CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Reading

a. The Definition of Reading

Reading is an activity that needs process and purpose to get some information from the text. And reading is not only the process in which the readers read the words, phrase, sentences or the text loudly or silently but also the readers must know the purpose when they are reading the text. So, the readers should set their reading purposes before they are going to read, whether it is to get the information, to learn something, to enhance the knowledge or to get some pleasure.

Dron and Carla Soffos stated that reading is a complex process involving a network of cognitive actions that work together to construct meaning.[1] Kalayo Hasibuan states that reading is an interactive process that goes on between the reader and the text, resulting comprehension.[2] It means that reading emphasizes the process to encode the writer's message into their own comprehending, so the students should be able to comprehend the text while reading activities, because reading is a process to get information, to understand, to catch the content of reading and to comprehend or make meaning from written text.

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[1] Linda J. Dron and Carla Soffos, *Teaching for Deep Comprehension: A Reading Workshop Approach*, Portland, Maine: Stenhouse Publishers, 2005, p. 6
[2] Kalayo Hasibuan and Muhammad Fauzan, *Teaching English as a Foreign Language (TEFL),* Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 114-115

In addition, Alyousef stated reading is an interactive process between a reader and a text which leads automaticity or reading fluency.[3] In this process, the reader interacts dynamically with the text, tries to elicit meaning, linguistic or systematic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).[4]

Mentioned by Graves, there are three concepts that extend the reading process and that underlie the instructional procedures that will be present throughout the text. The reader knows about what will be doing in reading activities, so the reader is able to comprehend a text well. There are three concepts that can be described as follows:[5]

1) The Interactive Model of Reading

The interactive model of reading, reminds us that both the reader and the text play important roles in reading. Interactive model of reading can perhaps be best understood with "*bottom-up*" and "*top-down*" models:

a) *Bottom –up models*

Bottom-up assume that the text is singularly important and that the reader processes text by first recognizing lower-level units and then repeatedly synthesizing lower-level units into more

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[3] Hesham Suleiman Alyousef, *Teaching Reading Comprehension to ESL/EFL Learners,* the *Reading Matrix Journal vol.5*, *No.2, September 2005,* Retrieved on 24 May, 2012, http//www.google.com, p. 143

[4] *Ibid*

[5] Michael F. Graves, et. al., *Teaching Reading in the 21st Century Second ed*, United States of America: A Pearson Education Company, 2001, p.13-18

complex units. In this view, the reader might first perceive letters, then synthesize several letters to form words, then synthesize several words to form a phrase, and so on. Processing operates in a single direction-from the text to the reader.

b) Top- down models

Top-down assume that the reader is singularly important and processes text by first hypothesizing about the content of the text and then selectively sampling the text to confirm or refute her hypothesis. In this view, the reading process begins with the highest-level unit possible- meaning in the mind of the reader and deals with lower-level units, example, that words only to limited extent.

2) Automaticity

The concept of automaticity is both crucial and straightforward. Automaticity as one that we can perform instantly and with very little attention. Readers need to perform two processes automatically: to recognize words automatically and they need to assign meanings to words automatically. To become automatic in reading, students need to a lot of reading in materials they find relatively easy, understandable, interesting, and enjoyable: and they need to that reading in situations that are no taxing, that is, in situations in which they can read for enjoyment and not be face with difficult questions or on the requirements based on the reading.

3) Metacognition

Metacogition refers to one's knowledge concerning one's own cognitive processes and products or anything related to them. With respect to reading, metacognition refers to the reader's awareness of her comprehension of a text as reading it and to reader's regulation of the processes that lead to comprehension.

In brief, there is an interactive process between the reader and the text that interacts dynamically and automatically to construct the meaning.

b. The Types of Reading

According to Grellet, there are four types of reading as follows:[6]

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

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

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

4) 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 between the reader and the text. The reader will use knowledge, skills, and strategies to determine what the text is about, it is to comprehend the printed word or message from the text.

