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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading skill is one of the essential factors in English. Through reading, people know the words because reading can give enjoyment as a medium of getting information and knowledge. Richard (2002: 306) stated that reading means perceiving a written text in order to understand its contexts. This can be done silently It means reader needs to comprehend the text.

According to Weaver (2009: 1), reading is both a psycholinguistic process (involving the mind actively processing the text) and a sociolinguistic one (with multiple social factors that can affect how one reads, how much one gleans from the reading, and more). In short reading is the way to get information and meaning from some sources such as book, article, novel, newspaper, magazine and so on involving the mind actively processing the text with multiple social factors.

In line with the definition above, Hornby (2000: 104) stated that by reading activities, students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.

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Regarding the definition above, it can be concluded that reading is a way to get information from something that was written which involves the interaction between reader and the text.

Harmer (1991: 200) said that there are two broad categories of reasons for reading, they are:

a. Instrumental

A large amount reading take place because it will help us to achieve some clear aim. Example if we read a road sign so that we know where to go.

b. Pleasurable

People read magazines or spend hours buried in Sunday paper. Others go to poetry readings. So that the purpose of reading here is to pleasure the reader.

Based on the explanation above, it can be conclude that the purposes of reading are to get information, understanding the text, pleasurable and recognize ideas from reading text.

2. The Types of Reading

According to Patel (2008: 117), there are four types of reading, namely:

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. In this reading the learner

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reads the text to get knowledge or analysis. The goal of this reading is to read shorter text.

b. Extensive Reading

Extensive reading is reading for pleasure. The purpose of this reading is that the students read directly and fluently in the target language for enjoyment, without the aid of the teacher.

c. Aloud Reading

Reading aloud also plays important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be vary difficult at secondary level.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

3. The Nature of Reading Comprehension

Reading without comprehension is not reading. Most struggling middle school readers have deficits in reading comprehension. Nuttal (2005: 3) stated that that reading essentially focuses on meaning,



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especially delivering meaning from writer to reader. It means that the reading activity builds thinking collaboratively among the reader, the writer, and the text. Reading activity makes the readers' mind active to get the gist from the text.

Aebersold (1997: 15) stated that the reader also brings a wide range of background knowledge in reading, and she or he actively constructs the meaning of the text by comprehending what the writer intends by interpreting it in terms of the background knowledge activated by the reader. It means that the goal of reading is comprehension. Good reader's background knowledge integrates with the text to create the meaning.

According to Linda (2015: 14), reading comprehension is the ability to take information from written text and do something with in a way that demonstrate the knowledge or understanding that information. It means that, the core successful reading comprehension is the ability to identify meaningful relation between the various parts of text and between these parts and the readers' background knowledge. Hence comprehension becomes most crucial factor to indicate how well the readers read. Reason for reading comprehension is that we want understand the author's idea. If the readers were identical, there would be no point in most communication.

Based on Tanskerley (2003: 90), reading comprehension is dependent on three factors:

- a. The reader has command of the linguistic structures of the text.



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- b. The reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material.
- c. The most important criterion influencing comprehension is the reader has adequate background in the content and vocabulary being presented.

According to Klingner (2007: 2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and literacy. Comprehension is the active process of constructing meaning from the text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of the text. Vaughn (2004: 98) stated that reading comprehension includes the following:

- a. Applying one's knowledge and experiences to the text,
- b. Setting goals for reading, and ensuring that they are aligned with the text,
- c. Using strategies and skills to construct meaning during and after reading,
- d. Adapting strategies that match the reader's text and goals,
- e. Recognizing the author's purpose,

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- f. Distinguishing between facts and opinions, and
- g. Drawing logical conclusions.

The statement above informs us about reading comprehension is the ability to understand and get meaning from the written language. Reading comprehension means understanding what has been read. It is an active process which not only depends on comprehension skills, but also readers' background knowledge and experiences.

4. The Students' Reading Comprehension

There are some components in the reading comprehension skill. The components have their own characteristics. Stanly (1998: 331) stated that there are five components that may help students to read carefully:

- a. Finding factual information

Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-questions word. There are many types or questions: reason, purpose, comparison etc. in which the answer can be found in the text.

