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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

There are many definitions of reading given by expert. According to Nunan (2003), reading is a fluent process of readers combining information of a text and their own background knowledge to build meaning. It means that in reading the text, the readers involve their prior knowledge. In relevant to Nunan's statement above, Anthony et.al in Syahputra (2014), stated that reading is the process of constructing meaning through the dynamic interaction among the reader's knowledge, the information is provided by the written language, and the context of reading situation. It means that reading is the process of catching the writer's ideas by readers' previous knowledge, information from the text, and the choice of reading context.

Reading is not an easy process to get the meaning of the text because there are complicated ways in reading process. While, Khand (2004), stated that reading is the process of recognition, interpretation, and perception of written or printed materials. In other words, reading is a process to understand the text by recognizing, interpreting, and making perception of the text. Furthermore, according to Crawley and Mountain in Somadayo



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(2011), reading is a complicated thing that involves many things, not only pronounce the written, but also involve the visual, thinking, and metacognitive activity because the visual process of reading is to translate the letter symbol into the oral language. Thus, the actual reading is translating password or symbols presented in the writing form in terms of certain symbols and interpret it.

Accordingly, the writer points out some experts' statement above that reading is an activity to grasp the meaning or to catch the information of the text by involving the readers' previous knowledge, making prediction the writer's ideas to get the content of the text, and translating the symbol of written text to oral text.

## 2. The Nature of Reading Comprehension

Reading comprehension is one of the aims of reading. According to Wooley (2011), reading comprehension is the process of making meaning from text. In addition, according to RAND in Kwiatkowska (2012), reading comprehension is the process of extracting and constructing meaning together through interaction and involvement with written language. It can be said that in comprehending the text, the readers are taking and building the meaning of the text.

However, reading comprehension is an activity based on the readers' previous knowledge and strategy that they use to get the meaning of the text. Similarly, according to Klinger, Vaughan, and Boardman (2007), reading



comprehension is a complex process that involves many interactions between readers and what they bring to the text that includes previous knowledge and strategy used as well as variables related to the text itself (interest in text, understanding of text types). While, Duffy (2009), stated that reading comprehension depends on prior knowledge. Prior knowledge is expressed with word, so the readers use the words in the text to build a meaning consistent with their past experience with these words. It means that to comprehend the text, the readers involve their prior knowledge and strategy that they use to get the meaning of the text. In line with the experts' statement above that in catching the point what the writer conveys of the text is by comprehending everything contained in the text.

In brief, reading comprehension is the information or message that the reader acquires from what text they read. Reading is also the interaction between the reader and the writer because in reading activity, the reader should interpret what the writer conveys which is text as a tool of the reader and writer interacts.

### 3. The Nature of Narrative Text

Narrative text is a kind of text that tells a story. According to Hazel (2007), narrative is a representation of reality from a particular perspective. It means that narrative is a kind of texts that close to real life. According to McWorther (1986, p. 262), narrative text reviews the events that have

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happened. She added that it also tells a story to make a point or to explain an idea. In addition, she suggests some steps to reading a narrative. They are:

- a. Determine when and where the events are taking place.
- b. Notice the sequence of events.
- c. Notice how the story is told and who is telling it.
- d. Look beyond the specific events to the overall meaning. Ask yourself why the writer is telling the story.
- e. Watch for the writer's commentary as he or she tells the story.

According to Syafi'i (2013, p. 51), narrative is the type of text that tells the true story or fiction that gives one account of one or more experiences. It means that narrative text is the text that tells a story of events that have already happened. Hence, the types of the text that; firstly, legend which is a narrative human action that is perceived both by teller and listener to take place within human history. Typically, a legend is a short, traditional and histories narrative performed in conversational mode. Some define legend as folktale. According to William (1965), legend tells the purported history of a people.

Then, Fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. Furthermore, P. Larousse in Wolosky (2014, p. 19) stated that fable as a mythological fiction, an imaginary event attached to the history of a particular religion. The third is Fairy tale, as we know that fairy tale is an



English language term for type of short narrative. A fairy tale typically features such folkloric characters as fairies. While, Zipes (2011, p. 221), The fairy tale also known as the wonder or magic tale, underwent numerous transformations before the invention of print led to the production of fixed texts and conventions of telling and reading. It means that fairy tale contains of magic belief and recognized by listeners.