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[6] Frangoise Grellet, *Developing Reading Skills*, Cambridge: Cambridge University Perss, 1986, p. 4

c. **The Process of Reading**

Patel and Jain mention that the process of reading may be broadly classified into three stages:[7]

1) Recognition stage

At this stage the learner simply the recognizes the graphic counterparts of the phonological items. For example, he recognizes the spoken words in its written form. Difficulty at this stage depends upon the differences between the spelling conventions of two languages.

2) Structuring stage

The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

3) Interpretation stage

This is the highest level in process of reading. The learner comprehends the significance of a word, a phrase or sentence in the overall context of the discard. It is the stage at which person really reads for information or for pleasure.

2. **The Concept of Comprehension**

Comprehension is an active process of constructing meaning, comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text. Comprehension skill must be taught and practiced by assessing and connecting with students' background knowledge, pre teaching of new vocabulary, clarification of key

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[7] Dr. M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools,Techniques),* Jaipur: Sunrise Publisher and Distributors,2008, p.114-116

concepts, linking to prior knowledge and personal relevance, instruction in strategies, teacher's guidance and students' centered discussion about the content, previewing, predicting, summarizing, selecting main ideas, self-monitoring, and teacher feedback for understanding.[8]

The Comprehension skill is the center of reading and comprehension requires making meaning from words when listening, speaking, reading, and writing. Good readers have a purpose of reading and use their experiences and background knowledge to make sense of the text. Making connections is the key to comprehension. Comprehension entails three elements:[9]

a) **The reader** who is doing the comprehending

To comprehend, a reader must have a wide range of ability capacity. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

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[8] Judy Willis, M.D, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension,* United States of America: ASCD (Association for Supervision and Curriculum Development, 2008, p. 128

[9] Catherine Snow, *Reading for Understanding: toward a Research and Development Program in Reading Comprehension,* Airlington: Rand Education, 2002, p.11-16

Fluency can be conceptualized as both an antecedent and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. However, some components of fluency-quick and efficient recognition of words and at least some aspects of syntactic parsing-appear to be prerequisites for comprehension.

As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase as a function of the additional practice in reading. Motivational factors, such as self concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience.

Another important source of changes in knowledge and capacities is the instruction that a reader receives. Appropriate instruction will foster reading comprehension, which is defined in two ways; the comprehension of the text under current consideration and comprehension capacities more generally.

Although teachers may focus their content area instruction on helping students understand the material, an important concurrent goal is helping students learn how to become self-regulated, active readers who

have a variety of strategies to help them comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts, and they give students the instruction they need to meet both short-term and long-term comprehension goals.

b) *The activity* in which comprehension is a part.

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is "read a paragraph in order to write a summary, "the compliant student will accept that purpose and engage in reading operations designed to address it. If the reader does not fully accept the mandated purpose, internally generated purposes may conflict with the externally mandated purpose. Such conflicts may lead to incomplete comprehension. For

example, if students fail to see the relevance of an assignment, they may not read purposively, thus compromising their comprehension of the text.

During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time). Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the *knowledge* a reader has.

c) ***The text*** that is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers

the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur. Further, various activities are better suited to some texts than to others.

The challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex texts. Schools can no longer track students so that only those with highly developed reading skills take the more reading-intensive courses. All students now need to read high-level texts with comprehension to pass highs takes exams and to make them employable.

3. The Concept of Reading Comprehension

Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. Snow stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement language.[10] Vaughn and Thompson mention that reading comprehension includes the following:

a. Applying one's knowledge and experiences to the text

b. Setting goals for reading, and ensuring that they are aligned with the text

c. Using strategies and skills to construct meaning during and after reading

d. Adapting strategies that match the reader's text and goals

e. Recognizing the author's purpose

f. Distinguishing between facts and opinions, and

g. Drawing logical conclusions.[11]

