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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Reading

Various definitions of reading have been given by many experts. The definitions are very useful for the researchers in conducting a research. In this paper, the researcher will give some definitions of reading from experts. Reading is one of the English skills that is very crucial to be taught to the students. It is the most useful activity in order to enlarge students' insight. Through reading, students can update their knowledge. Furthermore, Tanskerley (2003:2) stated reading is a complex process made up of several interlocking skills and processes. It means that, as we are reading, some of the processes and skills are needed. Nunan (2003:68) cited reading is a process of the readers to combine the information from the text in order to build a meaning. Dealing with this, Patel and Jain (2008:113) stated that reading means to understand the meaning of printed words. It is clearly stated that reading is a process to decode the meaning from printed words.

Reading integrates visual and non-visual information. During the act of reading, the visual information found on the page combined with the nonvisual information contained in your head to create meaning. In that way, what's in your head is just as what's on the page in the process of creating meaning Johnson (2008:4). From reading, the readers will be able

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to decipher the new words and phrases that usually come in daily conversation. Furthermore, Hasibuan (2007:114) stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraph that encode meaning. In short, reading is an activity to interpret the printed words.

Besides, the purpose of reading itself is to get new information, to amuse the readers and to enhance new knowledge. Regarding this, Smith (2004:125) stated that reading is a meaningful purpose and contexts involved. Reading is not only the process to read the words, sentences or texts but also through reading the readers should be able to get something from the reading materials. Moreover, Klingner (2007:2) believed that meaning, learning, and pleasure are the ultimate goals of learning to read. Reading more is the best way to increase our knowledge. Reading is also used to enhance our vocabulary.

2. Types of Reading

Brown (2003:189) stated that there are four basic types of reading, they are as follows:

a. Perceptive

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

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b. 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, certain typical task used: picture-cued task, matching, true/false, multiple choice, etc. A combination of bottom-up and top-down processing may be used.

c. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must interact with the text. The typical of text such as anecdotes, short narrative and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. Top-down processing is typical of such task, although some instances of bottom-up may be necessary.

d. Extensive

Extensive task applies to the texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Top-down processing is used for this task.

Klingner (2007:14) stated that reading comprehension assessment has different purposes. They are in the following:

- 1) To compare students' comprehension levels to those of students in a forming sample.

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- 2) To find out if students have met pre-established criteria for their grade level.
- 3) To inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies.

In addition, Klinger also stated teachers should consider numerous factors when choosing a test or assessment procedure:

- 1) The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers).
- 2) The specific information needed about the students' reading comprehension (types of questions missed, level).
- 3) The number of students being tested (i.e., an individual, a small group, or a whole class)
- 4) The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but it may not have enough questions or types of tasks to provide sufficient information about a student's performance)

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



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

3. Nature of Reading Comprehension

Reading cannot be separated from comprehension because purpose of reading activity is to comprehend what has been read. Furthermore, Richard (2002:277), reading for comprehension is the primary purpose. That is also stated by Hasibuan (2007:115), the purpose (s) for reading and the type of text determine the specific knowledge, skills, and strategies that a reader needs to apply to achieve comprehension. It means that comprehension is the crucial purpose of the readers when they read text, book, magazine, etc.

Comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understanding. Furthermore, Snow (2002:11), reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements, there are:

- a. The reader who is doing the comprehension
- b. The text is to be comprehended
- c. The activity in which comprehension is a part

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The purposes of reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

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 Klingner (2007:2). Meanwhile, Sharon (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,
- f. Distinguishing between facts and opinions,
- g. Drawing logical conclusions.

Based on the ideas above, it can be concluded that reading comprehension is a process to construct the meaning or an idea from the written form, to make connection between background or prior knowledge

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and the new information by using some strategies and to interpret it with the reader's need and purpose.

4. Students' Reading Comprehension in Narrative Text

The structure of narrative text is often called a story grammar Klingner (2007:77). This term refers to the different elements the readers can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem. Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real life adventures.

Narrative text is an account of a sequence event, usually in chronological order. Relating to kind of text, narrative is a text which retells the story or previous experiences. The purposes of the text are to entertain or amuse readers or listeners or listeners about the story.