Furthermore, narrative text consisted of the generic structure. The generic structure as follows:

- a) An Orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audiences about what, when and where the action is happening. Also, it is called as setting. Setting information includes (time, character, location) Leu & Kinzer in Coffman & Reed (2010, p. 7). It means that orientation is a part of introductory.
- b) A complication tells the beginning of the problem which leads to the crisis of the main of participant. Furthermore, Hancock in Coffman & Reed (2010, p. 7), stated that conflict is the tension within the plot between characters. In brief, complication is a part to tell the conflicts that appear in the text.
- c) A reorientation provides the final series of the events either in happy or and ending. It can be called as the climax of story. It is the results of the character's action, whether they are successful or unsuccessful in reaching their goal (Fetzer, 2006, p. 30).

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In conclusion, narrative text is a kind of text that flashbacks or retells the event. Also, it consists of generic structure namely, orientation, complication, and reorientation. Besides, there are many types of narrative text such as, fable, legend, and fairy tale.

The example of narrative text and the structures below was adopted from Core Knowledge (2013, p. 15):

### The Boy Who Cried Wolf

There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. 1 It was lonely for him watching the sheep all day. No one was near, except for three farmers he could sometimes see working in the fields in the valley below.

One day the boy thought of a plan that would help him get a little company and have some fun. He ran down toward the valley crying, “Wolf! Wolf!” The men ran to meet him, and after they found out there was no wolf after all, one man remained to talk with the boy awhile. The boy enjoyed the company so much that a few days later he tried the same prank again, and again the men ran to help him.

A few days later, a real wolf came from the forest and began to steal the sheep. The startled boy ran toward the valley, and more loudly than ever he cried, “Wolf! Wolf!”

But the men, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep.



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#### 4. Students' Reading Comprehension in Narrative Text

Most of the students enter school with a basic understanding of narratives, but they are less likely to know that stories have a more elaborate structure; setting, characters, plot, theme. Students' reading comprehension in narrative text means that the students know and understand all aspects in narrative text, such as features and organizations of narrative text.

According to Dymock (2007), students who understand the features and organization of narrative texts will know that narrative texts have a main idea / theme, and will comprise a beginning section introducing the main characters, a middle section where some sort of connection / conflict arises between characters, developing to a crisis point, and an ending section where the connection / conflict comes to some kind of resolution.

The students can be called having ability in reading narrative text, if they are able to identify main idea, generic structure, language features and information of narrative text. According to Smith and Robinson in Sri Suharti (2011), comprehension means understanding. Reading comprehension is a process of thought where the readers understand the writer's idea. It means that the reader and the writer have interaction.

Reading can not be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Comprehension takes place while the person is reading and it needs a set of



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skills that let him find information and understand it in terms of what is already known.

Hasibuan and Ansyari (2007), stated that the social purposes of narrative text are to amuse, create, stimulate emotions, motivate, guide and teach the readers. This kind of text is familiar and easy to find in daily life, because the themes of this story have close relationship with human life and human characteristics.

The generic structures of narrative text are Orientation, Complication, and Resolution. Students' reading comprehension in narrative text means that the students know and understand all components of narrative text, such as generic structures and language features of narrative text. It means that if the students have good ability in recognizing organization and features of narrative text, automatically they also have good reading comprehension in narrative text.

It can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purpose.

### 5. Assessing Students' Reading Comprehension in Narrative Text

The teacher can measure the students' knowledge or skill by their score. Assessing is the way to give their score. Assessing the students should be appropriate with the guidance of syllabus or theory to achieve the





goal of learning process. In line with the statement above, Brown (2003), classified four types of assessing reading, such as; Perceptive, Selective, Interactive and Extensive. The first type is *Perceptive*, in perceptive reading task involves attending to the components of large of stretches of discourse such as letters, words, punctuation and other graphemic symbols. Bottom-up processing is implied. The second type is *Selective*, in this category the typical tasks that are used such as picture-cued tasks, matching, true or false, multiple choices and so on. Stimuli include sentences, brief paragraphs, and simple charts and graphs. A combination of Bottom-up and top-down processing may be used.

