CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. The Theoretical Framework

1. The Reading

Reading is called receptive process since it is receiving the words without producing the words (Johnson, 2008). It cannot be separated from every learning process experienced by the students as long as they are still in educational process. It is one of the most common ways for getting information. Furthermore, almost every aspect in our lives is covered by reading. As pointed out by Mikulecky (1996) reading is one of the important ways for improving our general language skills in English. In line with this statement, Patel and Jain (2008) stated that reading is certainly an important activity for expanding the knowledge of a language. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language, thus, eading skill is an important tool for academic success.

Reading is the process of perceiving a written text for understanding its content. Based on Webster's New World College Dictionary (2008) reading refers to an activity of looking at and understanding something that is written or printed text. Dealing with this statement, Johnson (2008) stated that the reading is a practice of using text for creating meaning. It means that, if there is no meaning being created, so that there is no reading taking place. In relation to the statement above,

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Miller and Soro (2010) mentioned that the reading is an interactive process Miller and Soro (2010) mentioned that reading is an interactive process taking place between the text and the reader's processing strategies and background knowledge. Therefore, the reading process involves the readers, texts and their background knowledge for comprehending the texts.

Furthermore, reading is an interactive and sociocognitive process involving a text, a reader and a social context of reading activities take place (Murcia, 2001). Additionally, she pointed out the six general component skills and knowledge areas in reading process that will be seen as follows:

a. Automatic recognition skills—a barely unconscious ability. It is ideally requiring the little mental processing for recognizing text, especially for word identification.

b. Vocabulary and structural knowledge—an understanding of language structure and a large recognition vocabulary.

c. Formal discourse structure knowledge—an understanding of how texts are organized and how information is brought together into various genres of text. Say for instance, a report, a letter, a narrative, a descriptive and etcetera.

d. Content or world background knowledge—prior knowledge of text-related information and a shared understanding of the cultural information involved in the text.

e. Synthesis and evaluation skills or strategies—the ability for reading and comparing information from multiple sources, for thinking critically about what the reader reads, and for deciding what information is relevant or useful for reader's purpose.

f. Metacognitive knowledge and skills monitoring—an awareness of reader's mental processes and the ability to reflect on what the reader done and the strategies used of the reader employs while reading.

Referring to the elements above, the students are required to develop their ability in order to bring all of these elements together simultaneously and rapidly. Thus, it is necessary to provide the information and practice in all of the systems of reading program contributed in order to make the process works.

Grounded on the explanations above, it is distinctly explained that reading is a process of making meaning involving the readers, the text, and their prior knowledge for gaining information, getting enjoyment and enhancing the knowledge of the language being read.

2. The Reading Comprehension

Reading comprehension refers to the ability to make meaning from a given written text. In line with the statements above, Richard (2010) stated that comprehension refers to an active process defining both on information contained in the bottom-up processing, background knowledge, information from the context and from the listener's and reader's purposes or intentions (top-down processing). Furthermore,

Webster's New World College Dictionary (2008) stated that the comprehension refers to the action of understanding something. As mentioned by Mikulecky (1996) she stated that the comprehension is part of life. Messages are constantly coming in about what you see, hear, smell, touch, or taste. Your brain receives these messages, interprets them, sorts them, and saves them. The same process happens when you are reading. As you read, your brain tells your eyes what to look for making connection especially when the information is important or interesting to you and vice versa.

Furthermore, Stone (2007) stated that the benefit of making connections is what the readers gain in understanding what they read. In accordance with the statement above, Murcia (2001) said that the readers' expectation after reading a written text is to make a meaning and to comprehend what they read. Thus, it is clearly explained that when reading a text, thus, we constantly make a sense of the interesting information stated. As the result, we intuitively comprehend the text, so that the comprehension can be told as our expectation in reading a text.

As mentioned by Johnson (2008) the types of reading comprehension skill can be illustrated below:

a. **Pre-reading Comprehension Skills**

Pre-reading comprehension skills are used to preview the structure of the text read and to prepare the students focused on what they will see relating to the knowledge of the readers.

b. During-reading Comprehension Skills

During-reading comprehension skills are used to monitor comprehension, to evaluate ideas gleaned from each paragraph, and to begin in organizing ideas within the structure of the text as students are reading.

c. Post-reading Comprehension Skill

Post-reading skills are used to reconstruct important ideas, organize those ideas, and evaluate those ideas after reading a chapter or article.