The characteristics of narrative text:

a. Communicative purposes of narrative text

To amuse/entertain the readers with a story that deals with complications or problems events.

b. Generic structure

- 1) Orientation: introducing people, time, and place.
- 2) Complication: problem in story.
- 3) Resolution: finishing of the problem.



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c. Language features

- 1) Using processes verbs.
- 2) Using temporal conjunction.
- 3) Using Simple Past Tense.

Based on the explanation above, narrative text is a text to amuse/entertain the reader with a story that consists of complication and problematic events and the last story find the resolution.

To know whether the students' comprehension in reading or not, the teacher should assess it with the indicators of reading comprehension. Draper (2010:22) stated that there are some skills that are important for comprehension:

- a. Understand the words, means that comprehend what the words mean.
- b. Find facts, messages and details means that seek one or more pieces of information in the text.
- c. Find main ideas from the whole content, prioritize the overriding (primary) theme or idea.
- d. Figure out the sequence means that tell the order of events.
- e. Find cause-effect means that see how one person, action, or event triggers another; also, identify the "who" or "what" that occurs.
- f. Make inferences means that develop ideas or images based on what is read in the text but not stated.
- g. Generalize means that discern the relationship between single events and the larger situation or other events

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- h. Identify tone/mood means that sense how the author was feeling and how he wanted the reader to feel while reading
- i. Identify theme means that see the abstract idea.
- j. Identify characterization means that comprehend what makes characters act as they do.
- k. Distinguish fact from fiction means that sort out what is real and what is part of the imaginary world created by the author.
- l. Find bias or propaganda means that notice obvious or hidden bias.

Harmer (1991: 201) stated 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.
- d. Reading for specific information. The reader frequently go to written text because they want specific details. The reader almost

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ignore all the other information until they get the specific item they are looking for.

Chesla (2001:3) also stated 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. 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.

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- 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.

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.

1. 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.

The most important criterion influencing comprehension is the reader has adequate background in the content and vocabulary being presented.

There are some components in the reading comprehension skill. The components have their own characteristics. King and 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.

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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 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 ordinates 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

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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.

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.

Based on the opinion above, the researcher concluded that the five indicators of reading comprehension above can be the guidance for the teacher who wants to assess the reading comprehension of the students.

5. The Factors Influencing Students' Reading Comprehension in Narrative Text.

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 Grellet (1981:64). They are eight factors that may influence the comprehension. They are as follows:

- a. Limited of vocabulary knowledge.
- b. Lack of fluency.
- c. Lack of familiarity with the subject matter.
- d. Inadequate use of effective reading strategies.
- e. Difficulty level of the text (readability).



- f. Weak verbal reasoning.
- g. Problems with processing information.
- h. Problems in recalling information after reading.

Based on the 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 rule in developing students' comprehension in reading especially in reading comprehension.

6. The Nature of Narrative Text

a. Definition of Narrative Text

Zainil (2006:31) Narrative articles and essays tell a story, they review events that have happened. Usually the events are presented in the order in which they occurred. The purpose of narrative text is generally to entertain, inform or express ideas. Its sub-types include fables, memoirs and adventure stories. 12 The researcher uses fables in this research.

b. The generic structure of a narrative text

- 1) Orientation: introducing the participants and informing the time and the place. Commonly, it is located in the beginning of the text. It used word such as long time ago, once, once upon a time, long ago, one day, one afternoon, etc.
- 2) Complication: describing the rising crises which the participants have to do with. It is also called conflict or problem. Commonly, it

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is located in middle paragraph. It becomes something interested in a story.

- 3) Resolution: showing the way of participant to solve the crises, better or worse. It is also called problem solving or conflict. It is commonly located in the end of story.

c. Language Features of Narrative

- 1) Using processes verbs.
- 2) Using temporal conjunction
- 3) Using Simple Past Tense

7. Nature of Scaffolding Reading Experience Strategy

The scaffolding reading experience (SRE) is used to enable students to read a text independently Graves & Graves (2003:4). SRE strategy can help the students to understand what the texts tell about through some activities that can make students actively. The term of scaffolding refers to the support that a teacher can give learners so that they can work at a much higher level than is possible on their own. McNamara (2007:250) stated effective teachers are likely to scaffold for engagement just as they do for cognitive strategies by providing modeling and then releasing responsibility to students. Teachers can provide scaffolding for the use of knowledge goals in reading comprehension activities. An instructional program might include processes of scaffolding to enable students to learn strategies for reading comprehension such as questioning, scaffolding can be used to facilitate motivational development in reading.

