

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

a. The Nature of Reading

Reading is one of four skills that must be mastered by every individual. Reading is an activity that enriches the students' knowledge. It helps students know how to use English well. According Caroline T. Linse, reading is a fluent process of readers combining information from a text and background knowledge to build meaning.¹ Reading is a complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Reading is not to be a passive activity but reading is an active process in which readers relate information in the text to what they already know. Besides that Nunan stated, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.² The goal of reading is

¹ Caroline T Linse *Practical English Language Teaching Young Learners*. (New York: McGraw-Hill Companies, Inc, 2005), p. 69.

² David Nunan. *Loc. Cit*, p. 68.

comprehension. According to Nuttal³, reading is understood interpret meaning sense.

Hasibuan and Ansyari stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is. Readers knowledge, skills, and strategies include:⁴

- a. Linguistics Competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse Competence: knowledge to discourse markers and how they connect part of the text to one another.
- c. Sociolinguistic Competence: knowledge about different types of texts and their usual structure and content.
- d. Strategic Competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up-strategy).

Grellet divided four categories of main ways in reading as follows:⁵

1. Skimming

Skimming is reading quickly over a text to get the gist of idea.

³ Christine Nuttal. *Teaching Reading Skill in a Foreign Language*. (New York: McGraw- Hill Book Company, 1982), p. 2.

⁴ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Op.Cit.* p. 115.

⁵ Françoise Grellet. *Developing Reading Skill* (Cambridge: Cambridge University Press , 1986), p. 4.

2. Scanning

Scanning is reading quickly through a text to find a particular piece of information

3. Extensive Reading

Extensive reading is a reading longer texts, usually for one's own pleasure, mainly involve global understanding.

4. Intensive Reading

Intensive reading is reading shorter texts to extract specific information.

This is more an accuracy activity involving reading for detail.

Based on the definition above, it can be concluded that reading is an interactive process that goes on between the reader and the text, a reader in reading will use his knowledge, skills, and strategies to determine what the text is. It means, the readers try to recognize the words they meet in print and find the meaning of the written text. So, the reading brings a maximum understanding to the author's message.

b. The Nature of Reading Comprehension

The first point to be made about reading process is reading comprehension. Some experts have introduced several interesting views of reading comprehension concepts. They believe that reading comprehension is not only simple decoding process but also a very complex process.

According to Brown, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.⁶ Reading comprehension is thus much more than decoding. Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire text involves more than just relying on one's linguistic knowledge.

One reason for reading comprehension is that we want to understand other people's ideas; if we were identical, there would be no point in most communication. It means that the background knowledge of someone is important in understanding text. If the writer and the reader are closely similar in background, training, attitude and so on, the reader is likely to interpret the text with no conscious effort.

Harris and Graham stated that meaning, learning, and pleasure are the ultimate goals of learning to read. reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).⁷ Therefore reading comprehension is a complex process by which a reader tries to reconstruct a

⁶ H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey: Prantice Hall, 1994), p. 291.

⁷ Karen. R Harris & Steve Graham. *Teaching Reading Comprehension to Students With Learning Difficulties*. (New York: The Guilford Press, 2007), p. 8.

message encoded in graphic language by a writer. Rand Corporation says that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁸ It is an interaction between reader and author.

Karlin⁹ divided 2 models of comprehension :

a. Bottom up

Bottom up comprehension is the process to find out the information only after the act of reading activities. It means that the reader's understanding of the text will depend on the meaning of the words, sentences, and paragraphs. The meaning of the words will contribute the meaning of a sentence, and paragraph.

b. Top down

Top down comprehension is the process where the reader can find out the information of the text, and understand the text based on their knowledge about text. Many readers do not fully understand the text, because they do not have appropriate background knowledge about the text. In order to read confidently, students should understand what they have read.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a

⁸ RAND Reading Study Group. *Loc.Cit*, p. 11.

⁹ Robert Karlin. *Teaching Reading in High School*. (New York: Harper and Row, publishers, Inc. 1984), p. 47.

writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

According to Tankersley comprehension is the center of reading.¹⁰ Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Making connections is the key to comprehension.