Furthermore, according to Snow (2002) the comprehension entails three elements as follows:

a. The reader who is doing the comprehension

b. The text that is to be comprehended

c. The activity in which comprehension is a part.

In term of the reader, it includes all the capacities, abilities, knowledge and experiences that a reader brings to the act of reading. In term of the text, it is broadly formed in form of printed or electronic text. In considering the activity, it includes the purposes, processes and consequences associated with the act of reading. Hence, before reading a text, it is necessary to know the elements of comprehension. We are required to know our knowledge, purposes and kinds of text involved.

The successful comprehension is augmented when students practice it by implementing the strategies for monitoring their understanding, increasing their interest in the text, and creating goals and

purpose for their reading (Willis, 2008). Pertaining to the statement above, Duke and Pearson (2002) stated the aspects affecting the comprehension of reading are as follows:

a. Motivations/purposes/goals/engagements.

b. Vocabulary/word knowledge/background knowledge.

c. Automaticity of decoding.

d. Understanding and using employed strategies by effective readers.

e. The nature of the text itself (the difficulties and interests).

f. The type or genre of text.

g. The amount of reading done.

It means that, the students are required to implement those aspects in order to comprehend the text given. Conversely, if they cannot implement them fully, means that the learning process cannot be running well.

According to Pang et al., (1986) the students can be instructed in using strategies for improving their comprehension. There are some practical applications for improving reading comprehension. Those practical applications can be illustrated as follows:

a. Instruction can improve comprehension by focusing on concepts and the vocabularies used to express them.

b. Comprehension can also be enhanced by building on students' background knowledge.

c. Teachers can guide students by modeling the actions that they can take to improve comprehension. These actions include asking questions about a text while reading, identifying main ideas and using prior knowledge to make predictions.

d. Teaching a combination of different strategies is better than focusing on one.

e. Different methods have been found to be effective in teaching text comprehension. Teachers can use combinations of the following:

1) Co-operative or class learning;

2) Graphic organizers (flow charts, word webs);

3) Asking and answering questions;

4) Story structure;

5) Summarizing;

6) Focusing on vocabulary.

Simply, reading comprehension is an active process in the construction of meaning or process of making sense of words, sentences and connected text. Thus, the students need strategies for facilitating them in comprehending the text being read.

3. **The Types of Reading Comprehension**

The types of reading comprehension can be seen as the crucial part before choosing what kind of activities will be done in teaching reading comprehension. According to Richard (2010) there are four types of

reading comprehension which are often distinguished based on the readers' purpose in reading texts. They are:

a. Literal comprehension refers to a reading for understanding, remembering, or recalling the information explicitly contained in a passage.

b. Inferential comprehension can be seen as a reading for finding information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.

c. Critically evaluated comprehension can be defined as a reading for comparing information in a passage with the reader's own knowledge and values.

d. Appreciative comprehension refers to a reading for gaining an emotional or other kind of valued response from a passage.

Based on the explanations above, there are four types of reading comprehension which have different purposes of each type. In term of literal comprehension, it means that the reading is to find the information contained in general. At inferential comprehension, the readers aim at finding specific information of the text. In term of the critical comprehension, the readers compare and conclude their own knowledge and values with the text. Meanwhile, appreciative comprehension brings the reader to go within an emotional response from a text, thereby, it is necessary to know all of the types of reading comprehension discussed above before testing and assessing the students' ability in reading. By

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

4. **School Based Curriculum**

Curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as guidance for the implementations of learning activities in order to achieve specific educational objectives (BNSP, 2006).

Islamic Junior High School Al-Mutaaqin Pekanbaru is one of the formal education institutions in Pekanbaru applying School Based Curriculum as its guidance in teaching and learning process. School Based Curriculum is operational curriculum developed and implemented in each educational unit. School Based Curriculum consists of education level curriculum, educational calendar and syllabus (BNSP, 2006).

In term of School Based Curriculum, the approach of teaching learning process which must be used by the teacher is students-oriented. This approach gives chances to the students for participating in learning process, thus, the students have to act actively in learning process.

