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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

In theoretical framework, the researcher presents discussion of the nature of reading comprehension, students' reading comprehension in narrative text, the factors that influence students' reading comprehension, the nature of Circle Triangle Square Strategy, relevant research, operational concept, assumption and hypothesis.

1. The Nature of Reading Comprehension

a. Reading

Reading is an important role in guiding students to be successful in learning a language, especially in learning a foreign language. One of the important reading skills that the readers must have is comprehension. So, reading is the written text that people can read and understand the meaningful symbol or sign. Reading means 'reading and understanding'.

Reading is composed of two main processes: decoding and comprehension. Decoding involves being able to connect letter strings to the corresponding units of speech that they represent in order to make sense of print. According to Smith (2004, p.13) "we learn to read and we learn through reading".

Smith (2004, P.189) stated that reading is more than just a pleasant, interesting, and informative experience. It has consequences,

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some of which are typical of any kind of experience we might have. Other consequences are uniquely particular to reading. According to Linse (2005, p.69) reading is a set of skills that involves making sense and deriving meaning from the printed word.

Then, Kintsch&Kintsch (2005, p.83) stated that reading is generally described as involving two skills: decoding and comprehension. Decoding is an isolable ability, which can be taught and assessed in straightforward ways. In contrast, comprehension is a complex skill that depends on a variety of factors, contexts, and reading goals. Then, Nevills (2004, p.9) argued that reading is composed of two main processes: decoding and comprehension. These two processes are independent of one another, but both are necessary for literacy.

Hasibuan and Ansyari (2007, p. 114-115) stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension..

b. Teaching Reading

The goal of teaching reading is to make the readers able to get the information from the text by comprehending the text that they have read first. It means if the readers read the text, they will be able to get the information from the text and they are able to synthesize and evaluate the information that they get from the text. It is an essential part of the reading process.

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According to Idham and Zelly (2014, p. 97), teaching reading basically aims:

- 1) Development of reading skills, study skills, comprehension skills.
- 2) Introduction (or practice) of an important/new genre, e.g. poem, flowchart, etc.
- 3) Creation of a new interest or chasing in on current interest so that pupils will read more.
- 4) The ironing out of old (bad) habits, e.g. word by word reading.
- 5) The development of flexible reading strategy.

According to Nunan (2003, p. 74-75), there are 8 principles for teaching reading, namely:

Exploit the reader's background knowledge.

- 1) Build a strong vocabulary base.
- 2) Teach for comprehension.
- 3) Work on increasing rate.
- 4) Teach reading strategies.
- 5) Encourage readers to transform strategies into skills.
- 6) Build assessment and evaluation into your teaching.
- 7) Strive for continuous improvement as a reading teacher.

Teaching reading is a learning process. The process is such as recognizing familiar and unfamiliar words, assigning meaning to

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words, constructing the meanings of sentences and larger units, and relating the information based on what the readers have before.

Ur, penny (1996, P.138) stated that there are several steps in teaching reading:

1) How Do We Read?

In this unit, we need to perceive and decode the letters in order to read words. Then, understand all the words in order to understand the meaning of the text and gather meaning from what we read.

2) Beginning Reading

For beginning reading, it is important to know the situation where the learners' mother tongue has a different alphabet from that of foreign language being taught. For many learners, beginning to read a foreign language involves learning an entire of new set of written symbol. And for the teacher, some preliminary decisions need to make about how to teach them. It means that before teaching reading, the teacher should know the background knowledge of the students.

3) Reading Activities

In reading activity, give the students a text, by using text plus comprehension question activities, in this research is students' comprehension in narrative text.

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4) Improving ReadingSkills

Getting the learner understand a simple text. Reading skill need to be increased, so the learners can cope with more and more sophisticated texts and tasks, and deal with them efficiently.

5) Advanced Reading

Activities for more advanced reader are more sophisticated in various ways. With less proficient learners, we usually use simplified text in order to make them appropriate in level for our learners and task also may not represent any kind of real-life reading purpose. This is because such materials on the whole are more effective at earlier stages of learning.