According to Dorn and Soffos, Reading comprehension is considered to occur at two levels of thinking and how each can shape our comprehension:[12]

a. *Surface level*

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

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[10] Catherine Snow, *Op. Cit.*, p.11
[11] Sharon Vaughn, and Sylvia Linan Thompson, *Research-Based Methods of Reading Comprehension,* United States America: ASCD Corporation, 2004, p.98-99
[12] Linda J. Dron and Carla Soffos, *Op. Cit.*, p. 14

the text. This retrieval process involves short-term memory; thus, this level of understanding directly relates to the recency of the reading. The desire to think beyond the surface level requires motivation. A reader might possess the strategies to think deeper, yet lack the interest to do so. A steady diet of surface-level reading will inhibit the mind's potential for growth in knowledge.

b. Deep level

The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking. The text becomes reconstructed or tailored in the reader's mind to accommodate the reader's background experience and personal goals. Deep comprehension is the result of the mind's analyzing and synthesizing multiple sources of information, thus lifting a reader's comprehension to new levels of meaning. Discussing a book with others has a significant influence on one's depth of comprehension.

Based on the explanation above, the writer concludes the surface level as the basic process that involves readers' memory and experiences to determine the writers' ideas and the reader can take information or ideas from what has been read to develop new ideas as the process of deep level.

In evaluating the students' reading comprehension, Hughes mentions some components, they are: [13]

a) Skimming, the students can:

1. Obtain main ideas and discourse topic quickly and efficiently

2. Establish quickly the structure of a text

3. Decide the relevance or part of a text

b) Scanning, the students can quickly find and make inference:

1. Identify pronominal reference

2. Outline logical organization of a text

3. Infer the meaning of unknown word from context.

The reading activity will be successful if the students have mastered all of the components and able to read a lot by fulfilling the components of reading, because it helps the students to comprehend the text well.

4. Teaching Reading Comprehension

The success of teaching can be decided by the way of presenting the material whether the language is acceptable and easy to be understood by the students or not. The aim of teaching reading is to develop the student's ability to understand English text effectively and efficiently. According to Harmer, There are six principles in teaching reading:[14]

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[13] Arthur Hughes, *Testing for Language Teacher: Second Edition*, Cambridge: Cambridge University Press, 2003, p. 138-139

[14] Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching,* England: Longman, 1998, p. 70

a. Reading is not a passive skill

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

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

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

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

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

d. Prediction is a major factor of reading

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

e. Match the task to the topic

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

f. Good teachers exploit reading texts to the full.

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

And according to Murcia there are ten key implications for teaching reading, in here, teachers can help the students become better readers by doing the following:[15]

a) Helping the students build a large recognition vocabulary

b) Providing explicit language instruction to help students build a reasonable foundation in the second language

c) Addressing the range of skills needed for successful comprehension

d) Introducing students to discourse-organizing principles through the use of graphic representations and other practices

e) Giving the students many opportunities to read so that they develop reading fluency and automaticity

f) Making extensive reading and broad exposure to second language texts a routine practice, in and out of class

g) Motivating students to read

h) Integrating reading and writing instruction.

i) Developing effective content-based instruction for authentic integrated-skills tasks.

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[15] Marianne Celce Murcia, *Teaching English as a Second or Foreign Language Language, third ed*, Boston: Heinle And Heinle, 2001, p. 188

Furthermore, there are some activities utilized to facilitate reader to comprehend the material while reading activities. According to Graves in Misbah Munte, teaching reading has three activities, "*pre-reading, and during- reading, and post-reading activities*". They are as follows:[16]

1) **Pre-reading activities**

Pre- reading activities get students ready both cognitively and efficiently to read selection. Taking time to prepare students before they read can pay big dividends in terms of their understanding what they read and finding reading an enjoyable experience. Obviously, pre-reading activities take place prior to reading a selection.

2) **During- reading activities**

During-activities include both things that students do themselves as they are reading and things done are to assist their activities that facilitate or enhance the actual reading activities.

3) **Post- reading activities**

Post-reading activities encourage students to do something with the material they have read, and sometimes to transform their thinking into actions.