As stated in syllabus of the eighth grade students, standard competences is the students are able to respond the meanings and the rhetorical pattern of a simple short narrative and recount texts accurately and fluently related to the environment while the basic competence is the students are able to understand the meanings of a short functional text and a simple essay organizing narrative and recount for interacting with the

surrounding environment. Furthermore, the indicator of narrative texts are students are able to identify the specific information of narrative texts, students are able to identify the generic structures of narrative texts, students are able to identify the language features of narrative texts, students are able to identify the communicative purposes of narrative texts and students are able to identify the references from narrative texts. This syllabus also provided four meetings in term of narrative texts

Then, the objectives of School Based Curriculum for an English subject at Islamic Junior High School Al-Mutaaqin Pekanbaru are as follows:

a. Developing communicative competence in oral and written form to achieve informational level.

b. Developing awareness about the sense and significance of English in order to increase national competence in term of global activities.

c. Developing an understanding about the relationship between language and culture (BNSP, 2006)

Referring to the explanations above, it is clear that School Based Curriculum demanded students to master four languages skills (speaking, writing, reading and listening) to achieve the objective of curriculum. However, referring to the writer's limitation, the writer only focused on reading comprehension skill was that narrative texts of the eighth grade students of Islamic Junior High School Al-Mutaaqin Pekanbaru.

5. Narrative Text

Narrative text is a kind of text telling and entertaining the readers. According to Syafii (2014) a narrative text is a text telling the readers about a true or fiction story. He also mentioned that the narrative text tells a story for making a point or explaining an idea or event. Pertaining to the statement above, Oshima and Hougue (2007, p. 24) they stated that "the narrative is story writing. In the model narrative paragraph, the writer used time order to tell what happened first, what happened next, what happened after that, and so on". In line with those statements, Webster's New World College Dictionary (2008) stated that a narration refers to the action or process telling a story or describing happenings. According to Richard (2010) the narrative is the genre structure of text underlying stories.

Moreover, as pointed out by Sari (2014) the narrative is a type of spoken or written text telling a story of one character or more who face certain situations. It commonly gives a moral value to the readers or listeners. Hence, the narrative text is a text telling and entertaining the readers about a true of fiction story.

Fundamentally, the purpose of narrative text is to make the readers to be entertained and enjoyed the story. It is clearly drawn that the purpose of narrative text is to entertain the reader in reading a text enjoyably.

Furthermore, as stated by Sari (2014) the narrative texts can be categorized as follows:

1) Folklore (Fables, folktales, myths and legends).

2) Fantasy (Modern literary texts, fantastic stories, science fictions and high fantasies).

3) Realistic Fiction (Contemporary stories and historical stories).

In this research, the writer used the folklore stories. Furthermore, in term of generic structure of narrative texts, it can be analyzed as follows:

1) **Orientation**

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

2) **Complication**

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

3) **Resolution**

In term of resolution, it refers to the problem or the complication is resolved or attempted to be clear. In other words, the characters find out the solution of the problem happened.

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

1) **Characters**: The people or animals of a story (who and what)

2) **Setting**: The setting of a story taking place (where and when)

3) **Plot**: The plot of a story is the sequence of events. It takes the readers' through events building to a climax or turning point in the story. The author, then, brings the story to a resolution.

4) **Theme**: A theme is the central idea of the story. The theme can be directly stated or through use of story elements.

5) **Vocabulary**: The author uses vocabulary for enhancing the readers' understanding of characters and events in the story. The author's choices of vocabularies produce the mood and tone of the story.

