

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. The Theoretical Framework

1. 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. In addition, 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 criticize 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.

Many people may think that reading only involves the ability to sound the word printed in the page. Many experts have given their definitions about what reading really means. According to Harmer, "Reading is an exercise dominated by the eyes and the brain".¹ Specially, Burnes also says, "Reading is a meaning-getting activity in which reader and writer interact."² The interaction will be facilitated by technique designed to reduce the gap between written and oral language models. Moreover, Burnes explains that reading is comprehended written discourse. It means

¹ Harmer, J. *The Practice English Language Teaching*. (London: Longman, 1991). P, 90.

² D. Burnes and Page, G. *Insight and Strategies for Teaching Reading*. (New York: Harcourt Brace Jovanich Group. Pty Limited, 1985). P, 18.

that reading is an interactive process, a process in which the reader engages in an exchange idea with the writer via text. The exchange usually has a purpose and takes place within a specific context or a setting.

Kalayo states that reading is an activity with a purpose.³ Furthermore, Revers and Temperly (in Nunan 1991: 187) discuss that there are seven main purposes for reading:

1. To obtain information for some purposes or because we are curious about some topic
2. To obtain instruction on how to perform some tasks for our work or daily life
3. To act in a play, play a game, do a puzzle
4. To keep in touch with friends by correspondence or to understand business letter
5. To know when or where something takes place or what is available
6. To know what is happening or has happened (as reported, newspaper, magazines, reports)
7. For enjoyment or excitement

Besides in reading process, the reader uses knowledge, skills, and strategies to determine what the meaning of the texts that they read. Moreover, Kalayo said that readers' knowledge, skills, and strategies include:⁴

³ Drs. Kalayo Hasibuan and Fauzan Ansari. *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru, Alaf Riau Graha UNRI Press, 2007). P, 113.

⁴ *Ibid*,p. 115.

1. Linguistic competence: the ability to recognize the element of the writing system; knowledge of vocabulary; knowledge how words are structured into sentence
2. Sociolinguistics competence: knowledge about difficult type of text and their usual structure and content
3. 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
4. Strategic competence: the ability to use a number of strategies

Nuttal defines that reading involves three types of learning: cognitive, affective, and psychomotor.⁵ 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.

Reading is the process of recognition, interpretation, and perception of written or printed material.⁶ It means that reading is a result of interaction between the perception of written or printed material that represent language and the reader's language skill, cognitive skills, and knowledge of the world, the reader tries to create meaning by writer.

⁵ Cristine Nuttal. *Teaching Reading Skill in a Foreign Language*. (New York: Mc Grow Hill Book company, 1982). P, 3.

⁶ Ji Sheng He. *Cognitive Model of Teaching Reading Comprehension*, Art Pdf.p. 1.

Reading is one important way to improve readers general skill in English. It helps them as follows:⁷

1. Reading helps readers learn to think in English
2. Reading can enlarge you English vocabulary
3. Reading can help readers improve you writing
4. Reading may be a good way to practice your English if readers live in non-English-speaking country.
5. Reading is a good way to find out about new ideas, fact and experience.

Based on the explanations above, the writer concludes that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate creation message between the writer and the reader. In reading activity, a reader brings her or his background knowledge, emotion, and experience to construct her or his idea in understanding the meaning of the text.

2. Reading Comprehension

The goal of reading is comprehension. Readers' ability to understand the authors' messages is influenced by their background knowledge. It is stated by Burnes and Page that comprehension is the process where background knowledge or the word knowledge of the reader interacts with the message encoded in the text to generate an understanding of an authors' messages.⁸ Then, Sheng states that comprehension is the understanding of

⁷ Miculeky Jeffries. *More Reading Power*. New York: Longman, 1996. P. 8.

⁸ Burnes, D and Page, G. loc cit, P, 46.

the meaning of the written material and covers the conscious strategies that lead to understanding.⁹ It also supported by Catherine states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that the reader will reconstruct her or his background knowledge in understanding the text.

Understanding text means extracting the required information from it as efficiently as possible.¹⁰ In addition, reading comprehension has been described as a complex intellectual process involving a number of abilities.¹¹ This definition means that the information from the text becomes integrated with the reader's comprehension. There is also relationship between knowledge that students have their ability in comprehending the text. The readers' can use their prior knowledge to guess about the material that they will read. So it will give contribution to the readers achievement in reading. At the last, it can give general description about something on the texts or reading material.