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[16] Misbah Munte, *The Influence Of Reciprocal Teaching Approach On Students' Motivation In Reading Text At The Second Year Of Islamic Senior High School Dar El Hikmah Boarding School Pekanbaru.* (Unpublished 2012), p. 25.

5. Narrative Text

There are various kinds of the text learned by the students. One of them is narrative text. And there are many types of narrative like, fables, myths, legends, fairy tales, folk tales, biography and etc.

1) Definition of narrative

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and to entertain the readers. Narrative is a fundamental tool in the construction of inter subjectivity, the ability to recognize mental states in ourselves, and through imagination and projection to recognize the potential reciprocity of mental states in others their beliefs, intentions, desires and the like – and it is this (and not simply the existence of language) that makes us distinctive as human beings.[17]

2) The generic structure of a narrative text

a. Orientation is introducing the participants and informing the time and the place.

b. Complication is describing the rising crises which the participants have to do with.

c. Resolution is showing the way of participant to solve the crises, better or worse.

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[17] Colin Harrison, *Understanding Reading Development*, London, Thousand Oaks, New Delhi: SAGE Publications, 2004, p. 4

3) Language features of narrative text

   a. Focus on specific participants

   b. Using processes verbs

   c. Using temporal conjunction

   d. Using simple Past Tense[18]

6. The concepts of Narrative Comprehension Cards Strategy

a. Definition of Narrative Comprehension Cards Strategy

A narrative comprehension cards is a strategy to ask the students some questions, before, during or after reading passages of text, Students use color coded (green-used before reading, yellow-during reading, and red after reading) comprehension cards that contain comprehension questions such as " what does the title tell me about the story?" and "Who were the characters in the story?". [19]In addition, Moreillon states that by asking and answering questions before, during and after reading helps the reader establish, developed and maintain an internal conversation while engaging with the text.[20]

In here, the teachers ask the students to look back to find answers of questions that they cannot answer after one reading. Teachers ask students to analyze questions with respect to whether the question is tapping literal information covered in the text, information

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[18] Nofri Anten, M.Pd, *Discussion Materials of Genre for Senior High School Students*, Solok, 2010, p. 14

[19] *Comprehension instructional menu*, Reading First, Kentucky Department of Education, p.11

[20] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension; Maximizing Your Impact*, United States of America: American Library Association, 2007, p. 59

that can be inferred by combining information in the reader's prior knowledge base.

So, the writer concludes that students will learn how to use narrative comprehension cards while reading text and learn how to find answers of questions, it can help the reader to comprehend the text while reading activities. There are some activities in the procedures to use this strategy, they are:[21]

b. Procedures of Using Narrative Comprehension Cards Strategy

The procedures of narrative comprehension cards are as follows:

1. Teacher gives a copy of the narrative text, narrative comprehension cards, and pocket chart to each student.

2. Teacher introduces the narrative comprehension cards, and then places them in the pocket chart. Explain that the cards are color coded to help students know when to use them: Green cards are used before reading, yellow cards are used during reading, and red cards are used after reading.

3. Teacher points to the first card, read it aloud, and models how to answer the question. Example: "What does the title tell me about this story? The title tells me that this story is about a pony."

4. Teacher continues the same procedure for each card.

5. Teacher provides opportunities for guided practice. Example:

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[21] Sharon Vaughn, and Sylvia Linan Thompson, *Research-Based Methods of Reading Comprehension,* United States America: ASCD corporation, 2004, p.117-120

a. Give a copy of the text to each student.

b. Place the narrative comprehension cards on the left side of the pocket chart in the correct order.

c. Before reading, read the first green card question aloud (card 1).

d. Have several students answer the question. Move card 1 to the right side of the pocket chart to indicate that the question has been answered.

e. Repeat the same procedure for all the green cards.

f. Have students take turns reading the text aloud.

g. During reading, stop periodically. Ask several students to answer the first yellow question card (card 4).

h. Move card 4 to the right side of the pocket chart after it is answered.

i. Repeat the same procedure for all of the yellow cards.

j. After reading, ask the first red card question (card 11).

k. Move card 11 to the right side of the pocket chart after it is answered.

l. Repeat the same procedure for all the red cards.

