

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Notion of Mastery

Some linguists or experts have different opinion about the notion of mastery. A.S. Hornby, for example, defines that mastery is complete knowledge.²⁰ In addition to the above definition, Funk's and Wagnalls Standard Desk Dictionary defined "mastery" as the knowledge, skill, victory, or superiority as in the contest.²¹ Wikipedia states the "mastery" is great skillfulness and knowledge of some subjects.²²

Based on above statement, the writer indicates that "mastery" which will be used in this research is the students' mastery in identifying simple past tense in narrative paragraph. It is not only understood from the reading text, but also in the students' practice. To obtain the mastery of English, the students should have more practice in learning English grammar.

2. The Nature of Simple Past Tense

Simple past tense is used to express an activity or situation that happened at one particular time in the past.²³

Here are some explanations about the pattern of simple past tense:

²⁰ Hornby, A.S., *Oxford Learner's Pocket dictionary*, New Edition. (London: Oxford University Press, 1995), 721.

²¹ Landau, Sidney L, (eds), *Funk's and Wagnalls Standard Desk Dictionary* (New York: Funk's and Wagnalls Publishing Co., Inc, 1974), 399.

²² <http://www.wikipedia.com>.

²³ Betty Schramphfer Azar, *Understanding and Using Grammar* (New Jersey: Prentice Hall Regents, 1993), 2.

a. In the Affirmative Statement

In the past tense, there are two kinds of verb that we used in the sentence.

They are regular verb and irregular verb. The forms are as follow:

1) Regular verbs: **infinitive+ ed**

A regular verb in the simple past has an **ed** ending for all persons.

Examples: play-**played**, work-**worked**, stay-**stayed**, listen-**listened**.

2) Irregular verbs: **2nd column** of the table of the irregular verbs.

An irregular verbs in the simple past change its form, usually with a vowel change.

Examples: speak-**spoke**, eat-**ate**, see-**saw**, fly-**flew**, think-**thought**. We

used both of them in the affirmative sentences. The formula of affirmative sentence is: **S + Verb 2nd form + Object + adverb**

Example:

Romi studied English two hours ago.
S V 2nd O Adv. of time

Ebit swam at the pool a week ago.
S V 2nd Place Adv. Of time

They visited Candi Muara Takus yesterday.
S V 2nd Adv. Of Place Adv. Of time

b. In the Negative statement

Different with the affirmative sentence, in the negative sentences, the regular and irregular verb back to the basic form like in the present tense (basic verb form), but in the negative sentences we have to put **did not** before the verb.

The formula is as follows:

S + did not + Verb 1st form + Object + adverb

Examples:

Mala did not call me last night.
S V 1 O adv. Of time

You did not come yesterday.
S V 1 Adv. Of time

The cat did not eat the fish.
S V 1 O

c. In the Interrogative Statement

As the negative sentence, the interrogative sentences also used the auxiliary **did**. In making the sentences, put the auxiliary **did** in the beginning or before the subject. The formula as follows:

Did + S + Verb 1st form + Object + Adverb?

Examples:

Did you call me yesterday?
S V 1 O Adv. Of time

Did she take my hand phone last night?
S V 1 O Adv. of time

Did Gunawan come to Bengkalis last year?
S V 1 Adv. Of place Adv. Of time

The form of short answer for the interrogative sentences can be in two ways, they are positive short answer and negative short answer.

Examples:

Yes, I did

Yes, she did

No, Gunawan did not

No, they did not

In the interrogative sentences, we can also use **WH** questions or **Question Word**.

Examples:

When did you come to Jakarta?

Where did they work?

Who made all that noise?

Who wrote this letter for me?

Usually, the WH questions need the complete answer. But if the WH questions are not using an auxiliary verb (did) its mean the questions are about the subject. See the answers bellow based on the questions above:

I came to Jakarta two years ago.

They worked in japan Company.

Yudha made this lettes for you

d. The Adverbial of time

The adverbial of time that we use in simple past are as follow:

Yesterday, last week, last year, a few weeks ago, a month ago, in 2001, etc.

e. The 'to be' in Simple Past Tense

If there are nouns, adjective, or adverb of place in the simple past tense sentences, we should use to be (**was** or **were**) as the helping verb. **Was**

is used for singular subject and **Were** is used for plural subject. The formula is as follows:

S + was/were +subject complement (noun, adjective, adverb of place)

Examples:

Affirmative : You **were** in the office yesterday
She **was** in the library last week.