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

1) **Use action verbs**

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

2) **Use of temporal conjunctions**

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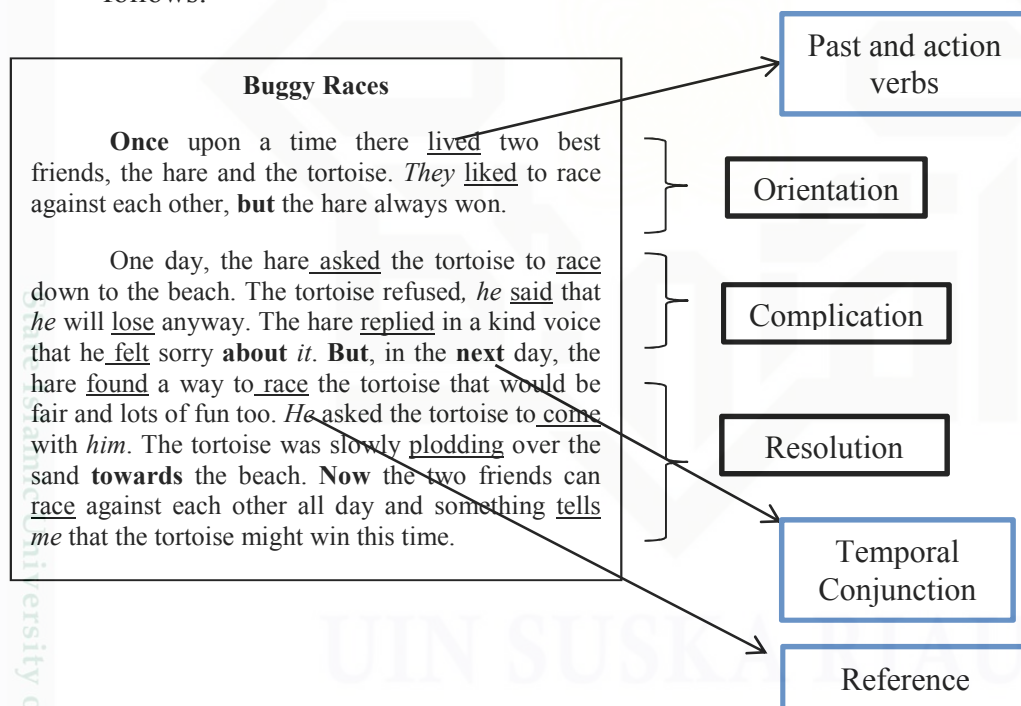
3) Use past tense

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

Pertaining to the explanations above, there are four types of reading text discussed such as descriptive, procedure, recount and narrative texts. Those terms are taught to eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru. But, in this research, the writer focused on the students' reading narrative texts. It can be drawn as follows:

Buggy Races

Once upon a time there lived two best friends, the hare and the tortoise. *They* liked to race against each other, **but** the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused*, he* said that *he* will lose anyway. The hare replied in a kind voice that he felt sorry **about** *it*. **But**, in the **next** day, the hare found a way to race the tortoise that would be fair and lots of fun too. *He* asked the tortoise to come with *him*. The tortoise was slowly plodding over the sand **towards** the beach. **Now** the two friends can race against each other all day and something tells *me* that the tortoise might win this time.

- Past and action verbs
- Orientation
- Complication
- Resolution
- Temporal Conjunction
- Reference

6. Teaching Reading

Teaching reading is one of the important parts in the curriculum stated in Indonesian's curriculum in all levels. The aim of teaching

reading is to develop students' ability, so that they can read and understand the English text effectively and efficiently. As mentioned by Idham (2014) teaching reading can be basically aimed as follows:

a. Develop reading skills, study skills and comprehension skills,

b. Introduce or practice an important or new genre of poem, flowchart and so on,

c. Create a new interest or implement it on current interest, so that the students will read more,

d. Iron out the old or bad habits (word by word reading),

e. Develop the flexible reading strategies.

Furthermore, Idham (2014) also stated the principles for teaching reading below:

a. Meaning-focused Input

1) Practicing and training in reading should be done for a range of reading purposes—reading to search information, reading to learn, reading for fun, reading to integrate information, reading to critique texts and reading to write.

2) Leaners should do reading that is appropriate to their language proficiency level.

3) Reading should be used as a way for developing language proficiency. In such case, the students should read with 98% coverage of the vocabulary in the text, so that they can learn the remaining 2% through guessing from context.

b. **Meaning-focused Output**

Reading should be related to other language skills. The course should be provided with listening, speaking and writing activities relating to the reading itself.

c. **Language-focused Learning**

1) Students should be guided to develop the skills and knowledge needed for effective reading. In term of language feature (phonemic awareness activities, phonics, spelling practice, vocabulary, and grammar study), the course should work on those aspects.

2) Students should be given training and practice in integrating a range of reading strategies.

3) Students should become familiar with a range of text structures—newspaper reports, stories, recounts and information reports.

d. **Fluency Development**

1) Students should be guided and pushed for developing their fluency in reading. In such case, they need to read materials containing the no unknown language features. It should be speed reading practice in word recognition and reading for understanding. The included activities are speed reading, repeated reading, paired reading, scanning and skimming.

2) Students should enjoy the reading process and feel motivated to read.