Moreover Linda Stated that comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. Comprehension results from the mind's ability to make links and ask questions regarding the particular reading event. When individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning.¹¹ Two levels of comprehension:

1. Surface level. The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text.

¹⁰ Karen Tankersley. *The Threads of Reading: Strategies for Literacy Development* (Alexandria: Association for Supervision and Curriculum Development, 2003), p. 90.

¹¹ Linda J. Dorn & Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. (Portland: Stenhouse Publishers, 2005), p. 14.

2. Deep level. The deep level of comprehension is a conceptual level of understanding results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view.

Comprehension will be usually found in the readers mind. It is clear that reading comprehension is not only a process of knowing the meaning of words semantically, but also a process of catching the idea of the text whether it is stated explicitly or not.

In conclusion, reading comprehension is the process of contracting meaning by coordinating a number of complex process, the complex process in reading activity has process to be regulated by cognitive, emotional perceptual, social experience. Comprehending the goals of reading activity is a process to get meaning of full process to identify purpose writer.

2. The Factors Influencing Comprehension

To comprehend, readers must understand information they already process to filter, interpret, organize and reflect upon the incoming information from the page. Efficient interpretation of the text involves a combination of word recognition skill, linking new information to prior knowledge, and the application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.¹² Comprehension problems

¹² Peter Westwood. *What Teacher Needs to Know about Reading and Writing Difficulties*. (Canada: ACER Press, 2008), p. 31.

can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials.¹³ Peter Westwood argued that there are eight factors that may influence the comprehension. They are as follows:¹⁴

- a. Limited of vocabulary knowledge.
- b. Lack of fluency.
- c. Lack of familiarity with the subject matter.
- d. Difficulty level of the text (readability)
- e. Inadequate use of effective reading strategies.
- f. Weak verbal reasoning.
- g. Problems with processing information.
- h. Problems in recalling information after reading.

Tankersley divided reading comprehension on three factors:¹⁵

- a. The reader has command of the linguistic structures of the text.
- b. The reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material.
- c. The most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.

¹³ Ibid.

¹⁴ Ibid

¹⁵ Karen Tankersley. *Op.Cit*, p. 90

3. The Strategies for Teaching Reading Comprehension

According to Hasibuan, these strategies that can help the students read more quickly and effectively includes¹⁶:

1. Previewing. Reviewing titles, section heading and photo caption to get a sense of the structure and content of reading selection.
2. Predicting. Using knowledge of the subject matter to make prediction about content and vocabulary and check comprehension, using knowledge about the text type and purpose to make prediction about discourse structure.
3. Skimming and Scanning. Using a quickly survey of the text to get the main idea, identify text structure, confirm or question prediction.
4. Guessing from context. Using prior knowledge of the subject and the ideas in the text as clues to the meaning of unknown words, instead to stopping to look them up.
5. Paraphrasing. Stopping at the end of section to check comprehension by restarting and ideas in the text.

4. Teaching Reading Comprehension.

In teaching reading, there are several principles that must be considered by the teacher. This teaching principles may guide the teacher in the process of teaching reading. According to Harmer there are six principles of teaching reading. They are as follows:¹⁷

¹⁶ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Op.Cit*, p. 120

¹⁷ Jeremy Harmer. *How to Teach English*. (Edinburgh: Longman, 2001), p. 70.

1. Reading is not a passive skill: reading is an incredibly occupation. The teacher should have the knowledge about the words, pictures and arguments.
2. Students need to be engaged with what they reading: the students who do not engaged with the text will not have any interest to the text. So, they need to be engaged with the material they read.
3. Students should be encouraged to respond to the content of a reading text, not just the language: it is important to let the students to respond the meaning of the message of the reading text.
4. Prediction is the major factor in reading: the prediction may help the students to comprehend the text about.
5. Match the task to the topic: the teacher should be choose the reading task which is suitable with the reading topic.
6. Good teacher exploit reading text to the full: good teacher integrate the reading text into interesting class sequences.