- b. Finding main idea

Recognition of the main idea of the paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of paragraph is what the

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paragraph develops. An efficient reader understand not only the ideas but also the relative significance as expressed by the author, in other words, some of the ideas are super ordinate while another is subordinate.

c. Finding the meaning of vocabulary in context

It means that 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 of unfamiliar words to the text and the topic of the text that is read. The words have been nearly equivalent meaning when it has it or nearly the same meaning as another word.

d. Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it that repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this etc.

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e. Making inference from reading text

Inference is skill where the reader has to be able to read between lines, King and Stanly divide it into main attentions, draw logical inferences and make accurate prediction.

Reading comprehension as discussed above indicates that it is a complex process by which a reader tries to reconstruct a message encoded in graphic language by writer. It is an interaction between reader and author.

In addition, Tankersley (2003: 100) stated that additional ways to help build students' skills during the reading process include:

a. Retelling

An easy way to determine if students have good comprehension of the material that they are reading is to ask the student to retell what has been read.

b. Recording Story Elements

This activity can be done independently or in a small group depending on the student's level of familiarity with the given elements.

c. Looking for Specific Information

Give students several sticky notes and ask them to find clues in their reading to answer a specific question.

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d. Putting Sentences in Order

Identifying sequence is an important skill for readers as well as for writers. Type up simple passages and then cut the sentences apart.

e. Identifying the Main Idea

Newspaper articles can help students develop the concepts of main idea and supporting details.

f. Monitoring Comprehension

Students must be taught to monitor their own comprehension as they read.

g. Using Graphic Organizers

Graphic organizers are visual representations that increase retention and understanding of the material being read. Encourage students to complete the given web with the appropriate relationships as they read the material.

h. Keeping a Two-Column Log

The student updates this information at key points in the story or as comments arise.

i. Reciprocal Teaching

Reciprocal teaching techniques help in the development of good comprehension skills.

j. Modeling Comments

Read a short picture book to students and then model giving a comment about the book.

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k. Visualizing

Learning to visualize while reading is an important skill for students to develop. Discuss with students the idea that reading should help us visualize and make a connection to pictures in the mind.

l. Making Inferences

Students need to develop the ability to make inferences while reading.

m. Discussing Confusing Material

Give students small “flag” markers and ask them to place a flag in any areas where comprehension was lost while reading.

Harmer (1991: 201) defined that there are different skills that reader uses for reading such as:

- a. Identifying the topic. Good reader are able to pick up the topic very quickly.
- b. Predicting and guessing. Reader sometimes guess in order to understand what is being written about. Sometimes they look forward, trying to predict what is coming, make assumptions or guess the content.
- c. Reading for general understanding. Good reader are able to take in a stream of discourse and understand the gist of it without worrying too much about the details. A term commonly used is skimming.

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- d. Reading for specific information. The reader frequently go to written text because they want specific details. The reader almost ignore all the other information until they get the specific item they are looking for.

Brown (2000: 188) stated that there are some strategies in reading;

- a. Identify the purpose in reading
- b. Use grapheme rules and patterns to aid in bottom up decoding especially for beginning level learners
- c. Skim the text for main ideas
- d. Scan the text for specific information
- e. Use semantics mapping or clustering
- f. Analyze vocabulary
- g. Distinguish between literal and implied meaning
- h. Capitalize on discourse markers to process relationships

Chesla (2001: 3) also defined that five specific strategies will help you become an active reader:

- a. Skimming ahead and jumping back

Skimming ahead enables you to see what's coming up. Before you begin reading, scan the text to see what's ahead. Jumping back helps you remember the information you just read.

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You can see how each idea fits into the whole and how ideas and information are connected.

- b. Highlighting or underlining key words and ideas.

By highlighting or underlining the key words and ideas, you'll make important information stand out. You'll also make it easier to find that information when you want to write a summary or to study for an exam.

- c. Looking up unfamiliar vocabulary words.

Looking up unfamiliar words is another very important active reading strategy. You need to know what the words mean to understand what someone is saying. After all, a key word or phrase can change the meaning of a whole passage.