The third type is *Interactive*, included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Top-down processing is typical of such tasks, although some instances of Bottom-up may be necessary. Then, the last type is *Extensive*. In extensive reading applies to text more than a page, up to and including professional articles, essays, technical report, short stories and books.

Based on the explanation above, it can be concluded that the eleventh grade students of State Senior High School 1 Kampar Kiri Tengah are including into interactive type. On the other hand, Hughes (2003), stated that there are many techniques that can assess the students' comprehension, but the writer used multiple choices as the instrument to measure the

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students' reading comprehension in narrative text. Furthermore, indicators can be measured and observed, so, it can be used as the basic or guidance of assessing arrangement.

Consequently, the indicators of reading comprehension above are the guidance for the writer to make the instruments in measuring students' reading comprehension.

## 6. Factors Influence Students' Reading Comprehension in Narrative Text

Many students still get the difficulties to comprehend the text. Therefore, the teacher should help the students in comprehending the texts, encouraging them to build world knowledge through reading and teach their students to use active comprehension strategies to improve the reading comprehension.

To help the students achieve comprehension in reading activity, teachers must understand the factors that influence their students' reading process. Brown (2004), said that teaching is showing or helping someone to learn how to do something, giving information, guiding in the study of something, providing with knowledge causing to know or understanding.

According to Smith and Robinson in Sri Suharti (2011), comprehension means understanding. Reading comprehension is a process of thought where the readers understand the writer's idea. Narrative text has some important elements in its structure such as plot, style, theme, point of

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the crew, exposition, resolution, climax, conflict, characters, and setting. All those elements cannot be separated from narrative text.

In conclusion, there are many things that should be done by the students in order to understand the text. One factor that influences students' reading comprehension is knowledge of comprehension strategies. DARTs (Directed Activities Related to Texts) Strategy is one of the comprehension strategies that will help students to increase their reading comprehension and make them easy and familiar in reading narrative text.

#### **7. Concept of DARTs (Directed Activities Related to Texts) Strategy**

As mentioned above, the reading comprehension needs a strategy to gain the level of reading comprehension itself. One of the strategies that can be used in order to ease the students to comprehend the reading material is DARTs (Directed Activities Related to Texts) strategy. According to Gardner and Lunzer (1980), DARTs (Directed Activities Related to Texts) strategy encourages students to read text in more detail and develop the text more than just getting the text understanding, because in this activity they will not only read the regular text in the paragraph but in the visual text like image, diagram and graph.

DARTs (Directed Activities Related to Texts) strategy also can help students to remember the information, develop the idea and increase the learning motivation because they get involved actively in the learning activity. This strategy is also aimed to encourage students to read actively

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and independently, and it can be used for any levels of students with any types of text. The students are guided to do some activities like completing text, diagram, table, or disordered text; predicting; underlining; labeling; segmenting; etc.

DARTs (Directed Activities Related to Texts) strategy can be divided into two types:

a. Reconstruction DARTs (Directed Activities Related to Texts)

This activity uses modified text and it requires students to reconstruct a text or diagram by filling in missing words phrases or sentences, or be sequencing text that has been disorderly constructed.

b. Analysis DARTs (Directed Activities Related to Texts)

It uses original text or unmodified text, and activities that require students to reconstruct a text or diagram by filling in missing words, phrases or sentences, or be sequencing text that has been disorderly constructed. The activities require students to find and categorize information by marking or labeling a text or diagram.

The activity including in DARTs ((Directed Activities Related to Texts) according to Oliver and Boyd (1984), Modified from: School Council Florence Davies and Terry Greene can be seen in table:

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Table II.1 DARTs

<b>Reconstruction Activities (use modified text)</b>	<b>Analysis Activities (use straight text)</b>
<i>Student task: Students complete text or diagram, reconstructing meaning.</i>	<i>Student task: Students locate and categorize text information by marking or labeling. Use marked text as basis for summary.</i>
<p><b>Text completion</b></p> <ol style="list-style-type: none"> <li>1. Students add missing words (selected words deleted from text).</li> <li>2. Students add missing phrases (selected phrases or clauses deleted from text).</li> <li>3. Students add missing sentences (selected sentences deleted from text).</li> </ol>	<p><b>Text Marking</b></p> <ol style="list-style-type: none"> <li>1. Students locate and underline parts of text representing certain meaning or information.</li> </ol>
<p><b>Sequencing and Grouping</b></p> <ol style="list-style-type: none"> <li>1. Students arrange scrambled segments of text into a logical or time sequence</li> </ol>	<p><b>Text Labeling</b></p> <ol style="list-style-type: none"> <li>1. Students label parts of the text using labels provided by the teacher.</li> </ol>



