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CHAPTER II

REVIEWING OF LITERATURE

A. The Theoretical Framework

1. The Concept of Reading Comprehension

Reading comprehension is the main purpose of reading activity. All readers, of course, intend to have connection to the material that they read. The process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of a reading material. According to brassell & timothy (2008, p.9), reading comprehension is the ability to take information from written text and do something in a way that demonstrates knowledge or understanding of that information. It is clear that comprehension is the main goal of reading.

Comprehension includes constructing meaning and understanding from reading materials to the readers. Without having any sense of understanding a reading material, a reader cannot be said to have the level of comprehension and comprehension is influenced by the readers' motivation, knowledge, cognitive abilities, and experience. Dorn and Soffos (2005, p.14) say that comprehending involves interpreting and synthetizing ideas in ways that influence the reader's mind. A good reader will integrate four types of knowledge to expand their reading comprehension. While Rand Corporation in Tankersley (2005, p.108) states that reading comprehension is the process of simultaneously

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extracting and constructing meaning through interaction and involvement with written language. Based on the explanation above, the researcher then concludes that when the reading comprehension happens, there is a connection between the reader and the reading material, because the reader will connect their background knowledge and the new information from the text. Reading comprehension can also be called as a complex cognitive process for every reader.

a. Category of Reading Comprehension

Brown (2007, p.367) states there are two categories of reading comprehension, as follows:

1. Microskills for reading comprehension:

- 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 (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.

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2. Macroskills for reading comprehension

- a) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- b) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- c) Recognize the communicative functions of written texts, according to form and purpose.
- d) Infer context that is not explicit by using background knowledge.
- e) Infer links and connections between events, ideas, etc; deduce causes and effects; and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- f) Distinguish between literal and implied meaning.
- g) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

b. The Types of Reading Comprehension

The types of reading comprehension can be seen as the crucial part before choosing what kind of activities will be done in teaching reading comprehension. According to Richard (2010) he stated that there are four types of reading comprehension which are often distinguished based on the readers' purpose in reading texts. They are:

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1. Literal comprehension refers to a reading for understanding, remembering, or recalling the information explicitly contained in a passage.
2. Inferential comprehension can be seen as a reading for finding information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
3. Critical or evaluate comprehension can be defined as a reading for comparing information in a passage with the reader's own knowledge and values.
4. Appreciative comprehension refers to a reading for gaining an emotional or other kind of valued response from a passage.

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

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2. Reading in Curriculum

Curriculum is important in whole of the Education process. The curriculum in Indonesia has been changing and developing overtime. The latest one is the 2004 curriculum which was then modified and changed in 2006 to the School Based Curriculum (*KTSP*). School Based Curriculum (*KTSP*) is an operational curriculum that is implemented at each educational institution from elementary until senior high school. In teaching English, there are four skills that should be mastered by the students. One of them is reading. In School Based Curriculum (*KTSP*), reading must be taught and learned by the teachers and students. Reading is taught and learned to all grades, from the first grade into the third grade.

In Islamic Junior High School, reading is taught twice a week with duration of time 80 minutes for one meeting. It means that they have to learn English 160 minutes in a week. In School Based Curriculum (*KTSP*) there are two competences namely standard competence and basic competence which need to be mastered by the students, and these competences are stated in syllabus as guidance for teachers in arranging teaching and learning design/ lesson plan. According to syllabus in the second semester, the standar competence in Reading skill at the second year is to understand the meaning in short simple essay such as Descriptive, Recount, and Narrative, sustained in daily life. And then, the basic competence of reading comprehension is responding the meaning and rethorical step of short simple essay accurately, fluently, acceptably in

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form of narrative and recount to interact in daily life context. In this research the researcher focuses on narrative text. The minimum passing grade for reading is 70. meanwhile for writing and speaking are 65 and for listening is 70.