In conclusion, teaching reading is not only asking students to read the text, but also how to guide them to comprehend the message of the text. To increase students' reading comprehension, teacher should help students with the alternative way or might be using some strategies to develop their skills in reading, it not only increases their reading but also improves their vocabulary and opportunity to discuss.

c. Reading Comprehension

The main purpose of reading is comprehension. Reading comprehension is a process that can make the readers use some strategies and also combine with their knowledge to comprehend something that they are reading or understanding about what has been read,

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comprehension on reading text is an active process to which the reader brings the individual attitudes, interests, and expectations. Reading comprehension involves much more than readers' responses to text.

CharlNel and friends (2004) on their journal stated that the first point to be made the reading process is reading comprehension. Reading with comprehension means understanding what has been read. Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text. The purpose in such reading is to dig out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

According to Snow (2002, p.11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehending what you read is more than just recognizing and understanding words. According to Mikulecky& Jeffries (2007, p.74), true comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read. In conclusion, Reading comprehension is a process to understand the meaning of the text, so the reader get the information and comprehend the text.

According to Brown (2003, p. 367), the features of comprehension of the impromptu reading plus comprehension questions test are as follows:

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- 1) Main Idea (topic)
- 2) Expressions/idioms/phrases in context
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specially stated detail)
- 6) Excluding facts not written (unstated details)
- 7) Supporting idea(s)
- 8) Vocabulary in context.

Tankersley (2003, p. 2) stated that there are six essential threads of reading, as follows:

- 1) Readiness/phonemic awareness
- 2) Phonics and decoding
- 3) Fluency
- 4) Vocabulary and word recognition
- 5) Comprehension
- 6) Higher-order thinking.

According to Vaughn (2004, p. 99), reading comprehension includes the following:

- 1) Applying one's knowledge and experiences to the text,
- 2) Setting goals for reading, and ensuring that they are aligned with the text,
- 3) Using strategies and skills to construct meaning during and after reading,

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- 4) Adapting strategies that match the reader's text and goals,
- 5) Recognizing the author's purpose,
- 6) Distinguishing between facts and opinions, and
- 7) Drawing logical conclusions.

Based on the ideas above, it can be concluded that reading comprehension is a complex process in order to understand and to get the meaning or message from the reading text. In other words, reading comprehension is as a goal of reading itself.

d. The Purpose of Reading Comprehension

Hadi (2006, p.65) stated that in teaching reading, especially when the language is foreign to the students, however, teachers need to assist students to set their reading purposes so as to facilitate comprehension and responses from them. It means that when teaching reading, students have to know the purpose of the study, so they can think the important thing that they get from the study.

To get the purpose of reading comprehensions, we have to know all elements of reading to comprehend what you read and get the information from the text. According to Snow (2002, p.11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension entails three elements:

- 1) The 'reader' who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analyticability, inferencing, visualization ability),

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motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

Fluency could also increase as a function of the additional practice in reading. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts, and they give students the instruction they need to meet both short-term and long-term comprehension goals.

2) The 'text' that is to be comprehended

The features of text have a large effect on comprehension. During reading, the reader constructs different representations of the text that are important for comprehension. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged.

3) The 'activity' in which comprehension is a part.

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. During reading, the reader processes the text with regard to the purpose. One important set of reading activities occurs in the context of instruction. The classroom-learning environment (such as organizational grouping, inclusion of technology, or availability of materials) also is an

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important aspect of the context that can affect the development of comprehension abilities.

e. Assessment of Reading Comprehension

Tierney & Cunnigha's research (1980, p.61) states that learning from text or learning as measured by some text-related assessment task will be influenced, in part, by the text used or under study. ESRC (Economic and Social Research Council) in Seminar Series 'Reading Comprehension, they argue that a large number of reading comprehension assessments is available. They offer some general principles regarding the assessment of comprehension skill, as in the following:

- 1) Reading comprehension is not a unitary construct but a complex skill dependent on a number of cognitive processes. The complexity of reading comprehension presents challenges for assessment, especially as many of the cognitive processes that contribute to reading comprehension are covert and therefore cannot be directly observed or measured.
- 2) A thorough assessment should include tests designed to measure both decoding and comprehension. Decoding is much simpler to assess than comprehension and certainly unless they have a reasonable level of decoding skill, a child will struggle to comprehend text. However, it is important always to remember that successful decoding is no guarantee that successful comprehension will follow.