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<p>(text cut into segments representing steps or events).</p> <p>2. Students group segments of text (text cut into segments representing different categories of information).</p>	
<p><b>Prediction</b></p> <ol style="list-style-type: none"> <li>1. Students predict next event or step or stage after reading segments of text (text presented a section at a time).</li> <li>2. Students write next part or end of text (text presented a section at a time).</li> </ol>	<p><b>Segmenting</b></p> <ol style="list-style-type: none"> <li>1. Students break text into meaning or information units and label or annotate these segments.</li> </ol>
<p><b>Table Completion</b></p> <ol style="list-style-type: none"> <li>1. Students fill in cells of table with pieces of text (teacher provides row and column headings and pieces of text).</li> </ol>	<p><b>Table Reconstruction</b></p> <ol style="list-style-type: none"> <li>1. Students produce column and row headings for tables and write in cells using text as source of information.</li> </ol>



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<p>2. Students devise row and column headings for a table in which the cells are already completed.</p>	
<p><b><i>Diagram Completion</i></b></p> <ol style="list-style-type: none"> <li>1. Students add labels to diagram using text as source of information.</li> <li>2. Students complete an unfinished diagram by referring to text.</li> </ol>	<p><b><i>Diagram Constructions</i></b></p> <ol style="list-style-type: none"> <li>1. Students construct a diagram to explain meaning of text, e.g. flow diagram for text describing a process, branching tree for a text describing a hierarchical classification.</li> </ol>
	<p><b><i>Student-generated Questions</i></b></p> <ol style="list-style-type: none"> <li>1. Students read text and pose questions for peers.</li> <li>2. Students read text and generate questions to which they still need answer.</li> </ol>
	<p><b><i>Summary</i></b></p> <ol style="list-style-type: none"> <li>1. Students produce headings and write summary of text.</li> </ol>



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Related to the theories, the writer used the analysis activities which use the original text without any modification. The procedures are as follows:

1. Teacher asks the students to underline the important information of the text.
2. Teacher asks the students to label the important parts of the text using the labels which is provided by the teacher.
3. The teacher asks the students to break the text into some information and annotate it.
4. The teacher asks the students to make a table to write the information of the text.
5. The teacher asks the students to make a diagram to explain the meaning of the text.
6. The teacher asks the students to pose the questions and discuss it with their peer.

The advantages of DARTs (Directed Activities Related to Texts) strategy that; When the students interact with texts, their reading comprehension improves. Then, they also become more aware of how texts are constructed. This makes them more critical of texts. They begin to ask questions about the information that has been included in, and excluded from, the text. As students' understanding of how text is constructed improves, so too does their own writing. The research has shown that interacting with texts also improves students' cognitive development. You



don't need fancy equipment and resources to use DARTs (Directed Activities Related to Texts) strategy. You can use textbooks from various subjects. Therefore, DARTs (Directed Activities Related to Texts) strategy can be used in under-resourced schools.

DARTs (Directed Activities Related to Texts) strategy can make your students' textbooks more interesting. If you teach English in a context where English is the medium of instruction but it is not the students' first language, using DARTs (Directed Activities Related to Texts) strategy based on passages from the students' textbooks will help prepare them for the texts they will encounter in other subjects. It will also help prepare them for the types of tasks they will encounter in other subjects. DARTs (Directed Activities Related to Texts) strategy also helps students learn how to use texts without plagiarizing them.

## 8. Teaching Reading by Using DARTs (Directed Activities Related to Texts) Strategy

Reading is one skill that should be mastered by every student, every teacher and everyone. Reading is not only the process where the reader reads the words, sentences or the text, but also by reading the reader intends to get something from the reading materials. By having a good skill in reading, we can enlarge our knowledge and get a lot of advantages from it.