Reading comprehension is dependent on three factors the first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and

⁹ Ji Sheng He. Op. Cit.p. 1.

¹⁰ Grellet Francoise. *Developing Reading Skill; a Practical Guide to Reading Comprehension Exercise*. Cambridge: Universty Press. P. 3.

¹¹ Rubin in Westwood Peter. *Reading Learning Difficulties ; Approaches to Teaching Assesment*. Australia Council for Education Research: Browm Prior Aderson. Publisher. 2001.p. 19.

reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.¹² Reading comprehension means that understanding what has been read. It is an active thinking process that depends not only on comprehension but also on the student's experience and knowledge. Reading comprehension in understanding a written text means extracting the required information from it as efficiently as possible.

Comprehension is the central of reading.¹³ It is an important one in reading. Without comprehension the readers are not able to find out the meaning of the text. Reading comprehension means understanding what has been read.

Thus, Elizabeth states that students can be instructed in strategies to improve text comprehension and information use. The practical applications are:

1. Instruction can improve comprehension by focusing on concepts and the vocabulary used to express them.
2. Comprehension can also be enhanced by building on students' background knowledge, e.g. by having a group discussion before reading.
3. Teachers can guide students by modeling the actions they can take to improve comprehension. These actions include: asking questions about a

¹² Tankersley Keren. *The Threads of Reading: Strategies for Literacy Development*. New York: Library of Congress Cataloging in Publication Data. 2003.p. 90.

¹³ Dr. M. F. Patel and Praveen M. Jain. *English Language Teaching Methods, Tools and Technique*. Jaipur: Sunrise Publisher and Distributors. 2008. P. 113.

text while reading; identify main ideas; using prior knowledge to make predictions.

4. Teaching a combination of different strategies is better than focusing on one.
5. Different methods have been found to be effective in teaching text comprehension.

Readers must use information already acquired to filter, interpret, organizer, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to combine units of meaning into a coherent message. Understanding of text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategies.¹⁴

In conclusion, reading comprehension is a process or activity of getting meaning from print or written texts. In this activity, there is interaction between the author and the reader because the author delivers her or his idea to the reader through the text, and then the reader can also improve their understanding through reading activity.

3. Teaching Reading Comprehension

Reading is a communicative process. It is also 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

¹⁴ Lyon in Westwood Peter. *Reading Learning Difficulties ; Approaches to Teaching Assessment*. Australia Council for Education Research: Brown Prior Anderson. Publisher. 2001.p. 19.

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, there are some reasons why reading is taught. They are:

1. Many of students want to be able to read texts in English either careers, for study purposes or simply for pleasure
2. 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
3. good models for English writing
4. opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts
5. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.¹⁵

Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. For second language learners there are three different elements which impact reading. They are background knowledge, linguistic knowledge of the target language, and strategies or techniques the reader uses to tackle the text.¹⁶ Furthermore, reading comprehension also requires the use of strategies before, during, and after reading and it is the process of reading.¹⁷

a. Pre reading activity

Pre reading activity helps students relate background information to reading, build students' background information, gently correct

¹⁵ Harmer, Jeremy. *How to Teach English*. Addison Wesley: Longman. 2000. P. 68.

¹⁶ Caroline T. Linse, *Practical English Language Teaching : Young Learners*, (New York: McGraw-Hill companies, Inc, 2005), p. 69

¹⁷ Kristin Lems, Leah D. Miller, and Tenena M. Soro, *Teaching Reading to English Language Learners : Insights from Linguistics*, (New York: The Guilford Press, 2010), p. 72

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

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

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.

Based on the explanations above, it can be concluded that teaching reading comprehension is the most complex aspect of reading. Therefore, teaching reading is not only asking students to read the text, but also to guide them to comprehend the message of the text itself. Briefly, to comprehend the reading text especially narrative text, students also should pay attention and master the reading comprehension seriously. Because

reading comprehension is not simple process but needs the cooperation of brains and the eyes.