Reading is a way to understand what the writer conveys to the reader. Reading is centrally a comprehension process.¹⁸The important point is that comprehending text is related to the goal, it means that the teacher must teach it. Therefore, teaching reading comprehension includes as follows;

- a. Indentify meaning
- b. Built Vocabulary

¹⁸ William Grabe. *Reading in Second Language; Moving from Theory to Practice*. (Cambridge: Cambridge University Press, 2009). p. 15.

c. Understand about the text.

Besides Hughes explains that teaching reading must teach about as follows; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making inferences.¹⁹

Based on the syllabus 2013/2014 as the basic stated for second year students, teaching reading comprehension especially in narrative text must teach about as follows:²⁰

1. Students are able to find main idea of the text.
2. Students are able to identify the sequence of events of the text.
3. Students are able to identify the characters from the text.
4. Students are able to identify communicative purpose of the text.
5. Students are able to identify generic structure of the text.

5. Comprehending Narrative text

In learning, there are some kinds of text that are taught to students of senior high school level, namely report, narrative, and analytical exposition text. Narrative is the kind of the text that has purposes to entertain the reader. According to Harrison narrative is a fundamental tool in the construction of intersubjectivity of the ability to recognise mental states in ourselves, and through imagination and projection to recognise the potential reciprocity of mental states in others their beliefs, intention, desires that makes us distinctive

¹⁹ Arthur Hughes. *Testing for Language Teacher; 2nd Edition*. (Cambridge: Cambridge University, 2003), p. 139.

²⁰ Tim Penyusun Silabus. *Loc. Cit*, p. 4-5.

as human beings.²¹ Narrative is a semiotic representation of a series of events connected in a temporal and causal way. Besides that Nathanson narrative is a form of discourse which tells a story, is derived from The Latin *gnareare*, meaning 'to know'. Indeed, narratives are an old tradition built upon a human need to make meaning and to forge connection between seeming disparate bits of knowledge and experience.²²

In conclusion, narrative is a form that tells a story which can build mental of reader, make the reader through imagination and projection to recognise the potential states in others their beliefs and also to forge connection between of human knowledge and experience.

There are many types of narrative. They can be imaginary, factual, or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myth and legends, historical narratives, ballads, slice of life, personal experience and so on. The features of narratives text are: characters with defined personalities/identities, dialogue often included – tense may change to future, descriptive language to create images in the reader's mind and enhance the story, and usually uses sequence to tell a story.

There are three features of narrative text. They are: social function, generic structure, and lexicogrammatical features.

²¹ Collin Harrison. *Loc.Cit*, p. 17.

²² Steven Nathanson. *Loc.Cit*, p. 2.

a. Social function

Social function of narrative text means the function of narrative for the readers in their social life. The social function narrative text is to amuse or entertain the readers with actual or imaginary experience ways.

b. Generic structure of narrative text

The generic structure of narrative text as follows:

1. Orientation is a set of the scene, where and when the story happened, introduces the participants of the story: who and what is involved in the story.
2. Complication is an initiating event; the event that start the main character of on a series of event to solve the problem.
3. Resolution is a series of events in which the main character attempts to solve the problems. Excitement builds the climax, the high point in the story where the problems are solved.
4. Re-orientation is a closing remark to the story and it is optional. It consist of a moral lesson, advice or teaching from the writer.

c. Lexicogrammatical features

Lexicogrammatical is called genre-grammar connection which studies the wording. Wording is characterized such that they are able to explain meaning. They also add that lexicogrammatical is needed to help the students to know how texts work, learn to understand and produce the text.

Language features a narrative:

- a. Focuses on specific participants rather than representing a general group
- b. Includes participants who are human, or animals with human-like characteristics
- c. Uses adverbs and phrases to tell how, when, where and why (circumstances)
- d. Uses dialogue to develop characters and relationships
- e. Uses action verbs and verb groups (verbs with adverbs to add detail) and may also refer to what the characters say and feel
- f. Uses text connectives (then, so, furthermore, at least, meanwhile)
- g. Usually uses past tense, but the tense may change to the present or the future when dialogue is used
- h. Uses descriptive language, including adjectives and adverbs, to enhance and develop the story and help readers construct images and connect with the story.