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The teacher needs to know a student's level of comprehension and in what kind of text in order to plan instruction and group students effectively Caldwell (2008:175). In relation to this study, the researcher will focus on testing on students' achievement when SRE reading strategy is conducted. The test would help the teacher identify some of the specific skills involved in reading. These measures are valuable. Therefore, the teacher uses the information from the students test to assign a grade and then move on to the next unit of instruction.

According to Graves & Graves (2003:14), they are three sets of scaffolding reading experience (SRE): pre-reading activities, during-reading activities, and post-reading activities. Those are described as follows:

- a. Pre-reading

Pre-reading activities is the first set of optimal activities in SRE by preparing students to read, making sure that they get off to a good start. There are three categories of pre-reading activities.

- 1) Teacher relates the reading to students' lives.
- 2) Teacher activates background knowledge of the students.
- 3) Teacher helps the students to pronounce and define words.

- b. Reading Activities

During reading activities, the second set of optimal activities in a SRE is to assist students as they are reading. After preparing students to read with prereading activities, the next step is to actually read. There are two categories of during reading activities.



- 1) The teacher read a text to the students.
- 2) The students should read aloud a text given
 - c. Post reading

Post-reading activities are the last set of optimal activities in the SRE by giving the students opportunity to check what they have learned from the selection to find out whether they have gotten what they wanted and needed from it. There are two categories of post reading activities.

- 1) Divide the students into several group discussions from the text.
- 2) After the discussions are complete, the students in each group report groups' finding.

8. Teaching Reading Comprehension

The goal of teaching reading is to make the readers able to get the ideas, the information and be able to comprehend the text that they read. 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.

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

- a. Exploiting the reader's background knowledge.
- b. Building a strong vocabulary base.
- c. Teaching for comprehension..
- d. Working on increasing rate.

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- e. Teaching reading strategies.
- f. Encouraging readers to transform strategies into skills.
- g. Building assessment and evaluation into your teaching.
- h. Striving for continuous improvement as a reading teacher.

Dealing with Idham and Zelly (2014:97) stated “teaching reading basically aims”:

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

Moreover, Klinger (2007:5) stated that there are some instructional components that contribute the most to improved effect sizes in reading comprehension include:

- a. Teacher and students questioning
- b. Interactive dialogue between teachers and students and students and students
- c. Controlling task difficulty and scaffolding instruction
- d. Elaboration the steps or strategies and modeling the teacher
- e. Small group instruction



- f. Use of the cues to help students remember to use and apply what they learn.

9. Teaching by Using Scaffolding Reading Experience Strategy on Students Reading Comprehension in Narrative Text.

The purpose of this strategy is can increase students' motivation in reading text and make the students' learning independently in comprehending the passage.

Graves & Graves (2003:14), they are three sets of scaffolding reading experience (SRE): pre-reading activities, during-reading activities, and post-reading activities. Those are described as follows:

a. Pre-reading

Pre-reading activities is the first set of optimal activities in SRE by preparing students to read, making sure that they get off to a good start.

There are three categories of pre-reading activities.

- 1) Teacher relates the reading to students' lives.
- 2) Teacher activates background knowledge of the students.
- 3) Teacher helps the students to pronounce and define words.

b. Reading Activities

During reading activities, the second set of optimal activities in a SRE is to assist students as they are reading. After preparing students to read with prereading activities, the next step is to actually read. There are two categories of during reading activities.

- 1) The teacher read a text to the students.

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- 2) The students should read aloud a text given.
- c. Post reading

Post-reading activities are the last set of optimal activities in the SRE by giving the students opportunity to check what they have learned from the selection to find out whether they have gotten what they wanted and needed from it. There are two categories of post reading activities.

- 1) Divide the students into several group discussions from the text.
- 2) After the discussions are complete, the students in each group report groups' finding.