In teaching reading we must know about the characteristics of efficient reading. According to Penny Ur (in Rizka Yanti mala 2012: 13), there are some of an efficient reading as follows:¹⁸

1. Language, the language of the text is comprehensible in the learners.
2. Content, the content of the text is accessible to the learners. They know enough about it where they are able to apply their own background knowledge.
3. Speed, the reading progresses fairly fast: mainly because the reader has automatic recognition of common combination, and does not waste the time working about each or group of new words.
4. Attention, the reader concentrates on the significant bits, and skim the rest, even skip parts he or she knows to be significant.
5. Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without using a dictionary.
6. Prediction, the reader thinks ahead, hypothesizes and predict.
7. Background information, the reader has and uses background information to help understand the text.

¹⁸ Mala, Rizka Yanti." *The Effect of Using Theme Scheme Strategy toward Reading Narrative Text Comprehension of the Second Year Students of MTs Sawah Kampar*". Pekanbaru: UIN. 2012. Unpublisher. Thesis.

8. Motivation, the reader is motivated to read by an interesting main idea or a challenging task.
9. Purpose, the reader is aware of a clear purpose in reading for example to find out some information or to get pleasure.
10. Strategies, the reader uses different strategies for a different kind of reading.

Additionally Pearson and Pressly in Graves recommended nine keys of reading comprehension strategies. They are as follows:¹⁹

1. Establishing a purpose for reading
2. Using prior knowledge
3. Asking and answering questions
4. Making inferences
5. Determining what is important
6. Summarizing
7. Dealing with graphic information
8. Imaging and creating graphic representations
9. Monitoring comprehension

In conclusion, comprehension is a process in order to understand and to get the message from the reading text. Comprehension includes constructing meaning and understanding from reading materials to the readers. Without having any sense of understanding a reading material, a reader cannot be said to have the level of comprehension. In other words,

¹⁹ Graves, Michel F. *Teaching Reading in the 21st Century*. Botton: Allyn and Balcon Press. P. 310

reading comprehension is a goal of reading itself. This statement is supported by Nunan, he states that the goal of reading is comprehension.²⁰ The main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless.

Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. For second language learners there are three different elements which impact reading. They are background knowledge, linguistic knowledge of the target language, and strategies or techniques the reader uses to tackle the text.²¹

4. Narrative Text

Narrative text is a text that tells an imaginative story, although some narratives based on facts.²² This text is one of text types learned by students in every education level, starting from high schools until university levels.

The main purpose of a narrative is to entertain and engage the reader in an imaginative experience. Some narratives also have other purposes, e.g. they may seek to explain a phenomenon (myth and legend) or to teach a lesson (fables).²³

They are many types of narrative, such as folktales, fairytales, fables, myths, legends, science fiction, modern fantasy, short stories, picture-story books and ballads.

²⁰ David Nunan, *Practical English Language Teaching* (New York, 2003), p. 68

²¹ Linse, Caroline T, *loc. cit*

²² Heinemahn, Rigby. *Writing Resource Book*. (Western Australia: Advance Press. 2004). P. 21.

²³ *Ibid.* p. 21

The generic structures of narratives is as follows:²⁴

1. Orientation: tell about who are the characters involved in the story, where and when the events happen.
2. Complication/Crisis: a series of problems that arise and are experienced by the characters.
3. Resolution: tell about how the characters solve the problems.
4. Coda/moral value: tell about the changes of the characters' deed/feeling and the moral value that can be taken.

The significant language features of narratives are:²⁵

1. Focus on specific participants
2. Use of material process (for examples Behavioral and Verbal Processes).
3. Use of relational processes and mental processes.
4. Use of temporal conjunctions and temporal circumstances.
5. Use of past tense.

5. The Concept of Cloze Passage Technique

In teaching and learning English, firstly the students must know approach, method, technique, and strategy. The definition and difference of them can be seen as follows:

- a. According to Harmer, approach refers to theories about the nature of language and language learning that serve as the source of practices and

²⁴ Mulyono and M. J. Ari Widayanti. *English Alive Senior High School*. Bandung: Yudhistira. 2011. P. 31.

²⁵ Mulyono and M. J. Ari Widayanti. Op. Cit. 2011. P. 30.

principles in language teaching.²⁶ In other words, an approach describes how people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning.