- d. Recording your questions and comments.

As you read, you're bound to have questions and comments. You're also likely to have reactions to the reading.

- e. Looking for clues throughout the text.

The key to finding these clues is to look carefully. Be observant. As you read, keep your eyes open. Look not just at what the writer is saying, but also in how he or she says it. Notice the words he or she uses. Look at how the ideas are organized.

In this research, the researcher formulates some indicators that help students to read carefully as follows:



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- a. The students' ability to find out the main idea.
- b. The students' ability to find out the factual information
- c. The students' ability to find out the meaning of vocabulary.
- d. The students' ability to identify the reference.
- e. The students' ability to make inference.

5. Teaching Reading Comprehension

Teaching reading comprehension is a process to transfer knowledge of reading about how to understand the text effectively and efficiently. According to Haynes (2010: 74), there are six strategies in reading comprehension which are important to teach to English Language Learners at all different grade levels. They are:

- a. Visualizing what is happening in the story,
- b. Activating background knowledge by making connections,
- c. Asking mental questions to self-check comprehension
- d. Learning how to make inferences about what is read,
- e. Determining the importance of information in a text,
- f. Synthesizing information that is learned.

According to Tanskerley (2003: 144), the goal of teaching reading must be comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language, and to build understanding. Therefore, without comprehension skill and strategies

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readers cannot build understanding about the text and cannot develop our knowledge.

6. The Factor Influence Students' Reading Comprehension

According to Grellet (1981: 64), 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. They are eight factors that may influence the comprehension.

They are as follows:

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

Based on 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 especially in reading narrative text.



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Many factors can affect students' success in reading. In general, these factors can be identified such as teacher, students, facilities, environment condition, subject matter and strategies/technique in teaching and learning. Several studies have indicated that one of the crucial aspects in teaching reading is the technique used by the teacher in teaching. According to Irwin (1986: 102), as the result of reading process, there are several factors that influence reading comprehension.

They are:

- a. Prior knowledge: prior knowledge is so necessary for comprehension that some speculate that can often account for a large portion of the difference between successful and unsuccessful comprehending.
- b. Motivation and interest: interest in the material leads to more motivation and students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.
- c. Cultural differences: cultural differences can clearly be related to differences in prior knowledge, vocabulary, and interest.
- d. Decoding fluency: students cannot be expected to comprehend passages when they are devoting large amounts of attention to identifying individual words. They must be given material they can decode fluently if they are to develop their comprehension skill.



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Briefly, the students' reading comprehension in narrative text can be influenced by considering several factors that have been described above. Therefore, the teacher should be aware about the factors that influenced students' reading comprehension and prepare a good condition to the students on the text that will be learned.

The factors of students reading comprehension could be derived from the teaching strategy, the students' intellectual ability, or the students' socio, and economic condition. Several studies have indicated that one of the crucial aspects in teaching reading is the strategy used by the students in learning. According to Tanskerley (2003: 90), there are three factors influence reading comprehension:

- a. Command of the linguistic structure of the text.
- b. Degree of meta-cognitive control of the text.
- c. Adequate background on the content and vocabulary.

In conclusion, the students' comprehension on reading the text can be influenced by their vocabulary mastery and background knowledge about the text that they are being read. Besides, the teacher's technique in teaching reading comprehension can also influence their reading comprehension. The good technique for the students is, the good result to comprehend the text will be.



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7. The Nature of Narrative Text

There are various kinds of the text learned by the students. One of them is narrative text. Langan (2001: 195) stated that narration is story telling whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating the detail something that has happened to us.

While Richards (2010: 384) stated that narrative is the written or the oral account of real or fiction story. Moreover, Barwick (1999: 4) also defined that narrative relates a realistic, imagined or fictitious story. It can be concluded that narrative is a kind of written or oral account that happened at the past and it may be real or just a fiction.

According to Barwick (1999: 4), the purpose of narrative is to certain, amuse, and interest the reader but simultaneously teaches, explain or inform. Kalayo (2007: 130) also stated that the purpose of narrative is to entertain, create, stimulate emotions, motivate, guide and teach. It is true because the narrative text always contents various message for the reader that may entertain or give education to the reader himself.

