

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

RIVIEW OF THE RELATED LITERATURE

A. The Theoretical Framework

1. The Reading Comprehension

a. The Nature of Reading

Reading is one of the most important skills besides listening, speaking, and writing. It plays an important role in guiding students to be successful in learning language, especially in learning foreign language. Reading can be enjoyable activity when it is carried out effectively. Reading is an activity with a purpose. The goal of any reading activity is to get the important or very existing knowledge or in order to critic writers' idea or writing style. A person also reads for enjoyment, or to enhance knowledge of the language being read, so a person who reads the reading materials depends on her or his goal.

Reading is very important, as it means to seek knowledge. Reading is a useful activity in which students should have this skill. Understanding is not an easy thing; we must have techniques in order to get easy in comprehending the reading text. According to Fischer (2003, p. 11), reading is the ability to make sense of written or printed symbols. In this sense, the reader uses the symbols to guide the recovery of information from our memory and subsequently use

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

this information to construct a plausible interpretation of the writer's message.

According to Nuttal (1982, p. 3) defines that reading involves three types of learning: cognitive, affective, and psychomotor. The psychomotor learning includes the physical process, related to reading activity. The effective learning includes the attitude of the students toward reading. The last is cognitive learning which deals with the process of understanding the text. Among them, the cognitive learning is generally dominant to define the meaning on the other hand as the reading comprehension.

According to Tanskersley (2003, p. 2) reading is a complex process made up of several interlocking skills and processes. The combination among skills and process is the end result that good readers use on a day-to-day basis to process text in their world. The end result of effective reading is made from six foundational threads. These six threads interlock each other. When the readers do reading activity, they activate these skills to a complex process to produce an end good result or good comprehension after reading a text. According to Trankesley (2003) states the six essential threads of reading is as follows:

- a. Readiness/phonemic awareness
- b. Phonics and decoding
- c. Fluency

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- d. Vocabulary and word recognition
- e. Comprehension
- f. Higher-order thinking.

Reading is as activity to find out information through printed sources. It is a process, According to Kalayo (2007, p. 114), reading is an interactive process that goes on between the reader and the text, resulting in comprehension. According to Nunan (1991, p. 70) reading is also a dynamic process in which the text element interacts with other factor outside the text. The process is done by the readers; the readers recognize every word in the reading text to find the information needed. As the result of this process is comprehension, means that the readers understand what they read and get the information fully.

Besides in reading process, the reader uses knowledge, skills, and strategies to determine what the meaning of the texts that they read. Moreover, Kalayo (2007) state that readers' knowledge, skills, and strategies include:

- a. Linguistic competence: the ability to recognize the element of the writing system; knowledge of vocabulary; knowledge how words are structured into sentence
- b. Sociolinguistics competence: knowledge about difficult type of text and their usual structure and content

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

c. Discourse competence: the ability to understand the cohesive such as pronouns, conjunctions, and transitional phrases to link meaning within and across sentence, as well as the ability to recognize how coherencies are used to maintain the messages' unity

d. Strategic competence: the ability to use a number of strategies

According to Murcia (2001, p. 154) reading is as a complex, interactive process, and within the complex process of reading, there are six general component skills and knowledge areas:

- a. Automatic recognition skills – it is a virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification.
- b. Vocabulary and structural knowledge – it is a sound understanding of language structure and a large recognition of vocabulary.
- c. Formal discourse structure knowledge – it is an understanding on how texts are organized and how information is put together in various genres text (e.g., report, a letter, expository)
- d. Content/word background knowledge – it is a prior knowledge of text-related information and shared understanding of the cultural information involved in text.
- e. Synthesis and evaluation skills/strategies – these are the ability to read and compare information from multiple sources, to

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

think critically about what one reads, and to decide what information is relevant or useful for one's purpose.

- f. Meta-cognitive knowledge and skills monitoring – these are awareness of one's mental processes and the ability to reflect on what one's doing and the strategy one is employing while reading.

After seeing many definitions about reading, then it can be concluded that reading is an activity of making sense from printed media, it is a complex process that involves three types of learning – i.e. cognitive, affective, and psychomotor – that has many skills and knowledge and it these should be mastered by every reader.

b. The Nature of Reading Comprehension

The goal of reading is comprehension. Comprehension means the readers' ability to understand the authors' messages and it is influenced by their background knowledge. According to Tankersley (2003) comprehension requires making meaning from words when listening, speaking, reading, and writing. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Building the connections between the reader's experience and background knowledge is the key to comprehension. The readers do not comprehend unless they make connections and are able to process the words that they read at the thinking level.