Negative : You **were not** in the office yesterday.
She **was not** in the library last week.

Interrogative : **Were** you in the office yesterday?
Was she in the library last week?

Based on English children (2009), the uses of simple past tense are as follows:

- a. The simple past tense is used to talk about actions or situations finished in the past (single or repeated)

Examples:

I visited Berlin yesterday.

I watched TV yesterday

- b. The simple past tense is used to talk about series of completed actions in the past.

Examples:

First I got up, then I had breakfast.

Based on www.englishclub.com, we used the simple past tense when:

- a. The event is in the past

Example: we did not hear the telephone.

- b. The event is completely finished.

Example: My aunt died about six years ago.

- c. We say (or understand) the time and/ or the place of the event.

Example: My close friend graduated from UIN SUSKA at July 2010.

a. Mastery of Simple Past Tense

Mastery of simple past tense underlined in this research is the students' mastery in identifying simple past tense in narrative paragraph. It is about reading and practicing. To obtain the mastery in English grammatical rules, the students should practice more in learning English grammar.

Once the English learners know the grammatical rule of this language subconsciously, they are in position to create an infinite number of sentences. However, while some rules are fairly straightforward, others seem to be horribly complex and some grammatical patterning seem to have escaped perfect description. By this context, the English language learners are expected to grasp many different features of the rules becoming their own acquisition until they are considered to master the features for sharing or communicating ideas and feelings to others.

One of the easiest rules to explain is the use of the verb conjugation that is the regular and irregular changes of verbs in English, while the changes would never be found in other languages. We say for example, *the price of mangoes went up* but *went up* here cannot mean *she went up the stairs*. Both of the words *went up* lexically means *go up* which refers to the marketing, while another meaning of *went up* in the second sentence is to climb or going upstairs.²⁴ This is straightforward rule, but it needs qualifying immediately. On the contrary, the verbs with the same spelling have different meaning when it is in the past form. For example, *I have read the book before I arrived at the restaurant and **booked** a table*. The verb “booked” in the boldface is in the past form. When it is used in another sentence it will be *if you ride too fast on the way you might be **booked** for speeding*. The verb “booked” is in the past form which has the same spelling as in the first sentence.²⁵ This example represents that different context in English will deliver different meaning.

Many rules are considerably more complex than this, and linguists are still researching areas of language which hover teasingly out of reach of cut and dried description. But here the differences have to be made between descriptive and pedagogic grammars. Whilst the former may attempt to describe everything there is, the latter are designed specifically to be of help to teachers and students of the language who needs, as far as possible, clear and easily-digestible summaries of what is and what is not correct. Such pedagogic grammar rules inform much language teaching but if they are carelessly

²⁴ Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: Longman, 2000), 15.

²⁵ Jeremy Harmer, *I b i d*, 18.

applied, they can sometimes lead to considerable oversimplification –such as the ‘rule’ which say that *some* is used with affirmative sentences while *any* is used with questions and negative sentences.

3. The Nature of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. The goals of any reading activities are to know language and to get the meaning from the printed message-reading is an action of a person who reads Hornby (2000:1097). Furthermore, Longman states that reading perceives a written text in order to understanding it is contents. It means that the readers must read the text if he /she wants to get meaning and understand about the text.

Reading is interaction between readers and the text. It is a complex behavior, which is involver conscious use of various kinds of strategies. In addition, reading is not a passive process, which a reader takes something from the text without any efforts. It is a dynamic process that is composed by reader in this interaction with text, task, purpose, and setting and reading is an active process the readers form a material. The students’ understanding in reading passage can be determined by indicator as follows:

- a. Be able to explain after reading a passage
- b. Be able to conclude all paragraph in the text
- c. Be able to understand each sentence in the text
- d. Be able to find factual information in the text
- e. Be able to find the main idea of paragraph