Then, Barwick (1999: 4) stated that narrative can be divided into two categories namely traditional fiction including folktales, fairy tales, parables, moral tales, fable, myths, and legends; and modern fiction including modern fantasy and contemporary realistic fictions. That is all

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kind of the narrative text. Narrative also has the structure of the story.

There are three stages in narrative. There are as follows:

a. Orientation

The function of the orientation is to set the scene, creating a visual picture of the setting, atmosphere and time of the story.

b. Complication

The function of complication is to revolve the around the conflicts or problems that affect the setting, time or characters.

c. Resolution

This part brings the series of events to close and revolves the main problem, challenge or situation.

Language features of a narrative text:

- a. Specific characters.
- b. Time words that connect events to tell when they occur.
- c. Verbs to show the actions that occur in the story.

8. The Nature of Hot Seat Strategy

Donaldson (1997: 32) in Yuniko (2013: 4) said Hot Seat is a strategy which can help pupils either to build a character or to develop a greater understanding of character in the text. In addition, Zwiers (2004: 1) in Yuniko (2013: 4) stated that the Hot Seat provides motivation to thoroughly understand a text, often by taking on a different point of view. For this strategy, a student assumes the role of the author, a historical



figure, a scientific subject, an expert on the text's subject, or a character from the text.

Wilhelm (2006: 82) stated that hot seat strategy invites students to hone their ability to analyze character, infer, elaborate, and think on their feet. In the hot seat, the student assumes the role of a character or someone other than himself, tells about that person, and responds to question and situations in that role. Students who are not hot seated can act to help and advise the character, connect his situation to wider concerns and suggest social action, among other things.

Kathleen (2007: 69) also stated that Hot Seat is a chair used by a student who has assumed the personality of a character in the literature. Other students ask questions of the student in the Hot Seat, and that student answer the questions from the selected character's perspective. The student in the Hot Seat thinks about questions from the point of view of one character in the story. The student must think about how that character might respond to questions and thereby gains understanding of the character. Students who are not in the Hot Seat learn to ask meaningful, open-ended questions. Through the strategy, students gain perspective of the attitudes and views of different characters.

Schoenbach (1999: 84) in Wested (2002: 25) stated that the procedures of Hot Seat strategy as follows:

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- a. The teacher asks students to silently read the text has selected, providing any necessary context before they read.
- b. The teacher introduces Hot Seat as an activity that uses questioning to review a reading and delve more deeply into events, motivations, and details related to a character, historical figure or concept in the reading.
- c. The teacher chooses a character, historical figure or concept in the reading to be the focus of the Hot Seat. The teacher asks for a volunteer from the class who is willing to sit in the Hot Seat and answer questions about the reading. If the text has several characters, it works well to have more than one person in the Hot Seat. While groups are developing questions, the student(s) in the Hot Seat should review the reading.
- d. The teacher divides the class into heterogeneous groups of four. Each group develops two of each of the four types of questions that will be directed to the person sitting in the Hot Seat. These questions may refer to factual information, characters' motivations, causes and effects, or big ideas that extend beyond the text.
- e. Each group takes turns asking the person in the Hot Seat a question until all groups have had an opportunity to ask at least two questions. During questioning, the person in the Hot Seat should be encouraged to take on the persona of the character or

concept, and using information and ideas from the text to answer the questions.

- f. While groups are developing and asking questions, the teacher can observe and making notes about whether groups are on task and tallying the types of questions each group asks.
- g. The teacher concludes the Hot Seat with either a brief reflection or whole class discussion on the process of questioning and what it contributed to students' understanding of and engagement with the reading.

Through Hot Seat strategy, the teacher can explore students' understanding about one character from the stories discussed. One of the characters from the story may participate in the Hot Seat. Tompkins (2015: 403) stated that the Hot Seat strategy motivates students to thoroughly understand a text, students can explore the characters, analyze story events, draw inferences, and try out different interpretations.

