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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Reading

There are a lot of definitions of reading such as reading is the subject that provides information and knowledge about everything that readers need in written form. Nunan (2003) stated that reading is a set of skills that involves making sense and deriving meaning from the printed word. In addition, according to Neil Anderson in Nunan (2003:68), Reading is a fluent process of readers in combining information from a text and their own background knowledge to build meaning. On the other hand, Baker and Brown (2002) cited in Linda J. Dorn and Carla Soffos (2005:7) state that reading is a complex process involving a network of cognitive actions that work together to construct meaning. It means that Reading is a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text (Fiprinita, 2013:2). From the definition above, it can be seen that reading is not only to get the information, but reading is also a process to understand the written text with a complex process to get everything that readers need for individual self-development.



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2. Reading Comprehension

Basically, the goal of reading is comprehension. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Klinger, 2007). In Idham Saputra (2014), Reading comprehension is one of the basic skills to be acquired during the language course, it may be the least teachable the four skills (reading, listening, speaking and writing). Reading comprehension is the application of a skill that evolves for other purposes (listening or oral comprehension) to a new form of input (text).

In reading comprehension, the reader interacts with the message encoded in the text to generate an understanding of an author's message. So, reading comprehension has the same meaning as an understanding. It can be explained that comprehension is capacity to grasp meaning in a text and also the writer's idea. It is not a guarantee that students have known the meaning of the words, they can comprehend the text. Therefore, readers should have more concentration in reading activities in order to get a better understanding.

In addition, Dorn and Soffos (2005:7) state that the comprehending process requires to use a flexible range of strategies, including constant monitoring, searching, connecting, and inferring all with the goal of depending understanding of the author's message. Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences, in other words. When individuals read, they apply a range

comprehending strategies to monitor and sustain their meaning. Comprehending involves interpreting and synthesizing ideas in ways that influence the reader's mind.

Usually, for comprehension questions follow the thread of passage. Notice that the set of questions from the passage covers the comprehension of these features:

- a. Main idea (topic)
- b. Expression/idioms/ phrases in context
- c. Inference (implied detail)
- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts, not written (unstated details)
- g. Supporting idea(s)
- h. Vocabulary in context

3. The purpose of Reading

The purpose of reading determines how the readers read. There are various academic purposes for reading, but only two are in evidences in modern classrooms. The first is recreational. One would think that recreational reading and academic reading would occupy different worlds, but in the modern classroom they do not. Recreational reading, especially in the upper elementary grades and middle school, affords the students the sole opportunity to improve his primary reading skill, especially fluency

and comprehension. If the reading choices are controlled by a list, what is described as recreational in nature that also serves an academic purpose.

Another reading common in the classroom is the close reading of texts. With kind of texts, regardless of content area, the students are expected to recall accurately a significant amount of its content. Here, the students are expected not only to read the text, but also to study it, take notes on it, and recall its content for formative and summative assessments. This reading ostensibly serves as the best academic preparation for college and career.

The purpose of reading is to connect the ideas on the page to what a reader already knows. Usually, the main purpose behind reading is to make connections between what a reader already knows and what he/she needs to know. Knowing why he/she is reading will greatly increase his/her chances of understanding the material. There are many reasons why a reader might be reading some particular texts:

1. Pleasure and enjoyment

This is probably the best reason to read anything. Readers have chosen the material for the purpose of enjoying yourself. Reading can entertain, even relax them. However, this will rarely be the purpose behind the reading they need to do for the subjects at university.

2. Practical application

Here the purpose is to gain information that students can apply or use in a practical situation.

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3. To get an overview
 - a. The point here is to get a general feel for the material, to determine whether it is relevant, useful, up to date, and to get a sense of how the topic is treated by the author. This is likely to be the main purpose behind reading when:
 - b. Readers are given an extensive reading list for an assignment
 - c. Readers are doing initial library research for an essay, tutorial, research report or similar assignment
 - d. Readers need to decide which texts are most relevant or useful for your assignment
4. To locate specific information

Sometimes readers know what they are looking for but do not know exactly where to find it. For example, they might be looking for:

 1. A specific quotation
 2. Evidence to support a particular argument
 3. Details about a specific person or event
 4. A map
 5. A diagram
 6. A statistic or table of statistic
5. To find the short of information might mean that readers have to consult several books or sources. In these circumstances, they will be reading with the aim of zeroing in on the information they are looking for.