Every learner, who wants to be able to read fluently, must develop his or her reading skills overtime and with a great deal of practice. Reading is one the important skill, which is required by students by reading. The student is able to get a lot of information from the texts and the students should active in reading text in order to make them easily to get information questions and reading comprehension

a. Comprehension

Comprehension is the ability to understand the information presented in written form.²⁶ The process usually leads the understanding the message from the text. So, it can be concluded that reading comprehension is not only a process of knowing the meaning of words semantically, but also a process of getting the stated or not stated idea from the text. We can list component of reading comprehension skill, namely²⁷:

- a. Summarizing
- b. Sequencing
- c. Differencing
- d. Comparing and contrasting
- e. Drawing conclusion
- f. Self-questioning
- g. Problem solving
- h. Relating background knowledge

²⁶ Markstein and Hirasawa (1983) in Samini. *A correlation Between Student's ability in Understanding Technicsl Words and Their Reading Comprehension of Technical Texts at The second Year of Informatic Enginers Departement of SMK N 1 Pangkalan Kerinci.*(Pekanbaru: Unpublished . 2009)P. 17

²⁷ Colorodo (2007)in Suraini. *The correlation Between Students' English Language Learning Strategies and their Reading Comprehension at the second year Students of MTS N Bengkalis.*(Pekanbaru: Unpublished). P.9

- i. Distinguishing between fact and opinion
- j. Finding the main idea, important fact, and supporting detail

b. The Purpose of Reading Comprehension

Reading is one of the language skills that have some purposes. One of them is to process information and to comprehend to reading contents. The purpose of reading, generally, classified into:

- a. Getting general information from the text
- b. Getting specific information from the text, and
- c. Getting pleasure

There are also seven main purpose of reading which is given to the readers:

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

Some insights as described above are about the reading purposes. They define reading from different perspectives and in accordance with the general and specific purposes of reading:²⁸

1. Reading involves knowledge of certain writing convention (the direction in which a text is to be read variously from a language to other languages, the meaning is represented in print varies from language to language, and even when the languages share the same alphabets.
2. Understanding the text involves understanding the language in which it is written.
3. Reading is the thinking process
4. Reading involves utilizing previous knowledge (of the world, of culture, of the topic under discussion, of the print convention being used, ect)
5. Reading is interactive process.
6. Reading is not a single skill that we use all the time in the same way, but it is the multiple skill that is used differently with different kinds of the text in fulfilling a different purpose
7. Wide reading experience in a particular kind of a text is often necessary for proper understanding.
8. Reading is a life-support system.
9. Understanding purposes is not merely sounding the words in a text but understanding the meaning of the message.

²⁸ Citravellu, et al. (1995:88-89) in Zulaimi. *Students' Reading Comprehension Trough Short Story at the second year Student of MTs Nurul Hasanah Tenggaraun bukit Batu Bengkalis.*(Pekanbaru:UIN SUSKA Riau.2008.P. 15

10. Reading enables a person to do an interesting job. Otherwise, no reading will take place beyond school and beyond the stage of learning to read.

The reading comprehension skill on hold in modern life because development technology and knowledge that very quickly. The human should continuous reformed skills.

Strategies in reading is important, because it can make us easily and able in reading comprehension. There are ten strategies for reading comprehension that should be mastered by the second language learners, they are:

1. Identifying the purpose of reading, you will look for and can find crucial information in reading something.
2. Using graphemes rules and patterns to aid bottom-up decoding making the correspondence between spoken and written English is one of the difficulties encountered by students in learning to read. They may need to be given hint and explanations about certain English orthographic rules and peculiarities.
3. Using efficient silent reading techniques for relatively rapid comprehension. In this strategy, there are some rules that can help the students to increase efficiency in reading, as follows:
 - a. You need to pronounce each word to yourself.
 - b. Try visually perceiving more than one word at a time, preferably phrases.
 - c. Unless a word is absolutely crucial to global understanding, skip over it and try to infer it meaning trough its context.

4. Using skimming technique

This technique is usually used by intermediate and advanced students.

The advantages of this strategy as follows:

- a. The students are able to predict the purpose of the passage
- b. The students are able to predict some of the developing or supporting idea.

5. Using scanning technique

For academic English learners, scanning is very crucial. They can get specific information without reading a whole text.