However, Borich (2004) in Elnada (2015: 3) mentioned some purposes of Hot Seat strategy including: It helps let other people know more about character, it creates interest and motivates participation in a class, it encourages students to express their thoughts or ideas as well as to help them clarify their thoughts or ideas, and it helps evaluate, diagnose, and check students' preparation and understanding of the material as well as the knowledge students bring into the class.

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9. Teaching by Using Hot Seat Strategy on Students' Reading Comprehension in Narrative Text

According to Tompkins (2015: 403), the purposes of Hot Seat strategy are motivates students to thoroughly understand a text, students can explore the characters, analyze story events, draw inferences, and try out different interpretations. Wilhelm (2006: 83) stated that the benefits of hot seat are:

- a. Brings text, characters, and authors, ideas, forces, or topics to life. Students can become, see, and relate to characters; they can hear their words, feel their presence, and sense their emotions, become part of the text.
- b. Supports student exploration of subtexts-of a character's unspoken experiences in the past, present and future. It also helps students understand the human dimension of various issue and dilemmas.
- c. Helps students get to know characters deeply or understand differing perspective on issue.
- d. Aids inferential, elaborative, and analytical thinking as students fill in the gaps and consider how characters might respond to situations outside of the text.
- e. Allows students to explore real issue and experiment with views from the safety of being in role.
- f. Gets at main idea/authorial generalizations/thematic meanings.

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- g. Provides a safe opportunity to play around with and change textual details or events-for example, asking “what if?” or trying out different interpretations and comparing them, linking interpretations to textual evidence, and so forth.
- h. Offers opportunities to work on public speaking, interviewing, questioning and other discussion skills.

However, Borich (2004) in Elnada (2015: 3) mentioned some purposes of Hot Seat strategy including: It helps let other people know more about character, it creates interest and motivates participation in a class, it encourages students to express their thoughts or ideas as well as to help them clarify their thoughts or ideas, and it helps evaluate, diagnose, and check students' preparation and understanding of the material as well as the knowledge students bring into the class.

The procedures of Hot Seat strategy are as follows:

- a. The teacher asks students to silently read the text has selected, providing any necessary context before they read.
- b. The teacher introduces Hot Seat as an activity that uses questioning to review a reading and delve more deeply into events, motivations, and details related to a character, historical figure or concept in the reading.
- c. The teacher chooses a character, historical figure or concept in the reading to be the focus of the Hot Seat. The teacher asks for a volunteer from the class who is willing to sit in the Hot Seat and

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answer questions about the reading. If the text has several characters, it works well to have more than one person in the Hot Seat. While groups are developing questions, the student(s) in the Hot Seat should review the reading.

- d. The teacher divides the class into heterogeneous groups of four. Each group develops two of each of the four types of questions that will be directed to the person sitting in the Hot Seat. These questions may refer to factual information, characters' motivations, causes and effects, or big ideas that extend beyond the text.
- e. Each group takes turns asking the person in the Hot Seat a question until all groups have had an opportunity to ask at least two questions. During questioning, the person in the Hot Seat should be encouraged to take on the persona of the character or concept, and using information and ideas from the text to answer the questions.
- f. While groups are developing and asking questions, the teacher can observe and making notes about whether groups are on task and tallying the types of questions each group asks.
- g. The teacher concludes the Hot Seat with either a brief reflection or whole class discussion on the process of questioning and what it contributed to students' understanding of and engagement with the reading.



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Based on the explanation above, this strategy is appropriate with reading comprehension in narrative text.

B. Relevant Research

According to Syafi'i (2014: 102), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. There are several relevant researches. The researcher only chose two relevant researches correlated to researcher's research.

1. This research has relevance with the research by M. Idris (2014), entitled: The Effect of Hot Seat Strategy on Students' Speaking Ability at Al-Kautsar Islamic Modern Boarding School Pekanbaru. The subject of this research was the second year students of Al-Kautsar Islamic Modern Boarding School Pekanbaru. And the object of this research was to analyze the use of Hot Seat Strategy on Students' Speaking Ability. The Design of his research was quasi-experimental research. He used cluster random sampling by taking two classes. Based on the data analyzed, it shows that there was significant difference between students' speaking ability taught by using Hot Seat strategy and students' speaking ability taught by using conventional strategy. This is proven by the finding of t-test which is higher than t-table. It can be analyzed that $t_o > t_t$. It can be said that h_o is rejected and h_a is accepted.