McNamara (2007:250) stated effective teachers are likely to scaffold for engagement just as they do for cognitive strategies by providing modeling and then releasing responsibility to students. Teachers can provide scaffolding for the use of knowledge goals in reading comprehension activities. An instructional program might include processes of scaffolding to enable students to learn strategies for reading comprehension such as questioning, scaffolding can be used to facilitate motivational development in reading.

The teacher needs to know a student's level of comprehension and in what kind of text in order to plan instruction and group students effectively Caldwell (2008:175). In relation to this study, the researcher will focus on testing on students' achievement when SRE reading strategy is conducted. The test would help the teacher identify some of the specific skills involved in reading. These measures are valuable. Therefore, the teacher



uses the information from the students test to assign a grade and then move on to the next unit of instruction.

B. Relevant Research

According to syafi'i (2011:122), 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 variously, it happened because reading is a part of subject in studying English. The researcher only chose two relevant researches correlated to researcher's research.

1. This research has relevance with the research by Eka Atma Pratiwi(2012) entitled "The use of Scaffolded Reading experience Approach Toward Reading Comprehension At The Second Year Students Of Islamic Junior High School Hidayatullah Lubuk Dalam District Siak Regency . The subject of this research was the second year students of Islamic Junior High School Hidayatullah Lubuk Dalam District Siak Regency. And the object of this research was to analyze the use of scaffolded reading experience approach toward reading comprehension. Based on the data analyzed, it shows that there is significant different between students' reading comprehension taught by using scaffolded reading experience approach and students' reading comprehension taught by using conventional approach. 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 Johari Nur (2013) entitled “The Effect of Using Experience Text relationship method on ReadingComprehension of Recount Text of the second Year Students at Islamic junior High Boarding School Darel Hikmah pekanbaru”. The Design of her research was aquasi experimental research. She used cluster random sampling by taking two classes. She concluded that there was a significant effect of using ETR Strategy toward Reading Comprehension of the second Year Studens’ at Islamic Junior Boarding School Darel Hikmah Pekanbaru.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.

In conclusion, the research above is different from this research. The first relevant research, the researcher used Scaffolded reading experience approach toward reading comprehension and the researcher used Scaffolding Reading Experience approach to indicate the effect on students’ reading comprehension. The second relevant research, used ETR strategy toward reading comprehension in recount text.

C. Operational Concepts

In order to avoid misunderstanding about this research, it is necessary to explain about the variables used in this research. As mentioned by Syafi’I (2014:103) all related theoretical frameworks can be operated in the operational concept. There are two variables; X variable and Y variable.

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There are two variables used in this research, they are variable X that refers to Scaffolding Reading Experience Strategy and variable Y that refers to reading comprehension.

1. The Indicators of Variable X: (the use of Scaffolding Reading Experience Strategy in teaching Reading)
 - a. Teacher relates the reading to students' lives.
 - b. Teacher activates background knowledge of the students.
 - c. Teacher helps the students to pronounce and define words.
 - d. The teacher read a text to the students.
 - e. The students should read aloud a text given.
 - f. Divide the students into several group discussions from the text.
 - g. After the discussions are complete, the students in each group report groups' finding.
2. Variable Y: (Indicators of students' ability in Reading Comprehension)

According to syllabus of Vocational High School Muhammadiyah 3 Terpadu Pekanbaru, the indicators are:

 - a) The students are able to identify the main idea of narrative text.
 - b) The students are able to know the meaning word of narrative text.
 - c) The students are able to identify generic structure of narrative text.
 - d) The students are able to identify moral value of narrative text.
 - e) The students are able to identify factual information of narrative text.

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D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the students who are taught by using Scaffolding Reading Experience Strategy will have better reading comprehension. And the better implementation of Scaffolding Reading Experience Strategy in reading subject, the better students' reading comprehension will be.

2. Hypothesis

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

a. The Null Hypothesis (H_0)

There is no significant effect on students' reading comprehension taught by using and without using Scaffolding Reading Experience strategy on Narrative text at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.

b. The Alternative Hypothesis (H_a)

There is a significant effect on students' reading comprehension taught by using and without using Scaffolding Reading Experience strategy on Narrative text at Vocational High School Muhammadiyah 3 Terpadu Pekanbaru.