6. Semantic mapping or clustering

This strategy helps the reader to provide some order to chaos. Making maps can be done individually. But they make for a productive group work technique as students collectively induce order and hierarchy to passage.

7. Guessing

The students can use the strategy of guessing to:

- a. Guess the meaning of a word
- b. Guess the grammatical relationship
- c. Guess a discourse relationship
- d. Infer implied meaning (between the lines)
- e. Guess about a culture references
- f. Guess content message

8. Analyzing vocabularies

9. Distinguishing between literal and implied meanings

In this strategy, the students are asked to find implied meaning from the passage because not all language can be interpreted appropriately by attending to its literal meaning. Implied meaning usually has to be derived from processing pragmatic information.

10. Capitalizing on discourse markers to process relationship

There are many discourse markers in English that signal relationships among ideas expressed, clauses, and sentences. Clear comprehension of such markers can greatly enhance a learner's reading efficiency.

4. The Nature of Reading Comprehension

Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.²⁹ To comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Comprehension processes draw on many cognitive and linguistic abilities – most notably, vocabulary, recalling background knowledge, sentence processing, verbal reasoning, knowledge of print conventions and

²⁹ Blanton et al., 2007; Neufeld 2006; Rapp et al., 2007 in Peter Westwood, *Op Cit.*,

working memory. Weakness in any of these abilities can impair reading comprehension and can cause a student to disengage from the task of interpreting text.

Reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for example, as *literal*, *inferential* and *critical*. The most basic level (literal) is where the reader is able to understand the factual information presented in a passage of text – for example, he or she can tell you the name of the main character and what he does for a living, because that information is stated explicitly in the text. The next level is referred to as the inferential level. At this level the reader is able to go beyond the words on the page and infer other details – for example, to realize that the main character is angry from what he says and what he does. Being able to operate at the inferential level means that the reader is using information effectively to deduce cause and effect, and to anticipate what may come next. At a more demanding level (critical reading), the reader is able to appraise what he or she is reading – for example, detecting good writing style from the author, recognizing when some statements in the text are biased or incorrect, appreciating the writer’s viewpoint, comparing and contrasting information with other facts they have read elsewhere, and reflecting upon the importance or otherwise of the opinions presented. Weak readers who are still struggling with word recognition have enormous difficulty progressing beyond a literal level of comprehension because most of their cognitive effort is taken up in unlocking the print.

Cause of Poor Reading Comprehension

Comprehension problems 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. The eight most frequently

mentioned causal factors are summarized below, together with brief implications for instruction.

a. Limited vocabulary knowledge

Studies have confirmed that reading comprehension is closely related to a student's level of spoken language competence.³⁰ For example, Myers and Botting (2008) studied the language and literacy skills of 11-year-old students in an inner-city disadvantaged school in the United Kingdom. They found that 58 per cent of these students had comprehension problems closely related to poor oral language skills.³¹

If a student has difficulty understanding what he or she is reading, it is worth considering whether there is a serious mismatch between the student's own knowledge of word meanings (expressive and listening vocabulary) and the words used in the text. The student may be able to read a word correctly on the page but not know its meaning – for example, in the sentence 'The farmer inspected his crops growing in the next field', the child who has never encountered the word 'crop' before may think it is a particular type of vegetable or fruit. There is obviously a need sometimes to pre-teach new vocabulary before a text is read in order to enhance comprehension. There is also a need to devote more time to vocabulary development as an integral part of the classroom literacy program.

³⁰ Hummel, 2000; Kemple *et al.*, 2008, in Peter Westwood, *Op Cit.*, 34.

³¹ Myers and Botting, 2008, in Peter Westwood, *Ibid.*, 35

b. Lack of fluency

There are high correlations between oral reading fluency and comprehension (Carver, 2000; Klinger et al., 2007). There appears to be an optimum rate of fluency in reading that allows for accurate processing of information. Automaticity in reading, based mainly on smooth and effortless word identification and contextual cueing, allows the reader to use all available cognitive capacity to focus on meaning. Students who read very slowly – or much too fast – often comprehend poorly. Slow reading tends to restrict cognitive capacity to the low-level processing of letters and words rather than allowing full attention to be devoted to higher-order ideas and concepts within the text. But very fast reading may result in inaccurate word recognition, and important details being overlooked. Sometimes, attention to rate of reading needs to be a specific focus in students' literacy programs, particularly in terms of increasing fluency and expression of those who read much too slowly (Allington, 2001).