- b. A method is the principal realization of an approach. In other words, it is an overall plan for the presentation of language learning based on selected approach. In addition, it is still about the procedures of language learning based on theory.²⁷
- c. Technique is a procedure or skill for completing a specific task.²⁸ In other words, it is kind of classroom activities based on certain method such as drills, dialogues, or role play.
- d. Strategy is the procedures used in learning, thinking, etc., which serve as a way of reaching a goal.²⁹ In addition Oxford's state that it is an action in classroom activities taken by learner to make learning easier, faster, enjoyable, and more than transferable in a new situation.³⁰ Thus, the strategy has the students to perform a few steps in learning process (student center).

Thus, Cloze Passage included one of the techniques which provides the opportunity for students active their background knowledge.

²⁶ Jeremy Harmer, *The Practice of English Language Teaching Third Edition* (Cambridge: Longman, 2001), p. 78

²⁷ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language* (3rd ed): (Boston: Heinle 2001), p.5

²⁸ Harmer, Jeremy, *loc. cit*

²⁹ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third edition (New York: Pearson Education, 2002), p. 559

³⁰ Rebecca L. Oxford, *Language Learning Strategies: what every teacher should know*, Boston: Heinle & Heinle Publisher, 1990, p. 1

Cloze passage is a reading technique that increases reading comprehension, and also a cloze passage is a piece of text in which words have been omitted throughout. A cloze passage is a technique to help students build comprehension and vocabulary skills and enables them to remember more of what they read. It also allows the students to tap into their background knowledge when reading new material to help figure out new words that are unfamiliar to them. The teacher can then determine the direction of instruction based on the students' responses.³¹ The objective for the students is to predict words that belong in the blanks of the cloze passage.

Cloze passage can be used to demonstrate the fact that in English it is possible to understand a passage without reading every word.³² So, the students can discover that they can understand and even answer comprehension questions about a passage.

The example of Cloze Passage can be seen on the following:

CLOZE PASSAGE

Once a time, there _____ a beautiful girl called Cinderella. She _____ with her stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball _____ to the family. Her _____ did not let her go, so Cinderella was very _____. The stepsister went to the ball without her.

³¹ Richard Gustavus, *How to Make the Cloze Passage*, 2011, <http://blogs.scholastic.com/cloze> passage, Retrieved 06 Mei 2012.

³² Betrice S. Mikuleck, *A Short Course in Teaching Reading Skills*, New York: Addison Wesley Publishing Company, 1990, p. 45.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with _____ then later he married her. They lived _____ ever after.

Choose a word:

Sad	Stepsister
Happily	Her
Was	Lived
Came	

The Purpose of Cloze Passage

There are five purposes of cloze passage. They are.³³

1. The students enjoy the activity.
2. They will practice language writing, reading and comprehension skills.
3. A cloze passage can be used as an assessment task at the end of a topic.
4. Students apply background knowledge to make connections and determine meanings of new vocabulary.
5. Students read with the purpose of locating the details and vocabulary needed to complete the cloze activity.

It can be concluded that Cloze Passage is an appropriate technique to teach reading. It is a simple activity to help students' reading

³³ Richard Gustavus, Op. Cit, 2012.

comprehension. So, this technique builds students' confidence because they have already known much information about what they will read.

The aim of reading is to improve students' comprehension in order that they can 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 in activities has function to guide students to the next stages such as regarding students' background knowledge of the text. During reading activities is doing the technique. Then, after reading activities is the follow up of the previous activities that have doing to improve the quality of teaching. So, Cloze Passage Technique has important role before, during and after reading or in the process of reading.

The Cloze Passage used to determine what students already know about a given topic and to assess the suitability of a new text for students by testing their prior knowledge and language competence as they attempt to fill in the deletions.

Meanwhile, there are several procedures in using Cloze Passage Technique. It can be used as follows:

1. The teacher chooses a topic
2. The teacher copies, re-types or copies and paste the text will use, make one copy for yourself, and makes make a copy for each student in the class. The teacher uses a word processing program,

simply create two pages with the same text. One of the pages will be the complete text and the other will become a cloze

3. The teacher omits words from the complete passage, and copies the cloze passage on a separate piece of paper. It is important that the complete text and the cloze passage are on separate pages.
4. The teacher distributes the cloze passage to students, and then instruct students to read the selection, even though there are missing words.
5. The teacher tell students to guess or predict which word belongs in each blank. Tell them to use context clues and to pay attention to parts of speech that are missing from the sentence.
6. The teacher distributes the complete passage instruct students to read the complete passage silently.
7. The teacher instructs students to turn the complete passage over and to return to their cloze. Students now have the opportunity to make corrections, if necessary, to their guesses.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches have been conducted by other researchers in which they are relevant to our research itself.³⁴ There are several relevant researches which have relevancy to this research especially in reading area. The

³⁴ Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensif/LBSI, 2011), P. 122.

researches 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 which used Cloze Passage as their instrument.