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- 3) Tests of reading comprehension vary in terms of the nature of text that the child reads, and the response format via which comprehension is measured. Some texts are as short as a single sentence whereas others contain extended passages comprising a number of paragraphs. Some texts are read silently whereas others are read aloud. Of those that are read aloud, some allow for reading errors to be corrected by the tester. Different response formats include **multiple-choice, true-false judgements, sentence completion, open question-answer and story retell.**
- 4) Since tests of reading comprehension vary in task demands, it is important to be clear that the nature of the assessment influences which children may be identified or fail to be identified as having comprehension impairments. Another common problem with many comprehension tests is that certain questions can be answered correctly using background knowledge (without the text having to be read). Thus, some children's reading comprehension difficulties may be masked because they can rely on general knowledge to answer the comprehension questions while conversely, children with low levels of background knowledge may be penalized.
- 5) Given the complexity of comprehension, it seems likely that children may fail to understand what they have read for a variety of different reasons. Thus, a comprehensive assessment should include measures of decoding accuracy and fluency, oral language, general cognitive resources and working memory as well as reading comprehension. In

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addition, every effort should be made to assess comprehension of extended text or discourse, not just word- or sentence-level comprehension.

In this research, the writer used multiple-choice to assess or measure students' reading comprehension in narrative text at stated junior high school 01 Kampar, Kampar Regency

Arikunto (2011, P.281) explained the classification of the students' score below:

Table II.1
The Classification of Students' Score

No.	Categories	Score
1	Very Good	80-100
2	Good	66-79
3	Enough	56-65
4	Less	40-45
5	Fail	30-39

William (2000) in Klinger (2007, p. 18) stated that reading comprehension measures should help teachers monitor the comprehension of their students over time and provide information that is useful in designing reading comprehension intervention programs. Teachers can ask themselves:

- a) What tasks are most appropriate for evaluating whether my students really comprehend what they read?
- b) Do these tasks provide useful information for instructional purposes?

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In conclusion in short, narrative text is one of the text types learned by the students in junior high school that tells fictions, fables, folktales, and etc. Therefore, the teacher of English should know many things about narrative because it is crucial for the teacher in order to make students easily to understand the content of the narrative text.

2. Students' Reading Comprehension in Narrative Text

Reading comprehension involves a great deal of precise knowledge and many processing strategies that need to be acquired and practiced. The students need to have a collection of vocabularies and understand the grammar rules as the minimum requirements to obtain comprehension and convey the message successfully.

a. Narrative Text

Narrative text is one kind of a text that talks about the event or story that happened in past time. Reading narrative text is taught by the teacher in the school. Reading narrative text is not difficult if the reader knows about the narrative text itself. In simple word, narrative text is relateda tosequence of events, often in the form of a story. Narratives are more than simple lists of sentences or ideas, narratives are stories.

According to Dymock (2007, p. 161), narratives are more than simple lists of sentences or ideas. Narratives are stories.

According to Caldwell (2008, p. 177), narratives embrace a variety of literary genres. These include fairy and folk tales, fables,

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fantasy stories such as science fiction and horror stories, realistic fiction historical fiction, mysteries, plays, biographies, and autobiographies. The narrative involves a series of steps or events that eventually lead to a solution or resolution of some sort. Good readers instinctively recognize this format and use it as a guide for comprehension and memory.

According to Hasanah (2015), narrative is an account of a sequence event, usually in chronological order. Relating to kinds of text, narrative is a text which retells the story or previous experiences. According to Syafi'i (2011, p. 18), narrative text is telling or relating of occurrences or a series of event. It also can be defined as storytelling.