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6. To identify the central idea of the theme
 - a. Look for the main ideas rather than individual words and so-called fact. Once identify a main idea, look for the deeper meanings.
 - b. What evidence is being presented to support it?
 - c. What evidence might there be against it?
 - d. What connection might there be between the main points and what they already know?
 - e. Does the speaker saying match up with what they have read in the relevant literature?
7. To develop a detailed and critical understanding

4. Kinds of Reading

There are two kinds of reading

1. Extensive reading
 - a. Definition

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of materials or long texts for global understanding, the principal goal being obtained pleasure from the text (Bamford, extensive reading activities 1) in Fiprinita (2013:6). Extensive reading is a form of reading instruction. According to Richard and Schmidt (2002, 193-194). Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop

good reading habits, to build up knowledge of vocabulary and structure and to encourage a liking for reading.

Extensive reading in educational settings, the top ten principles by Day and Bamford (2002) provide good guidelines for conceptualizing extensive reading in a teaching/learning process:

1. The reading material is easy
 2. A variety of reading material on a wide range of topics must be available
 3. Learners choose what they want to read
 4. Learners read as much as possible
 5. The purpose of reading is usually related to pleasure, information and general understanding
 6. Reading is its own reward
 7. Reading speed is usually faster rather than slower
 8. Reading is individual and silent
 9. Teachers orient and guide their students
 10. The teacher is a role model of a reader.
- b. The benefits of extensive reading

Bamford in Fiprinita (8:2013) stated that students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening and speaking abilities and their vocabularies will get richer. Bamford praises the motivation aspect of Extensive reading, seeing its

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primal benefit in developing positive attitudes towards the foreign language and increased motivation to study this language.

c. Kinds of extensive reading

Most extensive reading courses have students choose their own books on or about their own fluent reading level. This means all students are reading something different, and in their own “comfort zone”. We might call this individualized reading, or self-selected reading and this is sometimes called Sustained Silent Reading (SSR) or Drop Everything and Read (DEAR). This kind of reading is often followed by comprehension questions, discussion and may be some language work or other activities. The reading can be considered “extensive” only when the students are reading quickly, with high levels of comprehension and without needing a dictionary. If the reading is too slow it probably means the students need to use their dictionaries often, and this type of reading is not considered extensive.

1. Intensive reading

Intensive reading is generally at a slower speed and requires a higher degree of understanding to develop and refine word study skills, enlarge passive vocabulary, reinforce skills related to sentence structure, increase active vocabulary, distinguish among thesis, fact, supportive and non-supportive details, provides sociocultural insights (Fiprinita 12-13:2013)

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2. The difference between extensive reading and intensive reading

There are two kinds of teaching reading; extensive and intensive. Extensive and intensive are different in some cases. There are three differences between Extensive and Intensive reading:

- a) Extensive reading covers a large area, while intensive reading covers a narrower area. According to Graham Stanley in Fiprinita (13:2013), Extensive reading involves students reading long texts or large quantities for general understanding, with the intention of enjoying the texts. It means that students are given freedom to choose their own topic which they think are interested to be discussed. In this case, the students also have to find supported articles related to the topic in order to give them background knowledge, so that they know more about the topic they have chosen. It is different from intensive reading that does not allow the students to find a topic they like. The topic is given by the teacher. The students also do not necessary to look for supporting articles because the topic which is chosen by the teacher is usually short and easy to understand.
- b) In extensive reading the students' activity is more complex than intensive reading. The students, in extensive class, usually are asked to write a summary after reading an article/ passage.

It allows learners to assert full control, both of main factual or fictional content of an article/book, and grammar and vocabulary used to express it (Bell, 1998 in Fiprinita, 14:2013). Besides, the students also will do a short presentation on what they have read. By doing short presentation, the students will have knowledge of the right preparation, self- independence and autonomy. While in intensive reading, instead of writing summaries and having presentation, the students are asked to answer some question related to the topic which is given by the teacher. Usually, all of the answers are available in the text, so that the students only rewrite it.