3. The Concept of Narrative Text

a. Definition of Narrative

In this reasearch, the researcher focuses on students' reading comprehension of narrative text. Narrative text tells about what is happening or what has happened. Narration is usually written in chronological sequence. According to syafi'i et al (2007, p.53), narrative text is story telling; it tells a true story or fiction. Narrative text tells an imaginative story. Narrative text is not fact but only fiction story. The purpose of narrative text is to entertain the reader. Types of narrative text are folktales, fairytales, fable, myth, legend, science fiction, short story, and ballads.

Syafi'i (2007, p.16) stated that narration is the telling or relating of occurances or a series of events. It requires us to tell what happened. Narrative text relates a realistic, imagined or fictitious story. Narrative text consists of certain structures. The structures refer to the way in which the ideas in the text are interrelated in order to convey a message to the reader. Thus, narrative is a text that can entertain and amuse the reader by providing fictitious story. Furthermore, as stated by Sari (2014) the narrative text can be categorized as follows:

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- 1) Folklore (Fables, folktales, myths and legends).
- 2) Fantasy (Modern literary texts, fantastic stories, science fictions and high fantasies).
- 3) Realistic Fiction (Contemporary stories and historical stories).

b. Generic Structure of Narrative Text

In term of generic structure of narrative text can be analyzed as follows:

1) Orientation

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

2) Complication

Pertaining to complication, it refers to the problem appeared and developed in a story.

3) 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.

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c. The Components of Narrative Text

Furthermore, the narrative text basically has five common components. It can be seen as follows:

- 1) **Characters:** The people or animals of a story (who and what)
- 2) **Setting:** The setting of a story taking place (where and when)
- 3) **Plot:** The plot of a story is the sequence of events. It takes the readers' through events building to a climax or turning point in the story. The author, then, brings the story to a resolution. At this time, the author may allow the readers to draw their own conclusion about the resolution.
- 4) **Theme:** A theme is the central idea of the story. The theme can be directly stated or through use of story elements.
- 5) **Vocabulary:** The author uses vocabulary for enhancing the readers' understanding of characters and events in the story. The author's choices of vocabularies produce the mood and tone of the story.

Those five components can be used as guidance for the readers in understanding and interpreting the features and organizations of narrative text. Furthermore, the narrative can be identified with some language features below:

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1) Use action verbs

Action verbs are verbs showing the performance of an action. They are dynamic verbs showing something happening. Say for examples: walk, run, take, go, jump, swim and so forth.

2) Use of temporal conjunctions

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

3) Use past tense

The simple past indicates that an activity or situation began and ended at a particular time in the past. Say for instance, Joko studied English yesterday.

Pertaining to the explanations above, there are four types of reading text discussed such as descriptive, procedure, recount and narrative texts. Those terms are taught at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru. But, in this research, the writer focused on the students' reading narrative text.

4. Teaching Reading Comprehension

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of the teaching and learning process. In teaching reading is not easy, a teacher must have many strategies to teach reading and interact to the students.

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Based on the statement above, it is clear that teaching reading is a process or approach that is used in teaching process of interaction between students and teacher in reading process. While the teacher guides the students to understand and comprehension about the text after they read. According to Block (2004, p.3), there are three types of comprehension processes that are taught as follows:

- a. Literal comprehension is defined as extracting the details of the text and recognizing the author's purpose. 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. Metacognition. In general, metacognition involves thinking about one's own thinking or controlling one's learning. Metacognitive processes help students (1) remove road blocks that interrupt comprehension and (2) reflect on what they have learned and what they want to learn next. Students must receive explicit instruction on metacognition or they will not engage in these processes.

In addition, block (2004, p.3) also stated that there are some general principles for teaching comprehension that teachers should keep in mind as they plan.

- a. Begin comprehension instruction in the earliest grades, even before children have moved into conventional reading.

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- b. Consider the reader, the activity, and the text when planning instruction.
- c. Teach comprehension strategies through explanations, modeling (of thinking and actions), and guided practice. Repeat them often.
- d. Help learners understand when and why particular comprehension strategies are useful.
- e. Use a range of text genres and use good books in which kids are interested.
- f. Conduct deep conversations about the meanings of texts.
- g. Whenever possible, employ paired or group learning.
- h. Plan for plenty of practice opportunities, especially in authentic contexts with real texts. Give lots of feedback.
- i. Design instruction that provides just enough scaffolding for students to be able to participate in tasks that are currently beyond their reach.