So, why must the students learn narrative text? And what are the benefits for the students who learn narrative text? And why in curriculum also narrative text is It's because narrative text is the story in past time, it contain advice, knowledge and suggestion in the future. From the narrative text the students can get motivation, knowledge, and also the moral value from the story and also the purpose of narrative text is to entertain the readers.

b. The Structure of Narrative Text

The structure of narrative text is often called a story grammar Klingner et al (2007, p. 76) explained that when students are familiar

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with the way a text is structured, they would get some advantages as follows:

- 1) Help them form expectations about what they will read,
- 2) Help them to organize incoming information,
- 3) Help them to judge the relative importance of what they read,
- 4) Help them to improve their comprehension, and
- 5) Help them to enhance their recall.

c. The Purpose of Narrative Text

Hasibuan and Ansyari (2007, p. 130) stated that the purposes of narrative text are to entertain, create, stimulate emotions, motivate, guide, and to teach. There are many types of narrative text itself, such as: folktales, fairytales, fables, myths, legend, science fictions, modern fantasy, short stories, picture – story books and ballads.

The purpose of the text is to entertain or amuse readers or listeners about the story, teach a lesson or moral from the story. Another word is to entertain or to amuse and to deal with an actual or vicarious experience in different ways. Narrative deals with problematic event which leads to a crisis or tuning point of some kind, which in turn finds a resolution. In simple word is to entertain the readers.

d. The Language Features of Narrative Text

The language features of the narrative text are:

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- 1) Specific participants: often individual, participant with the defined identities. Major participants are human or sometimes animals with human characteristic.
- 2) Past tense form: because we are describing things that happened in the past.
- 3) Words giving details of people, animals, places, things, and actions, such as adjective and adverbs.
- 4) Connectors of time such as last week.
- 5) Past tense, Conjunctions, Adverbs, Action Verbs, Saying Verbs, Adjectives, Nouns (Hartono, 2005, p.6-7).

e. The Generic Structure of Narrative Text

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

- 1) Orientation: the setting, time, main character and possible some minor characters of the story are established. These parts sets the moods and invites the readers to continue reading.
- 2) Complication: an event or series of event involving the main character and unfold lead to a complication in which the character is involved in some conflicts that serve to frustrate of hamper the main character from reaching the ambition or wish. These conflicts serve to build tension and hold the readers interest as the lead into major problem or climax.

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- 3) Resolution: the complication is resolved satisfactorily in the resolution and loose ends are generally tidied up. Some narratives leave the reader to decide on the ending of resolution while other fill in all details.

Generic structure is a sequence of events in the story or the parts of story, **Orientation** : is about the opening paragraph where the characters of the story are introduced (introducing characters, time, place). **Complication** : where the problems in the story are developed (a crisis or problem arises). **Resolution** : where the problems in the story are solved (for better or worse) ending of story.

f. The Main Idea

Is the central thought or topic in a composition. Chief point an author is making about a topic. It sums up the author's primary message. And about the location of the topic sentence in a story of each paragraph Topic sentences are usually in the first sentence of the paragraph, but not always. They may also be located within the paragraph or at the end of the paragraph They may even appear twice – at the beginning and at the end.

3. The Factors Influence that Students' Reading Comprehension

As a reader of narrative text, the students are required to be familiar with the ways the story are organized by the writer. The students' ability in identifying the text pattern can influence their reading comprehension

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Grellet (1981, p. 64) stated that Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials. There are eight factors, as follows:

- a. Limited of vocabulary knowledge
- b. Lack of fluency
- c. Lack of familiarity with the subject matter
- d. Difficulty level of the text (readability)
- e. Inadequate use of effective reading strategies
- f. Weak verbal reasoning
- g. Problems with processing information
- h. Problems in recalling information after reading.

Based on all factors above, inadequate use of effective reading strategies is one of the factors influencing students' reading comprehension in narrative text, and the strategies used by teacher take important role in developing students' comprehension in reading narrative text. Many factors can affect students' success in reading, can be from teacher, students, facilities, environment conditions and also strategies used in learning process.

Irwin (1986, p. 102-112) stated that factors that influence reading comprehension, are:

- a. Prior knowledge
- b. Motivation and interest
- c. Cultural differences

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d. Decoding fluency

The factors of students' reading comprehension could be derived from the teaching strategy, the students' intellectual ability and also the students' socio and economic condition. The teacher's strategies in teaching reading comprehension can also influence their reading comprehension. The good strategy for the students is the good result to comprehend the text will be.