3) Students should read a lot. It can be monitored and encouraged through the use of extensive reading and issue logs.

It is clearly explained that teaching reading is a crucial part in the educational process in all levels. By having reading skill, the students can get a lot of information, knowledge, or widest insight. Thus, both of the aims and principles in teaching reading in a school must be considered by the English teacher at that school.

7. **The Students' Reading comprehension of Narrative Text**

The students themselves are the readers. They will be activated to make an interaction with the text. While interacting with the text, the readers commonly use some related reading strategies. The text used in this research is narrative texts. The narrative text is one of the texts taught in majority of classroom context, thus, the students are required to interact with this text genre.

In this research, the narrative texts used as a one of the genre texts taught at Islamic Junior High School Al-MuttaqiPekanbaru. Frankly, reading narrative text is not really difficult when comparing with other genres. It is easy if the readers know about the narrative itself.

Furthermore, based on the syllabus of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru, the expected indicators of narrative texts can be seen in the following expectations:

a. **Identifying the specific information of the narrative texts.**

In this case, the students are demanded to identify the specific information contained in a text. According to Kurniawan (2013 the students can identify the specific information contained if they could

find the major elements of the narrative texts including setting, character, conflict or problem and the resolution in the text. In this case, the students are required to know when and where the event takes place, who and what the character is, what the problem is and how the problem is resolved. Say for instance, if the question is about "why did the wolf go to the crane?" the answer is should be "because she wants to help the bite".

b. Identifying the generic structures of the narrative texts.

Generic structure refers to the text structure. According to Ilmiyati (2010) the narrative is a kind of text whose function to tell the events (fiction or nonfiction) consisting of orientation, complication or the crisis of problem and resolution. The generic structure can be seen as follows:

1) Orientation: sets the scene and introduces the participants.

2) Complication: a crisis arises.

3) Resolution: the crises are resolved for better or worse. In this case, the students need to know those parts above in order to make them easier to identify and distinguish each of the parts.

c. Identifying the language features of the narrative texts.

Language features refer to the language characteristics and grammatical aspects in a spoken or written text. According to Sari (2014) the language features in term of narrative usually refer to the use of action verbs, temporal conjunctions and past tense. In this case, the

students have to know and identity phonemic awareness activities, phonics, spelling practice, vocabulary, and grammar study of the information contained in the narrative texts.

d. Identifying the communicative purposes of the narrative texts.

The communicative purposes of narrative text are to entertain and amuse the readers or listeners about a past story related to the real or imaginary experience, or the complex events which eventually find a solution. In this case, the students are demanded to know the goals or the communicative purposes of the narrative texts.

e. Identifying the references from the narrative texts.

The reference refers to the participants activated or introduced in the narrative texts—how they are referred to once they have been activated and how they are brought back into the discourse following an absence (Clark, 2012). In this case, the students are required to know the participants involved—how they are referred in text.

Hence, there are 5 indicators discussed above. Those indicators were useful to the writer in assessing or evaluating their students' ability in narrative texts. The writer used it as the guidance in assessing students' reading comprehension of narrative texts.

8. Assessing Reading Comprehension

Richard (2010) stated that the assessment refers to an evaluation or opinion collecting information and making inferences about the students' work or ability. Furthermore, according to Brown (2003) the assessment

refs to the ongoing process covering a wide range of methodical techniques. Thus the assessment can be defined as the evaluation of the students' performance. Furthermore, Brown (2003) also mentioned there are some possible tasks in assessing the students' reading comprehension in term of the selective reading level or the Islamic Junior High School students. They are:

a. **Multiple-Choice**

The most popular method of assessing the reading comprehension is multiple-choice format. Its purpose is to make it easier to administer and can be scored quickly.

b. **Matching Tasks**

In this type, the students are simply for responding correctly by matching it with the appropriate format, thus, the students are required to observe the pragmatic interpretations of a signed and labeled things.

c. **Editing Tasks**

In term of editing task, it refers to a method for assessing linguistic competence in reading. In this type, the students are required to edit and detect the errors in the written passages.

d. **Picture-Cued Tasks**

In this term, the students look at picture-cued tasks for perceptive recognition of symbols and words. They read a sentence or passage and choose one of pictures to be described.

e. **Gap-Filling Tasks (Fill in the Blank)**

In this type, the students are required to complete the sentence by filling the blank.