- c) Extensive reading will discourage the over-use of a dictionary; on the contrary dictionary is a must in intensive reading. Graham Stanley from British Council, Barcelona said that by avoiding dictionary, the students are expected to be encouraged to jot down the words they come across in a vocabulary notebook and they can look them up after they have finished reading. It will make the students guess the meaning based on the context. By doing this, the students are able to always remember the meaning of a word because they find it by themselves. Meanwhile, in intensive reading, students have to find difficult words while they are reading. The frequency of using the dictionary is often because in intensive reading, a text

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will be used to answer some question, so the students have to know the meaning of all words in the text in order to make them easy to answer the question.

In conclusion, through doing complex activities, extensive reading can broaden students' knowledge more than intensive reading. In Extensive reading, students write a summary and do a presentation which lead them to minimize the use of a dictionary. In opposition, the students' activities in intensive reading are more limited. The activities depend on the teacher's guidance only. This kind of activities will not encourage students to explore their abilities; they cannot broaden their own knowledge as well as in Extensive Reading.

5. Reading Technique

There are some techniques in reading, as follows:

1. Skimming

a. Definition

Skimming is the process of speed reading for general meaning. Let your eyes skip over the sentences or phrase which contain detail. Concentrate on identifying the central or main points. Skimming is another type of fast reading. You might use skimming to look through a text quickly to get the gist (the general idea).

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According to Michael Effort (2011) in Fiprinita (78:2013) skimming is a technique where you gloss over an article to see whether or not it contains information that is of interest to you. This technique makes it possible for you to quickly evaluate and understand the message of the reading by looking at the main aspects.

- b. Purposes of skimming
 1. Read quickly to get an overall sense of the main idea in the text.
 2. Decide before you read in detail if you can use the text for your purpose
 3. Decide if you should read it more carefully for more details.
- c. Process
 1. Read the first few paragraphs, a few paragraphs in the middle and the final paragraphs of the text OR
 2. Second glance through any graphics and their captions (text around the graphic to explain)
- d. Characteristic of skimming
 1. A selective, leaving out of parts of the material
 2. An in intentional acceptance of a lowered degree of comparison
 3. An extremely rapid rate
- e. Advantages skimming
 1. Improve another reading rate

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2. Keep readers informed. In addition, there are many times when readers can use skimming to get information from material they otherwise would not read
3. Speed supplementary assignments. As students, there are times when they will be asked to do supplementary reading for a course.
4. Increase readers, sources of reference. Skimming is also quite useful in building up fund reference information
- f. It is useful in three different situations:
 1. Pre-reading- skimming is more through than simple previewing and can give a more accurate picture of text to read later.
 2. Reviewing- skimming is useful for reviewing text already read
 3. Reading- skimming is most often used for quickly reading material that for any number of reasons and does not need more detailed attention.
- g. Steps in skimming an article
 1. Read the title. It is the shortest possible summary of the content
 2. Read the introduction or led-in paragraph
 3. Read the first paragraph completely
 4. If there are subheadings, read each one, looking for relationships among them
 5. Read the first sentence of teaching remaining paragraphs
 - a) The main idea of the most paragraphs appears in the first sentence

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- b) If the author's pattern begins with a question of anecdote, it may find the last sentence more valuable

2. Scanning

a. Definition

According to Dian Knight (2005) in Fiprinita, scanning is reading technique used when one wishes to locate a single fact or a specific bit of information without reading everything. Scanning means moving your eyes quickly down the page to find one specific detail.

Scanning rapidly covers a great deal of material in order to locate a specific or piece of information. Scanning is very useful for finding a specific name, date, statistic or fact without reading the entire article.

b. Purpose of scanning

1. Find a single fact, date, name or word in a text
2. Find information that readers may need

c. Process of scanning

1. Think where in the text readers might find the information they need
2. Check how the information is placed on the page look for heading, diagrams or boxes/ highlighting items that might help readers find the information

d. Advantage

Scanning is a reading technique that readers will use frequently. Scanning is a fast and efficient way to locate material

your textbooks. Scanning enables them to locate the section quickly. So, they may spend their time to read the relevant material more carefully.

e. Step in scanning the article

1. Keep in mind at all times what it is readers are searching for, if they hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words.
2. Anticipate in what form does the information is likely to appear number, proper nouns
3. Analyze the organization of the content before starting to scan
 - a) If the material is familiar or fairly brief, readers may be able to scan the entire article in a single search
 - b) If the materials is length or difficult, a preliminary skimming may be necessary to determine which part of the article to scan
 1. Let the eyes run rapidly over several lines of print at a time
 2. When readers find the sentence that has the information they may seek read entire sentences.