Reading cannot be separated from comprehension because the results of reading activity is to comprehend what has been read. It can be explained

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that comprehension is a capacity to understand meaning in a text and the writer's idea. Therefore, readers should have more concentration in reading activity in order to get better understanding.

Teacher should create enjoy and fun situation in the classroom in order to make students interested in reading and they will be motivated to read. As a result, their reading skills will develop. To be successful in reading comprehension, students need to actively process what they read. According to Wilis (2008), the processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge.

Teacher should know how to explain about what narrative text is, what its generic structures are, what narrative text tells about and what the purpose of narrative text is. The goal of teaching reading narrative text is to make students or readers able to find out the meaning, information, ideas, insight or knowledge from it. Besides, Nunan (2003), mentioned that the principles of teaching reading are as follows:

- a. Exploit the reader's background knowledge

A reader background knowledge will influence the reader when comprehend the text. If students are reading on an unfamiliar topic, the teacher needs to begin the reading process by building up background knowledge. It means that the students experience or what they know

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about the reading passage will influence them in comprehending the text.

- b. Build a strong vocabulary base

Vocabulary is very important in comprehending the reading passage.

The more the reader knows the meaning of the word, the easier they will catch the meaning of the text.

- c. Teach for comprehension

The teachers of reading demand their students to be able to comprehend the reading passage, but they do not teach them how to comprehend the text.

- d. Work on increasing reading rate

The effort of the teacher is very needed in this process. Teacher may not be impressed the students to read fast but also fluently. The teacher must work hard towards finding a balance between assisting students to improve their reading rate and develop reading comprehension skills.

- e. Teach reading strategies

Strategies can be defined as a stimulation. In teaching reading comprehension, teacher must use strategies in order to stimulate students to comprehend the reading passage. According to Nunan (2003), strategies are “the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are

not a single event, but rather a creative sequence of events that learners actively use”. It means that the use of strategies is very important in teaching reading in order to achieve the desired results.

f. Encourage readers to transform strategies into skill

According to Nunan (2003), the importance of distinction between strategies and skills are. Strategies can be defined as conscious actions that learners take to achieve certain goals or objectives, while a skill is a strategy that has become automatic. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

g. Build assessment and evaluation into your teaching

In teaching reading comprehension, the teacher must assess their students’ reading in order to measure about the ability of a student or the quality or success of a teaching reading. Assessment may be done by test, interview, questionnaire, observation, etc.

h. Strive for continuous improvement as a reading teacher

Teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom. As a good teacher we should teach reading by using interesting strategies to make the students enjoy and understand about the material. DARTs

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(Directed Activities Related to Texts) Strategy is an interesting startegy for the students.

## B. Relevant Research

The research can be accepted, and continued because it is relevant to several researches that had been conducted by the previous researchers. However, research has the same objects but they have different problems. According to Syafi'i (2015), relevant research is required to observe some previous researches are conducted by other researchers in which they are relevant to our research. He also says that relevant research is intended to avoid plagiarism toward the designs and findings of the previous researches. There are relevant researches which have relevancy to this research.

1. The research was conducted by Hozivotun Ni'mah (2016) entitled The Effectiveness of Directed Activities Related to Text (DARTs) on Students' Reading Comprehension of Narrative Text at the Eight Grade of MTs Baitul Arqom Balung in the 2015/2016 Academic Year). The kind of her research was an experimental research. The research design was non randomized pre-test and post-test control group design. This research used cluster random sampling by lottery, and based on the result of lottery, class VIII C was as the experimental group and class VIII D was as the control group. Each group consisted of 25 students. To collect the data, the researcher used a test consisting of 25 multiple choice items. In order to analyze the data of students' reading score, the t-test formula was used.

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Based on the statistical analysis, it could be seen that the total of pre-test score of experimental group was 305 and post-test score was 420. The total of pre-test score of control group was 315 and the post-test score was 380. So, the result of data analysis for experimental group showed that the mean difference of pre-test and post-test was 4.6 and for the control group it was found the mean difference of pre-test and post-test was 2.6.