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Dorn and Soffos (2005, p. 14) comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. When individuals read, they apply arrange of comprehending strategies to monitor and sustain their meaning. Comprehending involves interpreting and synthesizing ideas in ways that influence the reader's mind. Furthermore, according to Mikulecky and Jeffries (2007, p. 74) state that comprehending what you read is more than just recognizing and understanding words. It means that real comprehension is making sense of what readers read and connecting the ideas in the text to what readers already know and remember what reader have read. In other words, comprehending means thinking while you read.

According to Lems (2010, p. 170) reading comprehension is the ability to construct meaning from a given written text. It is a changing competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. Furthermore, Snow (2002, p. 11) states that reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other words, the readers use the words extracting and constructing to emphasize

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

both the importance and the insufficiency of the text as a determinant of reading comprehension.

According to Brassell and Rasinsky (2008, p. 16) state that reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. It suggests that reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning. Besides that, they also state that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information (2008, p. 18). Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding.

The goal of all reading is to develop deep (reflective) comprehension. According to Dorn and Soffos (2005, p. 14) deep comprehension requires the reader to make inferences, ask questions, and build connections between related sources of knowledge. Deep comprehension means that the readers are able to draw conclusion after reading the text, question their self for more comprehension, and construct connections between related sources and their

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

background knowledge. Dorn and Soffos(2005) identify four essential conditions for enabling deeper comprehension:

- a. The reader must have adequate background knowledge to understand the content.
- b. The material must be meaningful, relevant, and motivating, thus enabling the reader to sustain attention over time and for different purposes.
- c. The reader must have sufficient time to process the information, including time to reread, clarify, analyze, and research the content, as needed.
- d. Talking with other interested persons about the content helps the reader notice relationships among knowledge sources and thus to deepen comprehension.

2. The Teaching Reading Comprehension

Reading is an interactive process between the reader and the text. It is a means for communication between the reader and the writer. The process involves the reader, the text, and interaction between the reader and text. Considering the importance of reading in English language learning, teacher's role is important in improving the students' ability in reading. According to Harmer (1998, p. 68), there are some reasons why reading is taught. They are:

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- a. Many of students want to be able to read texts in English either careers, for study purposes or simply for pleasure
- b. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students
- c. good models for English writing
- d. opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts
- e. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

Harmer also proposed the principles in teaching reading; he proposes that there are six principles in teaching reading (1998, p. 70).

They are:

- a. Reading is not a passive skill

In reading there are some activities that interact each other like the reader and the text, we have to understand what words mean, see the pictures the words are painting, understand the arguments and work out if we agree of them.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. Students need to be engaged with what they are reading

Choose the interesting topic for the students, because when they are really fired up by the topic or task, they get much from what is in front of them.

- c. Students should be encouraged to respond to the content of a reading text, not just to the language

The teacher should give a chance to respond about the content or the message of the text and how to express their feelings about the-text thus personal engagement with it and the language.

- d. Prediction is a major factor of reading

The teacher gives the students the hints-the book cover, the headline, the word processes page, and student's brain starts to predict what they are going to read, it will make them better and more engaged reader.

- e. Match the task to the topic

The teacher needs to choose good reading tasks-the right kind of questions, engaging and use puzzles. The most common place passage can be made really exciting with language for study and later activation.

- f. Good teachers exploit reading texts to the full.

According to Murcia (201, p. 188) good teachers integrate the reading text into interesting class sequences, using the topic

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

for discussion and further tasks, using the readers by doing the following:

- 1) Helping the students build a large recognition vocabulary
- 2) Providing explicit language instruction to help students build a reasonable foundation in the second language
- 3) Addressing the range of skills needed for successful comprehension
- 4) Introducing students to discourse-organizing principles through the use of graphic representations and other practices
- 5) Giving the students many opportunities to read so that they develop reading fluency and automaticity
- 6) Making extensive reading and broad exposure to second language texts a routine practice, in and out of class
- 7) Motivating students to read
- 8) Integrating reading and writing instruction.
- 9) Developing effective content-based instruction for authentic integrated-skills tasks.