6. Teaching Reading

Harrison (2004:4) state that reading determines how students are able to think, that is a fundamental effect on the development of imagination and thus, exert a powerful influence on the development of

emotional and moral as well as verbal intelligent and therefore on the kind of person they are capable of becoming. It means that the importance of reading in relation to human development. Reading is often the chief goal of learners in countries where English is taught as a foreign language (Dubin & Bycina in Celce-Murcia, (1991:195) in Abdul Hadi, (2014:26). As a result, learning facilities that promote the mastery of written skills are more available than those that promote the mastery of spoken skills.

The use of reading materials such as books, magazines, newspapers, journals, advertisements has long been acknowledged in the teaching of English, especially in reading skill. Therefore, a very obvious phenomenon is that almost no English language class can run successfully without the use of such materials, which means reading is always a prerequisite to achieve the goal of any English language teaching/learning. For most Indonesian students who have limited exposure to oral English communication, reading becomes the first stepping stone to be proficient in the language. Therefore, it is necessary for teachers to have sufficient exposure to some basic principles of teaching reading skills.

Considering the importance of reading in English language learning, a teacher's role is important to improve students' ability in reading. There are ten proven principles for teaching reading that teacher should consider, namely:

- a. Children, when reading construct their own meaning

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- b. Modeling is an important form of classroom support for literacy reading
- c. Effective reading instruction can develop engaged readers who are knowledgeable, strategic, motivated, and socially interactive.
- d. Phonemic awareness, a precursor to competency in identifying words, is one of the best predictors of later success in reading
- e. Storybook reading, done in the context of sharing experiences, ideas, and opinions, is a highly demanding mental activity for children
- f. Responding to literature helps students construct their own meaning, which may not always be the same for all readers
- g. Children who engage in daily discussions about what they read are more likely to become critical readers and learners
- h. Expert readers have strategies that they use to construct meaning before, during and after reading
- i. Children's reading and writing abilities develop together
- j. The most valuable of reading assessment reflects readers current
- k. Understanding about the reading process and stimulates authentic reading tasks. (National Education Association, 2000: 9-14).

7. The Nature of Descriptive Text

- a. Definition of Descriptive

Sometimes when we want to know what something looks like, we are going to make a description. The description that we make into a text that call descriptive text. Descriptive text is a text which says

what a person or thing is like. In Syafi'I (39:2013) Descriptive is used to tell what the subject looks, sounds, feels, tastes, and/or smells like. Descriptive text describes ideas and examples focus on a particular subject. This is in line with the purpose of the descriptive text to describe and reveal a particular person, place, or thing. It attempts neither to argue nor persuade. Rather, it presents an impression-your impression-of something, through details that evoke one of the five senses. It means that, descriptive text is a text that tells about sensory experience- how something looks, sounds, taste. Mostly it is about visual experience, but the description also deals with other kinds of perception. It means that descriptive text is kind of text that related to our five senses.

Another kind of descriptive text are Biographies, autobiographies, magazines specifications (stated what kind and characteristic of material used), etc. (Setiadi, Risuli and friends, 2012:39)

- b. The Generic Structure of Descriptive Text
 1. Identification: identifying the phenomenon or identifying a person, place or thing to be described
 2. Description: describing the phenomenon in parts, qualities, or/and characteristics
- c. The Language Feature of Descriptive Text
 1. Using an attributive and identifying process

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2. Using adjectives
3. Using simple present tense
4. Using detailed noun phrases, phrases of detail thing, usually illustrate about the subject or object.
5. Using adverbials

8. Drill Method

According to Harmer “Drill is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner. In addition Werkanis in Yuningsih (2011:11) explains Drill is a way in teaching which practice frequently to make it more proficient and skilled in mastering whether in group or individual. Drill is appropriate in teaching language and other relevant subjects, especially to improve students’ comprehension in reading.