In this research, the writer focused on using multiple-choice in consideration of its purpose is to make it easier to be administered and can be scored quickly, so that the writer used it in assessing the students' reading comprehension of the eighth grade students as Islamic Junior High School Al-Muttaqin Pekanbaru.

9. **Puppet Show Strategy**

Using a puppet in the classroom is one of the ways to encourage students to learn English. The puppets refer to a doll and a small jointed figure controlled and manipulated by humans with hands by using strings or wires and also rods. In accordance with the statement above, Nurhayati (2011) as cited from Wikipedia stated that Puppet is a small figure of a person operated from above with strings by a puppeteer creature. Furthermore, she also mentioned some types of puppet; they are bunraku puppet, finger puppet, hand or glove puppet, shadow puppet, black light puppet, paper puppet, carnival puppet and so forth. In this research, the writer used paper puppets as the media to teach the students because paper puppet is simple to be made, modified and it can also be added by some colorful things and it is interesting for the students.

Teaching reading comprehension by using puppet show strategy empowers students in learning process and develops students' reading comprehension skills (Bennet, 2002). Furthermore, According to Overholt (2010) the use of puppets was explored students' comprehension while reading a variety of texts. Student's reading comprehension can be boosted through the explicit instruction of specific comprehension strategies. Since reading is a meaning making process, students need to be taught some strategies to help them in making meaning.

Additionally, it is better to find out the suitable strategy to help students in making meaning. As pointed by Johnson (2014) research has shown that effective strategies for increasing comprehension include reading aloud, the use of puppets and props, integration of music, concrete and sensory experiences, and kinesthetic movements, such as hand motions. It can help the students to make meaning. The students will focus intently on the puppets, maintain high levels of concentration and they will be especially motivated to read (Keogh, 2006). It is clear that the use of puppets can motivate student in comprehending reading selection or topic (Nurhayati, 2011). Therefore, based on the advantages showed above, this strategy was good enough to be used. This strategy can be illustrated by some procedures as follows (Bennett, 2002):

a. The teacher divides the students into groups consisting of 4 students.

b. The teacher distributes the reading text and the puppets. Then, she asks the students to discuss and read the text.

c. After getting the puppets, the students have some questions and ask the teacher about it. Then the teacher allows and appreciates it.

d. The teacher tells a story based on the text given by using puppet.

e. The teacher tells the students the purposes of puppet show performances.

f. The teacher asks the students about the text given.

g. Then the students tell the text by using their own words and puppets in front of the classroom.

The puppet show notably paper puppet can be seen as the following examples:

Furthermore, this strategy is suitable for all ages starting from young learners and adults. It could be done in a variety of ways, including using stories in terms of narrative and dialogue helping students to bring the story into their lives (Keogh, 2006). Besides, this strategy also had disadvantage. The students might balk or be disruptive during the lesson (Akhiriyah, 2014)

f. **The Relevant Research**

Avoiding the same title used in the research, then the writer showed the relevant researches which were done by previous writers. According to Syafi'i (2015) a relevant research refers to a relevant research conducted by the previous researches. In line with the statement above, Webster's New World College Dictionary (2008) stated that the relevant implies the close logical relationship with something discussed. In other words, we have to speculate and analyze some previous researchers conducted by other researchers in which they are relevant to our researchs.

First, a research was conducted by Diah Nurhayati entitled "The Effectiveness of Using Hand Puppet to Improve Students'speaking Skills in Performing Adjacency Pairs (An Experimental Study of Seventh Graders of Islamic Junior High School 11 Semarang in academic year of 2011/2012). She conducted an experimental research, especially quasi experimental design. Furthermore, she formulated the research question as "Is there any significant difference on the students' speaking achievement between students taught by using hand puppet and those who taught by using a conventional method of the seventh grade of SMP 11 Semarang in the academic year of 2011/2012?", therefore, her research was a project wanting to investigate whether there was any significant difference in speaking between the students taught by using hand puppet and the ones taught by using conventional technique.

Pertaining to this research, she summed up that that hand puppet was effective to improve students 'speaking skill, especially in performing adjacency pair dialogue to the seventh grade at SMP 11 Semarang. It can be drawn from the result of means improvement between the pre-test and the post-test in the experimental class and the control class. The pre-test's mean of the experimental class was 61.4 and the mean of the post-test was 73.4, the difference was 12. Meanwhile, the pre-test's mean of the control class was 61.6 and the mean of the post-test was 69.4, the difference was 7.8. Because the mean improvement of experimental class was higher than the control class, thereby, the treatment for the experimental class especially hand puppet was better than the control class.