Curriculum is a provisional set of achievement that refers to the means and materials with which students will interact for the purpose of achieving identified educational outcome. Curriculum can be negative and positive viewed. In negative it is viewed as a syllabus which may limit the planning of teachers and the teacher can't transmit the subject or knowledge well. In positive it is viewed which could achieve the objective of motivating learning, enhancing knowledge and abilities and developing attitudes.

The characteristics of Curriculum 2006 are :

- a. Emphasizing the attainment of the students' competence individually and classically;
- b. Orienting toward learning outcomes, and diversity;
- c. Using genre approaches in the learning process and greatly isinfluenced with Systematic Functional Grammar of Halliday (1987);
- d. Accepting any other educative learning sources besides teachers;

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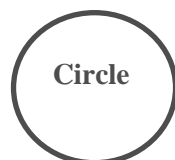
- e. Emphasizing its evaluation on the learning process and outcomes in acquiring or attaining a certain competence;
- f. Using special terms such as *Standar Kompetensi* (Standard of Competence) refers to a minimum statement covering knowledge, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, and writing); *Kompetensi Dasar* (Basic Competence) refers to a minimum statement covering knowledge, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, and writing); *Indikator Keberhasilan/ pencapaian* (Achievement Indicators) refers to a specific basic competence that can be taken as a standard to assess the attainment of a learning process; *Materi Pokok* (Core Materials) refers to materials or lessons that students have to learn in a learning process, posted by [Triyanuarsih](#) (2011) in [CMD \(Curriculum & Material Development\)](#).

4. The Nature of Circle Triangle Square Strategy

According to Harris (2013), this strategy asks students to think about the lesson or content from three different perspectives what they are still thinking (circle), three things they have learned (triangle), and what they agree with (square).

Name:

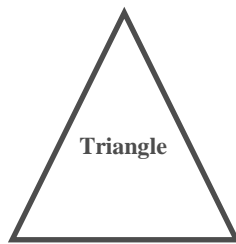
Class:



Straight down, below, narrow,

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One hot day as orientation generic structure

The Crow and The Jug as main idea

She saw fables, dropping it into the jug as specific information

The Crow get water

The Crow and The Jug

On a hot day, a thirsty crow flew over a field looking for water. For a long time, she could not find any. She left very exhausted. She almost gave up.

Suddenly, she saw water jug below her. She flew straight down to see if there was any water inside. It was surprised because there was some water inside the jug.

The crow tried to push her head into the jug. Sadly she found that the neck of the jug was too narrow. Then she tried to push the jug down for the water to flow out but she found that the jug was too heavy.

The crow thought hard for a while. Then she was looking around. She saw some pebbles. She suddenly had a good idea. She started picking up the pebbles one by one, dropping it into the jug. As more and more pebbles filled the jug, the water level kept rising. Soon it was high enough for the crow to drink. "It's working" she said.

Circle Triangle Square is a strategy to help students focus their reading; summarize important information; and make sense of informational text. It uses a simple graphic organizer to foster clearer thinking regarding new information in any content area.

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Lambertson (2013) on IEE stated that Circle Triangle Square works like this: Each student is given a sheet of paper (or a sample can be drawn on a board and students recreate it for their own use) with a Square and the statement: *What squares with my thinking?* In other words, what part of the reading matches my own thoughts, knowledge, beliefs, or emotions? Students use the space next to the square or within the square to record their thinking. The second shape on the paper is a triangle with the following question next to it: *What three points (ideas) do I want to remember about this text?* Students then summarize their reading and record three things they wish to remember in or next to the triangle. The third shape on the paper is a circle. The question connected to the circle is, *What questions are still circling around in my head about what I read?* Students then focus on what questions they have about the concept or information presented in the text. Once completed, the graphic organizers can be used in conjunction with round robin or other cooperative learning strategies to engage students in conversation to debrief text.

As we know, what we plan sometimes not same with real condition. In this research, the writer hope that all of the students participated in the classroom, means that, confident to act out or express the word meaning, but some of the students feel shy to do it, and just laugh to see the other. And also in this study, the writer see the differences in teaching reading narrative text by using circle triangle square strategy

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more fun, the students be able to memorize the word rather than teaching reading comprehension without using circle triangle square strategy, some of the students did not remember the word meaning when the writer asked to the students about previous lesson.