6. The Concept of Story Map with Characters' Perspectives (SMCP)

Strategy

In teaching and learning English, firstly we 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 principles in

language teaching.²³ 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.²⁴
- c. Technique is a procedure or skill for completing a specific task.²⁵ 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.²⁶ 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.²⁷ Thus, the strategy has the students to perform a few steps in learning process (student centre).

Furthermore, learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they

²³ Jeremy Harmer, *The Practice of English Language Teaching*. Third Ed, (Cambridge: Longman, 2001), p.78

²⁴ Marianne Celce Murcia, *Teaching English as a Second Language*. Third Ed, (Boston: Heinle 2001), p. 154

²⁵ Jeremy Harmer. *Op.Cit*, p.62

²⁶ Jack C Richard and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Ed, (London: Pearson Education, 2002), p. 559

²⁷ Rebecca L Oxford. *Language Learning Strategies*. (New York: Newbury House Publishers, 1990), p.1

are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self confidence. The students can easily understand the language learning because the strategy that used was appropriate.

Oxford stated that the aim of language learning strategies is oriented with the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication.²⁸

Oxford's taxonomy of language learning strategies is shown in the following²⁹:

1. Direct Strategies

The first major class, direct strategies for dealing with the new language, is like the performer in a stage play, working with the language itself in a variety of specific tasks and situations. Direct strategies are language learning

²⁸ Ibid. p.14

²⁹ Ibid. p. 14-15

strategies that directly involve the target language. The direct class is composed of memory strategies, cognitive strategies and compensation strategies.

a. Memory Strategies

Memory strategies are used for remembering and retrieving new information such as grouping or using imagery. These strategies consist of creating mental linkages, applying images and sounds, reviewing well, and employing action.

b. Cognitive Strategies

Cognitive strategies are used for understanding and producing the language such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. These strategies consist of practicing, receiving and sending messages strategies, analyzing and reasoning, and creating structure for input and output.

c. Compensation Strategies

Compensation strategies are used for using the language despite knowledge gaps such as guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge. These strategies consist of guessing intelligently and overcoming limitations in speaking and writing.

2. Indirect Strategies

The second major strategy class - indirect strategies for general management of learning- can be linked to the director of play. This class is made up of metacognitive strategies, affective strategies and social strategies.

a. Metacognitive Strategies

Metacognitive strategies are used for coordinating the learning process. These strategies consist of centering the learning, arranging and planning the learning, and evaluating the learning.

b. Affective Strategies

Affective strategies are used for regulating emotions. These strategies consist of lowering your anxiety, encouraging yourself, and taking your emotional temperature.

c. Social Strategies

Social strategies are used for learning with others. These strategies consist of asking questions, cooperating with others and empathizing with others. In this case, many studies outside of the language learning field have strongly demonstrated the utility of cooperative learning strategies. Cooperative learning consistently shows the following significant effect: higher self-esteem; increased confidence and enjoyment; more respect for the teacher, the school and the subject, etc. Thus, Story Map With Characters' Perspectives (SMCP) Strategy is one of direct strategy concerned with students center learning that the learners must be practicing, receiving and sending

messages strategies, analyzing and reasoning, and creating structure for input and output. In this case, Story Map With Characters' Perspectives (SMCP) Strategy can be included into cognitive strategy.

The Story Map with Characters' Perspectives (SMCP) strategy focuses on the reasons why the events in a story take place. According to Stevens, Using this strategy enables students not only to begin to see different viewpoints but also to make inferences about the characters in the stories.³⁰ This strategy is effective for improving narrative comprehension because can provide concreteness, visual memo ability, attention to structural elements and opportunities for readers. While, Sejnost says that it is focus on about problematic perspectives. This strategy students to solve a problem from a spesific perspective that relate in some way to the text to be read.³¹Creating SMCP help students focus on the literary elements of both plot and character to helping readers consider why things happen during the important events of the story, helping readers consider motives, plans, interactions, and reactions of characters, helping readers consider the story as a whole, and helping readers consider the perspective of all important characters.³²

Students are expected to read narrative text, narrative material amphasizes a story and a personal identification with a character while expository prose uses facts, logic and rhetorical structures to persuade or

³⁰ Bruce B. Stevens. *Loc Cit*, p. 96.