c. Lack of familiarity with the subject matter

It is much easier to read with understanding if the reader already possesses some prior knowledge of the topic (Gersten et al., 2001; Kemple et al., 2008). Using the school textbook as the medium for first introducing new information to students is not usually the most effective method of delivery. It is better to provide information first by other means (e.g. video, posters, mini-lecture, discussion) to build firm background knowledge

before students are expected to read about that theme in printed texts. This is particularly important for weaker readers.³²

d. Difficulty level of the text (readability)

The difficulty level of text is a major factor influencing whether or not material can be read with understanding. Text that is complex in terms of concepts, vocabulary, sentence length and structure is difficult for readers to process. For this reason, expository text – with its facts, detailed descriptions, explanations, definitions, sequences, cause and effect relationships, and comparisons – is much more difficult to process than narrative text.

Conventional wisdom suggests that one way to assist struggling readers is to ensure that the difficulty level of the texts they are required to read is compatible with their current reading ability. In other words, it has always been accepted that the weaker the reader, the easier the book needs to be to ensure success. Books that are too difficult (at ‘frustration level’) will cause a reader to make too many errors. Books that are suitable for a student to read independently should have an error rate of less than 5 per cent. If a student is reading with a partner or being directly tutored by an adult, the potential error rate can be slightly higher because immediate correction is available (‘instructional level’). Intervention programs such as *Reading Recovery* rely on the careful matching of texts to students’ existing skills.

³² Gersten et al., 2001; Kemple et al., 2008, in Peter Westwood, *Ibid.* 35.

However, a few recent research studies have yielded information suggesting that using books a little above the reader's present reading level can be useful for advancing reading skills if the student's attempts are *effectively supported* and if they are given help with interpretation.

e. Inadequate use of effective reading strategies

Unlike skilled readers, weaker readers do not approach the interpretation of text strategically. They tend not to know of, or use, strategies that would help them visualize, make connections, reflect, infer, predict, question and summarize. Nor do they self-monitor and self-correct. There is an urgent need to teach these students how to approach text systematically and critically. Pressley (2006) argues that the goal of literacy teaching should be to develop fully self-regulated readers who are skilled and strategic in reading for meaning. He challenges the belief held by many teachers that students improve in comprehension ability if they simply do massive amounts of reading and answer comprehension tests. Pressley suggests that strategy training to enhance comprehension and study skills should be an essential part of any balanced approach to literacy teaching. There is much evidence to support such a view. Unfortunately, there is evidence that reading is not being taught as a thinking activity and many teachers do not spend much time (sometimes *no time*) instructing students in the use of comprehension strategies.³³

³³ Pressley, 2002, in Karen Tankersley, *Ibid.*, 35.

f. Weak verbal reasoning

The ability to understand text, and particularly to go beyond the words on the page in order to make relevant connections among facts and to critique the ideas, reflects the operation of verbal reasoning. To some extent, the ability to reason is determined by an individual's level of intelligence; but guided reading activities in which a teacher uses effective questioning to challenge students to think more deeply about the text they are reading are helpful in developing their ability to reason from the information given. Deliberately guiding students to make connections between new information in text and their existing bank of knowledge is beneficial.

g. Problems with processing information

In order to maintain the meaning of text as the sentences and paragraphs accumulate, a reader has to be able to keep relevant information within working memory and make necessary connections between ideas (Cohen-Mimran & Sapir, 2007; Savage et al., 2007; Swanson and Jerman, 2007).³⁴ Limited working memory is sometimes suggested as a causal factor in poor comprehension. It is known that individuals differ in their working-memory capacity, with some able to process and accommodate much more information than others. Working-memory capacity is significantly reduced if an individual is stressed or anxious, or is preoccupied and distracted by other issues. But it is also

³⁴ Cohen-Mimran & Sapir, 2007; Savage et al., 2007; Swanson, 2007, in Peter Westwood, *Op Cit.*, 37.

clear that slow word-by-word reading places unreasonable demands on working-memory span and makes it almost impossible to store information long enough for meaning to be maintained.