Based on the explanation above, in teaching the reading narrative text, the teacher must create the steps or procedures of teaching and the students must follow the steps, in order to develop students' comprehension of narrative text.

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5. The Reading Comprehension of Narrative Text

Reading narrative text is not difficult if the reader knows about narrative itself. 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 themselves are the readers. They are as the will be activated to make an interaction with 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 used as a one of genres text taught at Islamic Junior High School Diniyah Puteri Pekanbaru. Furthermore, based on Syllabus at the Eighth Grade of Islamic Junior High School Diniyah Puteri Pekanbaru, the expected indicators of narrative text can be seen as 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 (1992:324), 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) he 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 their students' ability in

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

6. 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.

3. Interactive

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

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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.

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.

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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 uses multiple choices to asses the reading comprehension of Islamic Junior High School Diniyah Puteri Pekanbaru.

7. The Concept of Fiction furrow reader strategy

According to Adler (2007, p.53), Fiction Furrow Reader Strategy is a strategy that guides students to identify fictional works with follow skills to make connections between the stories with their own experiences or other stories they already know. It means that this strategy is used to make students activate their critical thinking and force them to use their prior knowledge in making connection between what they have been known and they have been done with they want to know or need.

In implementing this strategy, students are asked to be active. To set up Fiction Furrow Reader Strategy in teaching reading to the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru, teacher needs to prepare the material that will be taught. The teacher prepares narrative text for students. The teacher can copy the text for each student, because all of the students should pay attention to the text. Then, teacher asks students to read the text in a few minutes. It means that Fiction

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Furrow Reader Strategy is used after students have completed their reading. In other words they have finished the reading activity.

After giving a long time to read, the students will provide some questions based on the text that has been read. In that activity, Students find out the difficult part and identify what the difficulty is by asking questions in their own words. In this strategy, collaborate in teams is the way to make the students fix up the problem and answer the question together by sharing what they know and after that they reread the text to check the correct answer.

By doing these procedures students are hoped to develop their critical thinking and increase students' reading comprehension. All of the procedures are done in whilst teaching in teaching reading. After doing all procedures, teacher will give evaluation to the students.

According to Nuryamin (2013, p. 3), the advantages of using Fiction Furrow Reader strategy is to develop students' ability in mastery reading skill. The direction from the teacher in using Fiction Furrow Reader Strategy also includes to provide a text passage, identify important key sentence related to significant information or plot event and make connections between the stories with their own experiences or other stories they already know. In the applying of this strategy, the students are guided to activate the awareness on story structure such as characters, plot, event, and so on. Besides, the students are helped to understand the text by exposing the key word of the text and the students should try to connect

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one key word with other key words in order to gain prediction about the contain of the text, thus the students also enrich their vocabulary.

8. Teaching Procedures of Fiction Furrow Reader Strategy

According to Adler (2007, p.53). He explains that there are some procedures of Fiction Furrow Reader Strategy as in the following:

- 1) Teacher asks students to identify the difficulty that occurs after they read the text.
- 2) Teacher asks students to identify what the difficulty is from the text.
- 3) Teacher asks students to restate the difficult sentence or passage in their own words.
- 4) Teacher asks students to collaborate in teams to make up a fiction text as indicated. Include the following words in the fiction text:
 - a. Who is the main character? Where is the character? And what is the character doing when the fiction text begins?
 - b. Get the character into the conflict and discuss the consequences of the problem.
 - c. Try to solve the problem, but complication arises.
 - d. Solve the problem and end the fiction text.
- 5) Teacher asks students to look back through the text.
- 6) Teacher asks students to look forward through the text.