³¹ Roberto L. Sejnost. *Tools for Teaching in the Block*. (California: SAGE. 2009), p. 85

³² D. W. Emery. *Loc.Cit*. p535–541.

inform. Narrative story facilitates making connection because the beginning middle and the end of story are delineated by several distinctive signposts such as character development, conflict, problem and resolution. Characters have goals that are either stated directly or can be inferred. The key characters are placed in settings, make plans, and undertake action. Actions unfold in an orderly sequence.

Characterized stories help to comprehend because they provide signals or cues of sequence, use repetition of familiar names, phrases vocabulary word, and generate interests in main characters.³³

7. The Procedure of the Story Map With Characters' Perspectives (SMCP)

Strategy

There are five steps in using The Story Map with Characters' Perspectives (SMCP) strategy as suggested by Bruce B. Stevens³⁴:

1. The teacher chooses a story at the students' independent reading level and that contains at least two strong characters. Teacher asks the students to assign the students to read the story individually or alternatively.
2. The teacher distributes the Story Map with Characters' Perspectives chart and instructs students to work with a partner to complete the middle column.

³³ Steven Nathanson. *Op. Cit*, p.5

³⁴ Bruce B. Stevens. *Op. Cit*. p. 96

3. The teacher displays the SMCP on the overhead, and leads a discussion to complete the map with students input. Instructs students to revise their maps, as needed.
4. The teacher instructs the students to complete, with partners or individually, the character's perspective columns for each event in the story. Circulate to assist and ask questions to help students recognize characters' perspectives and make inferences.
5. The teacher revisits the SMCP on the overhead, and leads a discussion to complete the character's perspective columns with students.
6. The teacher repeats the procedure with other stories containing strong characters.

Emery listed the steps of SMCP strategy are students read the whole story through, they list the important story events, the story problems, the subsequent events, and resolution. And the most important step is that students engage in a discussion of the character perspectives during the main story events listed on their map. During this discussion, the teacher asks questions that focus on character motives and reactions to the events.³⁵

³⁵ D. W. Emery. *Op.Cit*, p. 537

8. The Advantages of Story Map With Characters' Perspectives (SMCP)

Strategy

The advantages of Story Map With Characters' Perspectives (SMCP) Strategy are³⁶:

1. SMCP aims at helping readers to comprehend stories by overcoming limitations in making inferences.
2. Helping readers consider why things happen. Students can satisfy their need to focus on plot by listing the story event.
3. Helping readers consider motives and reaction of characters that may not be like the ones they would have.
4. Helping readers consider the story as a whole. SMCP discussion help students consider the story as a whole because the first task is to list the events in the whole story.
5. Helping readers consider the perspective of all important characters.
6. SMCP are designed to help children overcome their tendency to fail to consider multiple perspectives or the relationship involved in stories.

B. The Relevant Research

It is necessary to observe some previous researches conducted by other researchers in which they are relevant to our research.³⁷ Besides, we have to analyze

³⁶ Ibid, p 537-539

³⁷ M. Syafi'i, S. *From Paragraphs to a Research Report: a Writing of English for Academic Purposes*. (Pekanbaru,:Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007. P. 172.

what point was focused on, the informed designs, finding and conclusion of the previous researches:

1. A research was conducted by Nurhikmah (2011).

The title is “Implementing Story Mapping Strategy to Improve the Eleventh Grade Students’ Reading Comprehension at Man 2 Marabahan.”³⁸She tried to find out the students’ reading comprehension in narrative text. The research was conducted in two cycles by following the procedure of an action research namely: planning, implementing, observing and reflecting. Each cycle was carried out in two meetings of the strategy implementation and one meeting was for the test. The data of the study were gathered by using the following instruments: observation checklist, field notes, questionnaire, and a reading comprehension test. From the research, she found that there was success about 70% or more of the students who could reach the improvement at least 10 points higher than the result of preliminary study.