Furthermore, she suggested that "there is still much kind of puppets which have not been tried yet such as finger puppet and "wayang". Hopefully the next writer can conduct the better research by developing the other kinds of puppet as the media in teaching learning processes". Here this research is relevant to the writer's project because she used the similar strategy. Meanwhile, the difference is located in the variable Y. The writer specifies the research about students' comprehension in reading narrative texts.

Second, a research was conducted by Veronica Christamia entitled "Improving Students' Speaking Skills through English Songs and Puppets at Grade IV of SD N Adisucipto in academic year of 2013/2014". She conducted an action research study. She formulated her research question as

"How can students' speaking skill be improved through English songs and puppets at grade IV of SD N Adisucipto II?", therefore, the objective of that study was to improve students' speaking skill at grade IV of SD N Adisucipto II through English songs and puppets. Based on her findings, she summed that English songs and puppets could improve students' speaking skills. It could be seen from the improvement of students 'speaking skills at each meeting for two cycles. The students' speaking skill had improved since the means of the students 'speaking skill score had improved. The result showed that the mean was 6.22 in the pre-test, while in the post-test was 7.26.

Furthermore, she implied that "the use of some media or puppet to support the teaching and learning process could make students more enthusiastic and interested in learning English. Also, the media could help to explain the material more communicatively". The strategy used is related to the strategy in this research. Nonetheless, the difference is located in the variable Y. The writer specifies the research about students' comprehension in reading narrative texts.

g. **The Operational Concept**

As mentioned by Syafi'I (2015, p.103) "an operational concept is derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper". Furthermore, according to Richard (2010) the operational refers to a definition of a concept which can be observed and measured. In line with the statement above, Webster's New World College Dictionary (2008) stated that

the operational refers to something derived from the operation of a process that can be used and operated. Hence, it is clearly explained that the operational concept is the theoretical concept of variables involved that should be used and operated practically and empirically.

Avoiding a misunderstanding in this research, the writer will use the operational concept as guidance. This research is designed into two variables; independent and dependent. The independent variable is using Puppet Show strategy, symbolized by X while the dependent variable is reading comprehension of narrative texts, symbolized by Y.

The Puppet Show strategy as the independent variable (X) has some operational concepts. It can be illustrated by some procedures as follows (Bennett, 2002):

1. The teacher divides the students into groups consisting of 4 students.

2. The teacher distributes the reading text and the puppets. Then, she asks the students to discuss and read the text.

3. After getting the puppets, the students have some questions and ask the teacher about it. Then the teacher allows and appreciates it.

4. The teacher tells a story based on the text given by using puppet.

5. The teacher tells the students the purposes of puppet show performances.

6. The teacher asks the students about the text given.

7. Then the students tell the text by using their own words and puppets in front of the classroom.

Reading comprehension of narrative texts as the dependent variable (Y) has some indicators. Based on BNSP (2006) the indicators of narrative texts can be seen as follows:

1. The students' ability to identify the specific information of the narrative texts.

2. The students' ability to identify the generic structures of the narrative texts.

3. The students' ability to identify the language features of the narrative texts.

4. The students' ability to identify the communicative purposes of the narrative texts.

5. The students' ability to identify the references from the narrative texts.

h. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that the students who are treated with Puppet Show strategy will achieve better reading comprehension than those who are not treated by using Puppet Show strategy. The better Puppet Show strategy is applied, the better students' reading comprehension of narrative text will be.

2. The Hypothesis

H_{o1}:   There is no significant difference of means of students' reading comprehension of narrative texts taught without and by using the Puppet Show Strategy of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru.

H_{a1}:   There is a significant difference of means of students' reading comprehension of narrative texts taught without and by using the Puppet Show Strategy of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru.

H_{o2}:   There is no significant effect of using the Puppet Show strategy on the students' reading comprehension of narrative texts of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru.

H_{a2}:   There is a significant effect of using the Puppet Show strategy on the students' reading comprehension of narrative texts of the eighth grade students at Islamic Junior High School Al-Muttaqin Pekanbaru.