Angelo & Cross (1993) in Potvin et al (2014, p. 17) stated that this strategy works like this: ask students to draw the three shapes. Using the triangle, the students should identify the three main points of the previous section; using the square, they should identify ways in which the previous section's information "square" with what they believe or know; and using the circle, they should comment on where they feel their thinking is going around in circles.

B. Relevant Research

According to Syafi'I (2014, p. 102), the relevant research is the researchers' review of the relevant research to observe some previous researches conducted by other researchers in which they are relevant to the writer's research. This research is relevant to the other researches.

The first research was conducted by Sri Ariana entitled "The Effect Of Using Literature Circles Strategy Toward Student's Reading Comprehension of The First Year at Sman 1 Kampar Regency Kiri", She concluded that the students taught by using Literature Circle strategy was categorized into "good" level, and students taught without using Literature Circle strategy is "enough" level.

The second research was conducted by ZulkhoirSiregar He concluded that there was a significant Effect of Using Circle of Knowledge Strategy on

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Students' Reading Comprehension in Narrative Text at Junior High School Tri Bhakti Pekanbaru, where to showd 3.750, in the significance level of 5% was 2.00, and in the level 1% was 2.65. It can be shown by $2.00 < 3.750 > 2.65$. Significance was $0.000 < 0.05$. So, null hypothesis (h_0) was rejected, and alternative hypothesis (h_a) was accepted.

3. Operational Concept

Operational concept is the concept which is used to avoid misunderstanding and misinterpreting in scientific study. It should be interpreted into particular words in order to make it easy to measure. Syafi'i (2014, p. 103) stated that operational concept is derived from related theoretical concept on all of the variables that should be practically and empirically operated.

In operational concept, the writer would like to explain the variables clearly defined, so that they can be easily measured and evaluated. There are two variables used in this research, they are variable X that refers to Circle Triangle Square Strategy and variable Y that refers to reading comprehension.

1. Circle Triangle Square Strategy (Variable X)

Step by step by Harris (2013):

- a. Provide each student with a 3x5 card, a sheet of paper or a post-it note.
- b. Have students draw a circle, triangle and square. Ask them to separate the shape by some space so there is room to write in or next to the shapes.

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- c. Tell students that they will be writing key words, short sentences, or examples next to each of the shape.
- d. Next to the circle, ask students to write something about the content or lesson that is still going around in their mind. This can be something they haven't quite totally grasped or something they are still thinking about.
- e. Next to the triangle, have students write three things they learned.
- f. Next to the square, students write something about the lesson or content that "squares" with them. That is, something they agree with, understand, or believe.

2. Students' Reading Comprehension (Variable Y)

According to Brown (2003, p. 206) and syllabus for the second year of School-Based Curriculum, There are several indicators of reading narrative text, they are:

- a. The students' ability to identify the topic or the main idea of the text.
- b. The students' ability to identify the specific information of the text.
- c. The students' ability to identify the generic structure of narrative text.
- d. The students' ability to identify the meaning of the words in narrative text.
- e. The students' ability to identify the inference in narrative text.

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

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There are many strategies which are effective to improve reading comprehension, one of which is Circle Triangle Square Strategy. The Circle Triangle Square Strategy is one of appropriate strategies to improve students' reading comprehension of narrative text. So, the writer assumes Circle Triangle Square Strategy is useful to be implemented.

In this research, the writer assumes that the better using Circle Triangle Square strategy is the better reading comprehension will be.

2. Hypothesis

Based on assumption above, there are two hypothesis proposed:

- a. H_a is accepted if Sig.(2 Tailed) < 0.05 It means there is a significant effect on students' reading comprehension of narrative text taught by using Circle Triangle Square Strategy.
- b. H_o is accepted if Sig. (2 Tailed) > 0.05 It means there is no significant effect on students' reading comprehension of narrative text taught by using Circle Triangle Square Strategy.

In this research, the writer assumes that the students who are treated with Circle Triangle Square Strategy better reading comprehension than those who are not treated with Circle Triangle Square Strategy on Students' Reading Comprehension at State Junior High School 01 Kampar, Kampar Regency.