According to Syaiful and Aswan Zain (2006:95) in Istarani (2012:41) this method is used to train the students’ good habit. It can facilitate the students to develop their good habit. Besides, this method is also used to acquire students’ skill, precision, and opportunity.” Drill method trains the students in doing something by giving tasks and practices. As the old adage says “practice make perfect”.

Each student should have a dexterity or skill on something. Therefore, in teaching and learning process, there should be practice and drill to master the skills. So that, one of the methods that is effective to

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fulfill the demand is drill method. This method can be interpreted as a way in which students are conducting training activities, so that students have the dexterity and skill higher than what is learned. The practice exercise, easy to perform, and regularly implement, can foster students to improve the mastery of some skills, students may even be able to have it with perfect skill.

In addition, Rahmayulis (2005: 281) in Fityatul Husna' proposal, it said that "Drill is the method to get the skill or competence toward what we learn, because it requires practice. Practice will make students more active and pay good attention, because they are involved in the process of learning. In the meantime, John Hanson (2008: 8) in Husna (2010:24) states that Drill and Practice activities help students' materials at their own pace. Drills are usually repetitive and are used as a reinforcement tool. Effective used of drill and practice depends on recognition of types of skill being developed, and the use of appropriate strategies to develop these competencies. There is a place for drill and practice mainly for the beginning learner or for students who are experiencing learning problems. Its use, however, should be kept in situations where the teacher is certain that the most appropriate form of instruction.

9. The Purpose of Drill Method

According to Rostiyah N.K (2008: 126) in Istarani (2014: 41) says that Drill Method usually used to make students:

- a. Having the motor skills, such as memorizing the words, write, using tools to create an object, carry out the motion role in sports.
- b. Developing intellectual skills
- c. Having the ability to connect between situation or circumstances and something else.

Using this method in order to successfully and efficiently need to be inculcated sense for teacher and students, namely: This is about the character and the nature of the exercises. The task or exercise should be different from previous exercises. It is due to the situation and the influences of the previous exercise are different. Then, the teacher needs to notice the changes of the situation or condition with different responses. When the situation of the exercise changes, which raised different challenges faced by the previous situation, it requires a different response. We need to realize that in all human live sometimes there is a simple skill that can be mastered in a short time and some are difficult to master and need more exercise and more time to make it perfect. The teacher has to give more understanding and formulation of clear goals to the students, so that they know and understand what the purpose of the exercise and how it relates to the lesson they receive. Good preparation before doing exercise can motivate students to have functionally responsive, it means that they are can receive the lesson and the knowledge, and will be lived long in their mind and become permanent. And it is ready to be used by the students in their live.

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Thus, generally drill method used to get some skills and dexterity from what they have already learned with the principles and guidelines to use this method as follow:

- a. The teacher has to give more understanding before giving some exercise
- b. The first exercise should be a diagnostic, if the first exercise unsuccessful, the teacher should provide the next exercise to make it perfect.
- c. Do not need to take long exercise, but often
- d. Should be appropriate to the students' ability
- e. The exercise process should prioritize the things that are essential and useful

10. Steps in Using Drill Method

The success of implementing this method, teacher need to consider the steps or procedure as follow:

- a. The teacher should choose the exercise that has larger meaning that can instill students' understanding of the meaning and purpose of the exercise before they do.
- b. The first exercise should be a diagnostic, if the first exercise unsuccessful, the teacher should provide the next exercise to make it perfect.
- c. The teacher needs to give priority to accuracy, so that students do the exercise properly. Then pay attention to speed, it can make students

can do the exercise or their skills based on the specified time, and students also respond to be noticed.

- d. The teacher has to manage the time of doing exercise to avoid students tired and bored, but the exercise should be done.
- e. The teacher and students have to prioritize the processes that are essential, fundamental or core, so it does not dissolve in things that are useless.
- f. The teacher should pay attention to the students' diversity; it can develop students' capability and students' need.

11. The advantages of Drill Method

There are some advantages in using this method, as follow:

- a. To get the motoric skills
- b. To obtain the emotional skills
- c. To acquire proficiency in the form of associations
- d. To acquire the good habit which can improve students' skill and the speed of execution.
- e. Utilization habits that do not require concentration in the implementation
- f. Forming a difficult habit becoming automatic (Syaiful & Aswan Zain, 2006;96)

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12. The Disadvantages of This Method

While, the disadvantages of this method are:

- a. Saving the talent and initiative of the students, because they are brought to adjustment and directed away from the notion
- b. Giving rise to an adjustment free of charge to the environment
- c. Sometime, the exercise done repeatedly is monotonous and boring
- d. Forming a rigid habit, because it is automatic
- e. It also can give the verbalism.