1. A research was conducted by Davood Borzabadi Farahani (2011). The title of his research was "The Effect of Regular Practice with Cloze Passages on EFL Students' Reading Ability".³⁵ The subject included 76 male Iranians. There were 36 students in the experimental group and 40 students in the control group. The results obtained in this study suggested that regular practice with cloze passages was a very effective technique to develop the reading skill in EFL students and that this type of practice was more fruitful than the type of practice given through reading passages in full followed by comprehension questions of different levels of generality.
2. A research was conducted by Muhammad Rais (2013). The title of his research was "The Effect of Using Read Rate and Reread Strategy toward Reading Comprehension at the Second Year Students of SMAN 12 Pekanbaru".³⁶ In his research, the method of research was a quasi experimental research that used pre-test and post-test design. He took two classes based on technique random sampling. He found that the mean score of experimental group which was taught by using Read Rate and Reread was categorized into good category while the mean score of control of group which was taught by using conventional strategy categorized into

³⁵ Davood Borzabadi Farahani, "The Effect of Regular Practice with Cloze Passages on EFL Students' Reading Ability at the Institute," *Journal of Students Iran* (2011): 944.

³⁶ Muhammad Rais, "The Effect of Using Read Rate and Reread Strategy toward Reading Comprehension at the Second Year Students of SMAN 12 Pekanbaru," (S1 Thesis, State Islamic University of SUSKA Riau, 2013), 20

enough category. So, the score of t_0 was higher than t_{table} . Therefore, h_0 was rejected and h_a was accepted. It means that there was significant effect of using Read, Rate and Reread Strategy toward students' reading comprehension.

C. The Operational Concept

Operational concept is necessary to clarify briefly the variable used in this research. There are two variables in this research, there are independent or X variable which is the effect of Using Cloze Passage. Then, dependent or Y variable is the students' reading comprehension.

1. Cloze Passage Technique (X variable) is classified the indicators as follows:

- a. The teacher chooses a topic
- b. The teacher copies, re-types or copies and pastes the text will use, make one copy for yourself, and makes a copy for each student in the class. The teacher using a word processing program, simply create two pages with the same text. One of the pages will be the complete text and the other will become a cloze
- c. The teacher omits words from the complete passage, and copies the cloze passage on a separate piece of paper. It is important that the complete text and the cloze passage are on separate pages.
- d. The teacher distributes the cloze passage to students. And then instruct students to read the selection, even though there are missing words.

- e. The teacher tells students to guess or predict which word belongs in each blank. Tells them to use context clues and to pay attention to parts of speech that are missing from the sentence.
 - f. The teacher distributes the complete passage instruct students to read the complete passage silently.
 - g. The teacher instructs students to turn the complete passage over and to return to their cloze. Students now have the opportunity to make corrections, if necessary, to their guesses.
2. Students' Reading Comprehension (Y variable) is classified the indicators as follows:
- a. The students are able to state main idea on narrative text
 - b. The students are able to identify generic structure on narrative text
 - c. The students are able to make inference on narrative text
 - d. The students are able to locate or identify facts such as the names of characters, the time of the story or the place of the story on narrative
 - e. The students are able to analyze the meaning of certain words on narrative text.³⁷

³⁷ Barrett, taxonomy of reading comprehension: remedial instruction

D. The Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that (1) using Cloze Passage technique in teaching and learning process gives new contribution to support students' reading comprehension, and (2) teaching technique can influence different ability in understanding text.

2. Hypothesis

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

- 1. H₀1** : There is no significant difference on students' reading comprehension pre-test mean score between experiment and control class of the Second Year Students at MAN Pasir Pengarayan.
- 2. H₀2** : There is no significant difference on students' reading comprehension post-test mean score between experiment and control class of the Second Year Students at MAN Pasir Pengarayan.
- 3. H₀3** : There is no significant difference of using Cloze Passage Technique on students' reading comprehension pre-test and post-test mean score on narrative text of the Second Year Students at MAN Pasir Pengarayan.