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2. The other research was conducted by Riche Yuniko (2013), entitled: Combining 3-2-1 And Hot Seat Strategies in Teaching Reading at Senior High School 1 Gunung Talang. His findings indicated that the 3-2-1 and Hot Seat strategies were significantly positive effect on reading literacy and many variety of activity reading can developed by using 3-2-1 and Hot Seat strategies.

In conclusion, the research above are different from this research. The first relevant research, the researcher used Hot Seat strategy to indicate effect on Students' speaking Ability and the researcher used Hot Seat strategy to indicate effect on students' reading comprehension. Meanwhile, difference of his research with the researcher's lies on students' ability. The second relevant research combined of 3-2-1 and Hot Seat strategies to indicate the effect on reading literacy, and the researcher only used Hot Seat strategy to find out effect on students' reading comprehension in narrative text.

C. The Operational Concept

Operational concept is the concept used to clarify the theories used in the research. It should be interpreted into particular word in order to make it easy to measure. There are two variables of this research. The first is the effect of using Hot Seat strategy which refers to teacher's strategy in teaching reading, and it is independent variable (X). The second one is student's reading comprehension on Narrative text as dependent variable



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(Y). To operate the investigation on the variable, the researcher worked based on following indicators:

The indicators of variable X (Hot Seat strategy) are taken from the procedures of Hot Seat strategy from Schoenbach (1999: 80) in Wested (2002: 25), those procedures are:

- a. The teacher asks students to silently read the text has selected, providing any necessary context before they read.
- b. The teacher introduces Hot Seat as an activity that uses questioning to review a reading and delve more deeply into events, motivations, and details related to a character, historical figure or concept in the reading.
- c. The teacher chooses a character, historical figure or concept in the reading to be the focus of the Hot Seat. The teacher asks for a volunteer from the class who is willing to sit in the Hot Seat and answer questions about the reading. If the text has several characters, it works well to have more than one person in the Hot Seat. While groups are developing questions, the student(s) in the Hot Seat should review the reading.
- d. The teacher divides the class into heterogeneous groups of four. Each group develops two of each of the four types of questions that will be directed to the person sitting in the Hot Seat. These questions may refer to factual information, characters' motivations, causes and effects, or big ideas that extend beyond the text.



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- e. Each group takes turns asking the person in the Hot Seat a question until all groups have had an opportunity to ask at least two questions. During questioning, the person in the Hot Seat should be encouraged to take on the persona of the character or concept, and using information and ideas from the text to answer the questions.
- f. While groups are developing and asking questions, the teacher can observe and making notes about whether groups are on task and tallying the types of questions each group asks.
- g. The teacher concludes the Hot Seat with either a brief reflection or whole class discussion on the process of questioning and what it contributed to students' understanding of and engagement with the reading.

The indicators of variable Y (students' reading comprehension).

According to Stanly (1998; 331), can be seen as follows:

- a. The students' ability to find out the main idea of narrative text.
- b. The students' ability to find out the factual information in narrative text.
- c. The students' ability to find out the meaning of vocabulary on narrative text.
- d. The students' ability to identify the reference in narrative text.
- e. The students' ability to make inference from narrative text.

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D. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that the students who are taught by using Hot Seat strategy will have better reading comprehension, and the better implementation of Hot Seat strategy in reading subject, the better students' reading comprehension will be.

2. The Hypothesis

Based on the assumption above, the hypothesis of this research can be formulated as follows:

1. The Null Hypothesis (H₀)

There is no significant effect of using Hot Seat strategy on students' reading comprehension in narrative text of the eighth grade students at State Junior High School 23 Pekanbaru.

2. The Alternative Hypothesis (H_a)

There is a significant effect of using Hot Seat strategy on students' reading comprehension in narrative text of the eighth grade students at State Junior High School 23 Pekanbaru.