B. Relevant Research

According to Syafi'i, "relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. He also says that the relevant research is intended to avoid plagiarism toward the designs and findings of previous researchers. There are relevant researches which have some relevancies to this research.

1. This research has relevance with (Arma Noviyanti, 2016; The Effect of Using Make Judgment Strategy on Students' Reading Comprehension in Descriptive Text at Vocational High School Abdurrab Pekanbaru. In her research, she found that her strategy was effective to students' comprehension in reading descriptive text. Based on the data analysis, the writer concluded the students' comprehension in reading descriptive text was classified into "very good" categories. It can be seen from the result of data analysis. The mean of the post-test of experimental class is 82.50. The

writer also found the effect size for the difference above was 0.23, therefore the writer conclude that there was a “Large Effect” obtained from students’ reading comprehension in descriptive text at the tenth grade Of Vocational High School Abdurrab Pekanbaru.

2. The next research was conducted by (Fityatul Husna, 2010: The Effectiveness of Using Drill Strategy in Improving Students’ Motivation in Pronouncing English Words at the Second Year of MTS-TI Batu Belah Kampar Regency). In her research, she found that the alternative hypothesis (H_a) was accepted and Null Hypothesis (H_0) was rejected, because 91.111 were greater than 2.571. Because the alternative hypothesis was accepted, it means that Drill Strategy was more effective to improve the students’ motivation in pronouncing English words rather than conventional strategy.
3. The next research is conducted by (Aryani Yuningsih, 2011: Penerapan Metode *Drill* Untuk Meningkatkan Kemampuan Siswa dalam Memahami Cerita Anak Siswa Kelas V SD Muhammadiyah 074 Pulau Payung Kecamatan Rumbio Jaya Kabupaten Kampar). Based on her research, she found that the students’ comprehension in comprehending the narrative story was improved. Before using Drill method students’ percentage around 41%, in the first meeting after using drill method the percentage becomes 64%, and after upgrading in cycle II students’ comprehension in comprehending the reading story become 100%.

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So, in this research the writer tried to do research about Drill Method on students' reading comprehension of Descriptive text.

C. Operational Concept

The operational concept is used to give an explanation about the theoretical framework in order to avoid misunderstanding and misinterpretation of this research. The research consists of two variables, they are variable X as an Independent variable and variable Y as a dependent variable. The use of Drill Method is as variable X that give the effect on students' reading comprehension as variable Y. The indicators that will be compared are about students' reading comprehension before and after being taught by using Drill Method. The indicators are as follows:

a. Indicators of Independent variable (X):

1. The teacher has to give more understanding before giving some exercise
2. The first exercise should be a diagnostic, if the first exercise unsuccessful, the teacher should provide the next exercise to make it perfect.
3. Do not need to take long exercise, but often
4. Should be appropriate to the students' ability
5. The exercise process should prioritize the things that are essential and useful. (Ahmad Sabri, 2007: 60-61 in Istarani, 2012: 43)

b. Indicators of Dependent Variable (Y):

1. Students are able to identify main idea of reading text



2. Students are able to find out specific information about reading text
3. Students are able to identify the generic structure of the text
4. Students are able to identify the language feature of the text.
5. Students are able to make reference from the reading text

D. Assumption and Hypothesis

1. Assumption

Before formulating hypotheses as temporary answered toward the problem, the writer assumes that the application of Drill Method would improve students' comprehension in reading descriptive text.

2. Hypotheses

Based on the assumption above the writer formulates two hypotheses as follows:

a. Null Hypothesis (Ho)

Ho1: There is no significant effect of using Drill Method on students' comprehension in reading descriptive text

Ho2: There is no significant difference of using Drill Method on students' comprehension in reading descriptive text

b. Alternative Hypothesis (Ha)

Ha1: There is a significant effect of using Drill Method on students' comprehension in reading descriptive text

Ha2 : There is a significant different of using Drill Method on students' comprehension in reading descriptive text