2. The research was conducted by Hindri Febri Ana Sari (2008) entitled *Improving Reading Comprehension Achievement of Grade 11 Through Directed Activities Related to Text (DART) Method at SMAN 3 Jember in the 2008/2009 Academic Year*. The researcher focused on a classroom action research. She used one class that was XI IPA 1 and she found that there were differences between pre-test and post-test score. When it was compared between pre-test and post-test, she found that the students' score in post-test was greater than pre-test. The percentage of the students' reading comprehension score in Cycle I was 67.57%. Furthermore, there were 25 students of 37 students having reading comprehension achievement score  $\geq 65$ . It means that the targeted percentage 75% of the total students obtaining the score at least  $\geq 65$  could not be achieved. Besides, based on the classroom observation that was done in Cycle I, it was found that the students' participation in teaching learning process of reading through DART method was 67.57%. The percentage of the



students who got  $\geq 65$  in reading test in Cycle II was better (78.38%) than in Cycle I (67.57%). This percentage had fulfilled the targeted percentage that 75% of the students had to achieve the standard score that was  $\geq 65$ . Besides, the students' participation in reading comprehension teaching learning process also improved from 67.57% in Cycle I up to 81.08% in Cycle II. Based on the results, it could be concluded that DART method could improve the students' reading comprehension achievement in two cycles. It means there was significant difference of mean between on pre-test and post-test.

### C. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation in this research. Syafi'i (2014), said that operational concept is derived related theoretical concept on all of the variables that should be practically and empirically operated in an academic writing of a research paper.

In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. This research is an experimental research which focuses on the effect of using DARTs (Directed Activities Related to Texts) strategy on students' reading comprehension in narrative text at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah. Therefore, in analyzing the problems in this research, there were two

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variables used, they are variable X and variable Y. DARTs (Directed Activities Related to Texts) strategy as variable X is an independent variable that is given the effect on students' reading comprehension as variable Y is an dependent variable. The indicators compared are about the students' reading comprehension taught and without being taught by using DARTs (Directed Activities Related to Texts) strategy. The indicators are as follows:

#### 1. Variable X

Variable X is DARTs (Directed Activities Related to Texts) strategy as an independent variable. It refers to the strategy for the teacher in teaching reading. The following procedures of DARTs strategy according to Gardner and Lunzer (1980) can be seen as follows:

- a. Teacher asks the students to underline the important information of the text.
- b. Teacher asks the students to label the important parts of the text using the labels which is provided by the teacher.
- c. The teacher asks the students to break the text into some information and annotate it.
- d. The teacher asks the students to make a table to write the information of the text.
- e. The teacher asks the students to make a diagram to explain the meaning of the text.

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f. The teacher asks the students to pose the questions and discuss it with their peers.

## 2. Variable Y

Variable Y is Reading Comprehension. It was used to make the instruments about reading comprehension. Based on the syllabus 2014 at the eleventh grade (Tim Penyusun, 2014) the indicators of reading comprehension are as follows:

- a. The students identify the orientation of narrative text.
- b. The students identify the complication of narrative text.
- c. The students identify the social function of narrative text.
- d. The students identify the meaning of word of narrative text.
- e. The students identify the generic structure of narrative text.

## D. Assumption and Hypothesis

### 1. Assumption

In this research, the writer assumes that the better using DARTs (Directed Activities Related to Texts) strategy in teaching English especially in reading comprehension is the better achievement in reading comprehension of the eleventh grade students at State Senior High School 1 Kampar Kiri Tengah will be.

### 2. Hypothesis

Based on the assumption above, hypothesis for this study can be formulated as follows:



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- a. The Null Hypothesis ( $H_0$ )
  1. There is no significant difference between students' reading comprehension in narrative text taught without using DARTs (Directed Activities Related to Texts) Strategy and taught by using DARTs (Directed Activities Related to Texts) Strategy at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah.
  2. There is no significant effect of using DARTs (Directed Activities Related to Texts) strategy on students' reading comprehension in narrative text at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah.
- b. The alternative Hypotheses ( $H_a$ )
  1. There is a significant difference between students' reading comprehension in narrative text taught without using DARTs (Directed Activities Related to Texts) Strategy and taught by using DARTs (Directed Activities Related to Texts) Strategy at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah.
  2. There is a significant effect of using DARTs (Directed Activities Related to Texts) strategy on students' reading comprehension in narrative text at the eleventh grade of State Senior High School 1 Kampar Kiri Tengah.