2. A research was conducted by Rima Kumala Sari (2011).

The title is “The Effect of Story Mapping Strategy Toward reading Comprehension of The Second Year Students at MAN 1 Pekanbaru.”³⁹ It is experimental research. She found that the mean score of the experimental group which was taught by using Story Mapping strategy was 82.75 while the mean

³⁸ Nurhikmah. 2011. *Implementing Story Mapping Strategy to Improve the Eleventh Grade Students’ Reading Comprehension of Man 2 Marabahan*. (Malang: Unpublished)

³⁹ Rima Kumala Sari. 2011. *The Effect of Story Mapping Strategy Toward reading Comprehension at The Second Year Students of MAN 1 Pekanbaru* (Pekanbaru: Unpublished)

score of control group which was taught by using traditional reading classroom was 75.75. She found that there was any significant difference between using Story Mapping strategy and using traditional reading classroom. Thus, it can be concluded that students' reading comprehension by using Story Mapping strategy was higher than using traditional reading classroom.

C. The Operational Concept

Concept is main element to avoid misunderstanding and misinterpreting in a scientific study as a concept that will be operated in research in order to be easy to measure. It means that the operational concept is needed to avoid misinterpreting about thesis content by other readers. So, the main technical terms of the specials sense that exist are necessarily operated in this research.

Based on the statement above, the writer concludes that there are some factors needed to be operated in the operational concept. There are two variables in this research. They are:

Variable X is using Story Map with Characters' Perspectives (SMCP) strategy:

The procedure of Story Map with Characters' Perspectives (SMCP) strategy can be seen as follows⁴⁰:

1. Teacher chooses a story at the students' independent reading level that contains at least two strong characters. Teacher asks the students to assign the students to read the story individually or alternatively.

⁴⁰ Bruce B. Stevens. *Op. Cit.* p. 96

2. Teacher distributes the Story Map with Characters' Perspectives chart and instructs students to work with a partner to complete the middle column.
3. Teacher displays the SMCP on the overhead, and leads a discussion to complete the map with students input. Instructs the students to revise their maps, as needed.
4. Teacher instructs the students to complete, with partners or individually, the character's perspective columns for each event in the story. Circulate to assist and ask questions to help students recognize characters' perspectives and make inferences.
5. Teacher revisits the SMCP on the overhead, and leads a discussion to complete the character's perspective columns with students.
6. Teacher repeats the procedure with other stories containing strong characters.

Variable Y is students' reading comprehension in narrative text:

The indicators of reading comprehension in narrative text are as follows⁴¹:

1. Students are able to find main idea of the text.
2. Students are able to identify the sequence of events of the text.
3. Students are able to identify the characters from the text.
4. Students are able to identify communicative purpose of the text.
5. Students are able to identify generic structure of the text.

⁴¹ Tim Penyusun Silabus. *Op.cit*, p. 4-5

D. The Assumption and Hypothesis

a. The Assumption

In this research, the writer assumes that the better applying Story Map with Characters' Perspectives (SMCP) strategy toward reading comprehension in narrative text of the second year students at Islamic Senior Boarding School Daarun Nahdhah Bangkinang, the better students' reading comprehension will be.

b. The Hypothesis

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

- H₀ 1** : There is no significant difference on students' reading comprehension Pre test mean score between experimental class and control class by using Story Map with Characters' Perspectives (SMCP) strategy for experimental class and Three Phase Technique for control class.
- H₀ 2** : There is no significant difference on students' reading comprehension Post test mean score between experimental class and control class by using Story Map with Characters' Perspectives (SMCP) strategy for experimental class and Three Phase Technique for control class.
- H₀ 3** : There is no significant difference Pre test and Post test mean score of using Story Map with Characters' Perspectives (SMCP) strategy towards students' reading comprehension in narrative text.