There are three stages in teaching reading generally, they are before, during, and after reading. According to Lems (2010, p. 72) Reading comprehension also requires the use of strategies before, during, and after reading and it is the process of reading.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pre reading activity

Pre reading activity helps students relate background information to reading, build students' background information, gently correct misperceptions, and mention something in which students might enjoy or learn from the material. Pre reading activity is used to introduce the topic and to motivate the students to read the passage by using story mapping. Reading text is not always interesting and pre reading activity gives the necessary motivation to read the passage.

b. During reading activity

In during reading activity, the teacher develops the students' reading skill skimming and scanning, skimming is reading rapidly to get general information, and scanning is reading rapidly to find special information.

c. After reading activity

After reading activity can be done in various activities related to the passage that has been read. An oral or written follow up activity, the students can be asked to describe a situation related to the passage or an incident similar to the passage. In the context of reading comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension.

Hak Cipta Diindungi Undang-Undang

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

In teaching reading, there must be competences that should be achieved by the students. To be said achieved it; the students should passing grade. According to syllabus (2006) the instructional outcome of reading comprehension especially for the second year students of State Senior High School 001 Kampar Utarain second semester is as follows:

Table II.1
The Outcome of Students' Reading Comprehension

Standard Competence	Basic Competence	Material
Understanding the meaning of short functional text and essay into types of <i>narrative, spoof</i> and <i>hortatory exposition</i> in the daily life context and for accessing the knowledge	Responding the meaning of short functional text (e.g. banner, poster, pamphlet, etc.) formal and informal by using multi written language accurately, fluently, and acceptably in daily life context and for accessing the knowledge	• Identifying meanings and information in a narrative text
	Responding the meaning and rhetorical steps in essay by using multi written language accurately, fluently, and acceptably in daily life context and for accessing the knowledge to the narrative, spoof, dan hortatory exposition text	Reading narrative texts

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

B. The Narrative Text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. As pointed out by Harrison (2004, p. 16):

”Narrative is a fundamental tool in the construction of inter subjectivity the ability to recognize mental states in ourselves, and through imagination and projection to recognize the potential reciprocity of mental states in others their beliefs, intentions, desires and the like – and it is this (and not simply the existence of language) that makes us distinctive as human beings”.

According to Modules (2001, p. 113) every text has text organizations, so does narrative text. The text organizations of narrative text are as follows:

- a. Orientation — this stage ‘alerts’ the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.
- b. Complication — in this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters.
- c. Resolution — the problem or the complication is resolved or attempted to be resolved in the resolution.

According to modules (2001) the text organizations there are language features of the narrative text, they are:

- a. The use of particular nouns to refer to or describe the particular people, animals and things that the story is about;

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. The use of adjectives to build noun groups to describe the people, animals or things in the story;
- c. The use of time connectives and conjunctions to sequence events through time;
- d. The use of adverbs and adverbial phrases to locate the particular incidents or events;
- e. The use of past tense action verbs to indicate the actions in a narrative;
- f. The use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

C. The Concept of Clozeline Strategy

According to Day (1993, p. 173) Clozeline strategy is the strategy that helps students to recognize main and supporting ideas in order to understand a text. Furthermore Jessica (2006) states that clozeline is an activity where some of the necessary words are blanked out, and the listener fills those blanks in with what they hear in order to complete the activity. In other words, the students' reading comprehension can be improved when the teacher uses this strategy in teaching them. The students are provided a cloze outline as a tool for them to comprehend the reading passage. They use it when they are reading the reading passage so that they can focus on the main ideas and the key supporting ideas in the reading passage.



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The aim of reading is to improve students' comprehension in order to comprehend the text that they are reading. In order to get the target, the teacher needs the appropriate and interesting strategy or technique in teaching. Teaching and learning process in reading class will be divided into three phases where each phase has different role and activity. Pre reading activity has function to guide students to the next stages such as regarding students' background knowledge of the text. During reading activity is doing the strategy or technique. Then, after reading activities, it follows up of the previous activities that have done to improve the quality of teaching. So, clozeline strategy has important role before, during and after reading or in the process of reading.

