that, etc.* The number of types is substantially less than 500 words. The relative proportion of types and tokens is a widely used measure of the language development of both language learners and native speakers. Words of these kinds – articles, prepositions, pronouns, conjunctions, auxiliary, etc- are often referred to as function words and are seen as belonging more to the grammar of the language than to its vocabulary. Content words – nouns, verbs, adjectives, and adverb- they have little if any meaning in isolation and serve more to provide links within sentences, modify the meaning of content words and so on.

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c. Lexical Coverage

The relationship between vocabulary knowledge and reading comprehension has shown the strong statistical relationship. Researchers have suggested several models to describe the relationship between vocabulary knowledge and reading comprehension. According to Hu and Nation (2000, p. 403), the factor involved in these models involve language knowledge (of which vocabulary knowledge is a part), knowledge of the world (sometimes called background knowledge) and skill in language use (of which reading comprehension is one result). Then, there has been continuous interest in whether there is language knowledge that marks the boundary between having and not having sufficient language knowledge for successful language use or how much unknown vocabulary can be tolerated in a text before it interferes with comprehension.

There is one approach to address about this that has been researched how the amount of vocabulary a reader knows affects reading comprehension. The exact question for this is how many words in a text must a reader know in order to understand what is being read?. According to Nation (2006, p. 61), the percentage of running words in the text known by the reader is referred to as lexical or text coverage. Technically, Nation (2001, p. 145) states that it is calculated as the number of the words known in a text, multiplied by 100 and then divided by the total number of running words (tokens in the text). The number of the words known is

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assigned by underlining the words that they could not understand in the text. Then, it can be put in the form of the following formula:

$$\text{Lexical coverage} = \frac{\text{Number of known words in a text}}{\text{Tokens in a text}} \times 100$$

The more students know words, the easier students understand a passage. There have been several studies which attempt to determine the amount of vocabulary needed by a second language learner in order to be able to read with reasonable comprehension and without lack of vocabulary knowledge becoming a major burden.

We have looked at the commonsense evidence for having a high coverage of the vocabulary in a text in order to gain adequate comprehension. Laufer (1989) did a step further to see what percentage of words tokens (running words) needed to be understood in order to ensure reasonable reading comprehension of the text. Laufer set reasonable comprehension as a score of 55% or more. Percentage of words tokens known was found by getting learners to underline unfamiliar words in the text and adjusting this score by the number of words mistakenly said to be known as determined by a translation test. This is a much more demanding test than a multiple choice recognition test. The rest was converted to a percentage of total word tokens in the text which were known. The calculation should be expressed in 2 stages:

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- 1) The number of words known in the text is: total words in text – [words reported as unknown + words reported as unknown x (number of discrepancies x 100/40)
- 2) The coverage is [number of words known in the text x 100 / total number of words in text].

In this research, it is focused on the second stage. It covers the number of known words into the percentage of the total number of words in the text and this is the coverage.

4. The Correlation between Lexical Coverage and Students' Reading Comprehension

The existence of vocabulary knowledge in the texts is very crucial. Vocabulary in text is tying the sentences and paragraphs together. It means that vocabulary cannot be separated from text because vocabulary makes one sentence and other sentences in the paragraphs. English has specific coverage that is used on reading text and those will make reader gain adequate comprehension. By having higher coverage level, it can enlarge the students' main set of thinking about the text and it makes student easier to understand the text.

In the same way, Hirsh and Nation (1992) state that learners need to have around 89% coverage of the words in the text to be able to read for pleasure. Lexical coverage has a vital role in the reading activity. Lexical coverage connects all words of the text into a sequence of story.



Hu and Nation stated that the known words have a marked effect on text comprehension. Most learners would need around 98% coverage to gain adequate unassisted comprehension of the text (2000, p. 422). This statement shows that knowing much about words that are occurring in the text is a very important thing to improve students reading comprehension. Moreover, Hu and Nation noted that lexical coverage can help the reader to identify the key points in a text. Based on all of the quotations, it is very clear that lexical coverage will improve students reading comprehension. Students should gain the maximal lexical coverage in order to make them easy to understand text. Thus, all of the explanations above show that there is a correlation between students' lexical coverage and their reading comprehension.

In this research, the writer is purposively to investigate whether the students' lexical coverage correlates with reading comprehension of narrative text at Junior High School 35 Pekanbaru.

B. Relevant Research

According to Syafii (2016, p. 102), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. It means there are some previous researchers who had conducted the researches before the writer conducted this research. In conducting the research, the researcher took some relevant researches that had been investigated by previous researchers.

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In 2011, Schmitt et al conducted a research entitled “The Percentage of Words Known in a Text and Reading Comprehension”. It is correlational research. The research was in Nottingham, United Kingdom. In this research, he stated that there was a significant linear relationship between vocabulary knowledge coverage and students’ reading achievement. Norbert analysed about the correlations between the lexical coverage and the Reading Comprehension in the same text. There was a significant positive correlation found between the percentage of vocabulary coverage and reading comprehension ($r = 0.407$, $n = 661$, $p. < 0.001$). This can be concluded that better reading comprehension relies on better knowledge and the lexical coverage. The participants who received high percentage in the lexical coverage Test, they received high scores on the Reading Comprehension Test. By contrast, the participants who received low percentage in the lexical coverage, they received low scores on the reading comprehension test.

A journal was written by Hu and Nation in 2000 entitled “Unknown Vocabulary Density and Reading Comprehension”. This research was in New Zealand. The purpose of this study was to see what percentage coverage of text is needed for unassisted reading for pleasure, where learners are able to read without the interruption of looking up words. The main concern was whether the effect of density of unknown vocabulary on reading comprehension. The result of the regression analysis was there is a predictable relationship between the density of unknown words and degree of comprehension. This result indicated that 98% coverage of vocabulary was needed for learners to gain

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unassisted comprehension of a text. The results of this study indicated that high lexical coverage gave adequate comprehension.

In this research, the writer focuses on examining the relationship between lexical coverage and reading comprehension of narrative text at Junior High School 35 Pekanbaru.

C. Operational Concept

In carrying out this research, it is very necessary to clarify the variables used in the research. This research consists of two variables; those are independent variable (X) and dependent variable (Y). Variable X refers to the lexical coverage, and variable Y refers to students' reading comprehension of narrative text.

1. The Indicators of Lexical Coverage

According to Nation (2001), there are some aspects of knowing a word, they are:

- a. The students are able to identify the spelling of the words.
- b. The students are able to find the meaning of the words.
- c. The students are able to find the synonym of the words.
- d. The students are able to find the antonym of the words.
- e. The students are able to identify the word classes of the words.

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2. The Indicators of Reading Comprehension of Narrative Text

According to Hughes (2003), there are five components of reading comprehension, they are:

- a. The students are able to find factual information of narrative text.
- b. The students are able to identify main idea of narrative text.
- c. The students are able to locate the meaning of vocabulary in context of narrative text.
- d. The students are able to identify reference.
- e. The students are able to make inference of narrative text.

D. Assumption And Hypothesis

1. Assumption

In this research, the writer assumes that the better students' lexical coverage is, the better students' reading comprehension of narrative text will be.

2. The Hypothesis

Ho: There is no significant correlation between students' lexical coverage and reading comprehension of narrative text at Junior High School 35 Pekanbaru.

Ha: There is a significant correlation between students' lexical coverage and reading comprehension of narrative text at Junior High School 35 Pekanbaru.