The implications for teaching are that slow readers should be encouraged to re-read material, several times if necessary, in order to process the information successfully. It is also necessary to reduce factors that may be causing a reader to be anxious or distracted and to ensure that the student is giving due attention to the task. Hall and Harding (2003) have identified attention (active engagement) and self-regulation as important influences on reading with understanding.³⁵

h. Problems in recalling information after reading

Recall is dependent partly upon factors such as vividness and relevance of the information in the text; but it is also dependent upon a student giving adequate attention to the reading task and knowing that it is important to remember details. Recall is strongest when readers connect new information in the text to their previous knowledge and experience, and when they rehearse key points from the text. The use of graphic organizers to summarize and consolidate key points before, during and after reading can also help to strengthen recall of information. Effective intervention for comprehension usually involves activities that help students allocate attention selectively to relevant aspects of the text so that it is easier to remember key information. It can also be noted in passing

³⁵ Hall, K., & Harding, A. (2003). A systematic review of effective literacy teaching in the 4 to 14 age range of mainstream schooling. In *Research Evidence in Education Library*. London: EPPI-Centre, Social Sciences Research Unit, University of London.

that there is some evidence to suggest that certain students with a learning disability have an abnormally slow rate of processing and retrieving information from long-term memory. In such cases, teachers need to give adequate time for the student to respond before assuming lack of knowledge.³⁶

B. Relevant Research

This research entitle the correlation between mastery in identifying simple past tense and reading comprehension of the second year students of MTs N Lipatkain of Kampar Kiri District of Kampar Regency. There are some past researches those are relevant on the writer's research. Here, the writer will give a glance of profile of those relevant researches. In this case, the writer presents little bit about those researches. Hardi Sapitri proposed the problem about students' ability in identifying simple past tense and perfect tense of the second year students of SMA N 1 Lingga³⁷. He formulate the problem about how students' ability in identifying simple past tense and perfect tense of the second year students of SMA N 1 Lingga. This research is categorized as fair. It is based on the recapitulation of the whole percentage (62,53%).

Besides, they are some others of researches with are similar to the writer's research. Elhafizah, research about "The Correlation between Learning SQ3R Method and Students' Interest in Understanding Reading

³⁶ Peter Westwood, *What Teachers Need to Know about Reading and Writing Difficulties* (Victoria: ACER Press, 2008), 37.

³⁷ Hardi Sapitri. *Students' Ability in Identifying Simple Past Tense and Perfect Tense of the Second Year Students of SMA N 1 Lingga*. (Pekanbaru: Unpublished.2008)

Text.” This is proved by the result of statistical analysis and the hypothesis testing that reads value of r observed, higher than r critic both at 5% and 1% significant level ($0.304 < 0.532 > 0.393$). It means that there is correlation between learning by SQ3R method and students’ interest in understanding reading text.

C. The Operational Concept

To clarify theory in this research, the operational concept is used to avoid misunderstanding and misinterpretation. So, it is defined in a clear statement in accordance with its research objectives. It can be seen in two parts indicator:

1. Variable X (Mastery in Identifying Simple Past Tense):
 - a. The students are able to identify setting of time in orientation of narrative paragraph.
 - b. The students are able to identify setting of place in orientation of narrative paragraph.
 - c. The students are able to identify the character in orientation of narrative paragraph.
 - d. The students are able to identify the event/problem of the story of narrative paragraph.
 - e. The students are able to identify the ending of the story of narrative paragraph.
2. Variable Y (Reading comprehension):
 - a. The students are able to determine the main idea of paragraph.

- b. The students are able to find the factual information.
- c. The students are able to identify the supporting idea in paragraph
- d. The students can determine the topic of the material.

D. Assumption and Hypothesis

1. Assumption

Before formulating the hypothesis as temporary answer to the problem the writer would like to present assumption is the identifying simple past tense mastery can influence students' reading comprehension.

2. Hypothesis

Ha: There is a significant correlation between students' mastery in identifying simple past tense of Narrative paragraph and reading comprehension.

Ho: There is no significant correlation between students' mastery in identifying simple past tense of narrative paragraph and reading comprehension