There are some profits when clozeline strategy is implemented in teaching reading. It can improve the students' academic reading comprehension skills by focusing on main and supporting points. For specific, according to Day (1993, p. 173) this strategy helps the students to recognize main and supporting ideas in order to understand a text, it also helps the students to develop note-taking and outlining skills so that they can review the text later. It can be said that teaching reading by using clozeline strategy is very good.

According to Day (1993) the procedure of using Clozeline strategy can be seen follows:

- a. The teacher determines the topic and makes a suitable outline before the class begins.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. The teacher distributes the copies of the reading passage and the cloze outline.
- c. The teacher asks the students to read over the cloze outline before they read the passage.
- d. The teacher asks the students to use the cloze outline to help them focus on the main ideas and the key supporting ideas for each section when reading.
- e. The teacher asks the students to complete the cloze outline.
- f. The teacher asks the students to sit in group of four or five students after they have completed the cloze outline.
- g. The teacher asks the students to discuss about their responses to one part of the outline each group.
- h. The teacher points one of the groups to report the main and supporting ideas of each section of the outline to the entire class.

D. The Relevant Research

According to Syafi'i (2001, p. 122), relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself. There are several relevant researches which have relevancy to this research especially in reading area. The researchers are various, it happened because reading is a part of subject in studying English. The writer only chose two relevant researches correlated to writer's research.



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Research from Putri Aulia

In 2010, Putri Aulia conducted a research entitled “The Effectiveness of Using clozeline strategy in Reading Comprehension at the first Year Students of SMAN 2 Banten”. The objective of her research was to find out whether or not there was a significant difference of using clozeline strategy in reading comprehension at the first year students of SMAN 2 Banten. The result of teaching reading comprehension by using clozeline strategy was effective to improve students’ reading comprehension. She made the conclusion that there was a significant different of using clozeline strategy in reading comprehension at the first year students of SMAN 2 Banten.

2. Research from Leniwati

In 2010, Leniwati conducted a research entitled “The Effect of Using Cloze Passage Technique toward Students’ Reading Comprehension on Narrative Text of the Second Year of MAN Pasir Pengarayan”. The objective of her research was to find out whether or not there was a significant difference of using cloze passage technique toward students’ reading comprehension on narrative text of the second year of MAN Pasir Pengarayan. The result of teaching reading comprehension by using cloze passage technique was effective to improve students’ reading comprehension. Furthermore, that was conducted by the writer, it

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

was different. She made the conclusion that there was a significant different of using cloze passage technique toward students' reading comprehension on narrative text of the second year of MAN Pasir Pengarayan.

E. The Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The operational concept is used to clarify the theories used in the research. There are two variables used, they are variable X and variable Y. Clozeline Strategy is an independent variable known as variable X and students' reading comprehension is a dependent variable known as variable Y. According to Day (1993) the indicators are as follows:

1. The teacher determines the topic and makes a suitable outline before the class begins.
2. The teacher distributes the copies of the reading passage and the cloze outline.
3. The teacher asks the students to read over the cloze outline before they read the passage.
4. The teacher asks the students to use the cloze outline to help them focus on the main ideas and the key supporting ideas for each section when reading.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. The teacher asks the students to complete the cloze outline.
6. The teacher asks the students to sit in group of four or five students after they have completed the cloze outline.
7. The teacher asks the students to discuss about their responses to one part of the outline each group.
8. The teacher points one of the groups to report the main and supporting ideas of each section of the outline to the entire class.

According to Day (2001, P. 113) the indicators are as follows:

- a. The students are able to identify pronominal references in narrative text
- b. The students are able to identify main ideas in narrative text
- c. The students are able to identify the generic structure of narrative text
- d. The students are able to identify language features of narrative text
- e. The students are able to make inferences in narrative text
- f. The students are able to identify the purpose of narrative text

F. The Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that there is a significant effect of using clozeline strategy toward reading comprehension on narrative

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

text of the second year students at State Senior High School 001 Kampar Utara.

2. Hypothesis

Based on the assumption above, there are two hypothesis proposed:

- a. H_0 : There is no a significant effect of using clozeline strategy toward reading comprehension on narrative text of the second year students at State Senior High School 001 Kampar Utara.
- b. H_a : There is a significant effect of using clozeline strategy toward reading comprehension on narrative text of the second year students at State Senior High School 001 Kampar Utara.