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B. Relevant Research

According to Syafi'i (2007, p.122), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. There are some previous researches concerning with reading comprehension:

The first research was conducted by Ismi Dahlia (2014) entitled "The Effect of Using Overview, Key Ideas, Read, Recall, Reflect and Review (OKRRRR) Strategy on Reading Comprehension of the Eleventh Grade Students at MAN Kampar Timur". The type of this research was a quasi-experimental research. The technique of data collect was test. Test used was to find out students' Reading Comprehension of the Eleventh Grade Students at MAN Kampar Timur. The technique of data analysis used SPSS 16 version. Based on the data analysis, she found that students' reading comprehension improved after being taught by using Overview, Key Ideas, Read, Recall, Reflect and Review (OKRRRR) Strategy considered $t_{0} = 5.293$ which was higher than t_{table} either at significance level of $5\% = 2.00$ or in significance level of $1\% = 2.65$. There was a significant effect on students' reading comprehension of narrative text taught by using Overview, Key Ideas, Read, Recall, Reflect and Review (OKRRRR) strategy at the Eleventh Grade of MAN Kampar Timur.

The second research was conducted by Rahma Yati (2016) entitled "The Effect Of Using Preview, Read, Recall (Prr) Strategy on

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Students' Reading Comprehension In Narrative Text At State Junior High School 1 Kandis Of Siak Regency". She used two classes as sample. The first class was taught by using Preview, Read, Recall (Prr) Strategy and control class was taught by using conventional strategy. The technique of collecting data was test. Based on the data analysis, she concluded that there was a significant effect of using Preview, Read, Recall (Prr) on increasing students' ability in reading recount text with consideration sig. value is $0.031 < 0.05$. It mean that there was significant effect of Using Preview, Read, Recall (Prr) Strategy on Students' Reading Comprehension In Narrative Text at State Junior High School 1 Kandis Of Siak Regency.

Both of the researches above are relevant to this research. In terms of variable Y, which is reading. In this research, the researcher used Fiction Furrow Reader Strategy in teaching reading comprehension.

C. Operational Concept

Syafi'i (2007, p.122) says that all related theoretical frameworks should be operated in the operational concept. In this operational concept, the researcher would like to explain briefly about variable of the research itself. There are two variables used. The first is the Fiction Furrow Reader strategy which refers to the teacher's strategy in teaching reading narrative text (in experimental class) which is known as independent variable or variable X. The second is students' reading

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comprehension (reading narrative text) which is known as dependent variable or variable Y.

1. In this variable, the concept is the procedures of Fiction Furrow Reader strategy. The researcher becomes a teacher for applying the strategy in the class when doing the research. The implementation of Fiction Furrow Reader Strategy (variable X) is as follows:

- a. Teacher asks students to identify the difficulty that occurs after they read the text.
- b. Teacher asks students to identify what the difficulty is from the text.
- c. Teacher asks students to restate the difficult sentence or passage in their own words.
- d. Teacher asks students to collaborate in teams to make up a fiction text as indicated.
- e. Teacher asks students to look back through the text.
- f. Teacher asks students to look forward through the text.

2. Students' Reading Comprehension (Variable Y) There are several indicators for reading narrative text (based on syllabus of the school), they are:

- a. The ability of students to identify the purpose of narrative text.
- b. The ability of students to identify the meaning of words of the text.

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- c. The ability of students to identify the generic structure of narrative text.
- d. The ability of students to identify the specific information of narrative text.
- e. The ability of students to identify the references of word of narrative text.

D. 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. Fiction furrow reader can help the students to comprehend the reading text.
- b. The students who are treated by using fiction furrow reader achieve better reading comprehension then those who are not treated without fiction furrow reader strategy.

2. The Hypotheses

Based on 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 fiction furrow reader strategy and those who are treated without fiction furrow

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reader strategy at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru.

2. There is no significant effect of using fiction furrow reader strategy on students' reading comprehension at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru.

b. The alternative hypothesis (Ha)

1. There is a significant difference in reading comprehension between students who are treated with fiction furrow reader strategy and those who are treated without fiction furrow reader strategy at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru.
2. There is a significant effect of using fiction furrow reader strategy on students' reading comprehension at the eight grade of Islamic Junior High School Diniyah Puteri Pekanbaru.