6. Teacher provides opportunities for students to independently practice the strategy. Example:

a. Give a copy of another narrative text and one set of narrative cards to each student.

b. Remind students to answer the green cards before reading, the yellow cards during reading, and the red cards after reading.

c. Pair students and have them take turns reading aloud.

d. Before, during, and after reading, have each pair answer the questions on the cards.

e. Monitor students to ensure they take turns reading and correctly answer the questions on the cards.

f. As a whole group, discuss how the cards helped students understand what they read.

c. The Advantages of Narrative Comprehension Cards Strategy

There are some advantages of narrative comprehension cards strategy, they are:

1. Helps the students to understand the text by using some questions from the cards

2. Provides opportunities for the students to independently practice

3. Provides a purpose and process while reading activity

4. Facilitates understanding of difficult and challenging text

5. Encourages collaboration

In conclusion, it is clearly stated that narrative comprehension cards makes the students learn how to get the information before, during and after reading the text by using cards and the students are able to answer some questions from the card.

B. Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. Besides that, the writer has to analyze what the point that was focused on, informs the design, finding, and conclusion of the previous researcher.[22] It aims at avoiding plagiarism in the design and finding of previous researcher. There are several relevant researches of this research especially in reading skill:

1. A research that was conducted by Lismaya Rani , the title is *An Application of Narrative Comprehension Cards (Ncc) Strategy to Improve Reading Comprehension at State Senior High School 1 Pangkalan kerinci"* [23]

In her research, she used test as an instrument to collect the data and she analyzed the students' reading comprehension before and after using narrative comprehension cards. She found that the post-test score was more increased 60.11 % than pre-test score. It means that there is a significant effect of using narrative comprehension cards (Ncc) strategy to improve reading comprehension.

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[22] M. Syafi'i S, *From Paragraph to a Research Report: A Writing of English for Academic Purpose,* Pekanbaru: Lembaga Bimbingan Syaf Intensive (LSBI), 2007, p.122

[23] Lismaya Rani , "An Application of Narrative Comprehension Cards (Ncc) Strategy to Improve Reading Comprehension at State Senior High School 1 Pangkalan Kerinci" Pekanbaru: University of Riau, 2011.

2. A research that was conducted by Meri Gusti Ayu , the title is *The Effect of Using Questioning the Author (QtA) Approach toward Students' Ability in Reading Comprehension at Junior High School 1 Tambang." [24]*

   In her research finding, she used two classes as sample which consisted of 50 students, the result t_0 = 12.000 was higher than T-table, It means that H_a was accepted and H_o was rejected. So, it can be concluded that there was a significant effect on Students' Reading Comprehension taught by using Questioning the Author (QtA) Approach.

   While in this research, the writer found the second hypothesis was accepted because t_0 was higher than T-table in either at 5% or 1% level of significance. It can be read that 2.00 < 4.671 > 2.65, it means that there is significant effect of using Narrative Comprehension Cards strategy toward reading comprehension on narrative text of the second grade at SMAN 2 Bagan Sinembah Rohil Regency.

C. Operational Concept

   Operational concept is the concept used to give an explanation and limitation about theoretical framework in order to avoid misunderstanding in this research. Syafi'i explains about operational concepts derived from related theoretical framework on all of the variables.[25]

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[24] Meri Gusti Ayu , "The Effect of Using Questioning the Author (QtA) Approach toward Students' Ability in Reading Comprehension at Junior High School 1 Tambang", Pekanbaru: Stated Islamic University of Sultan Syarif Kasim Riau, 2012.
[25] M. Syafi'i S, *Op. Cit.*

There are two variables in this research, variable X or independent variable is the use of Narrative Comprehension Cards Strategy. And variable Y or dependent variable is reading comprehension.

a. The indicators of Narrative Comprehension Cards strategy are:

1. The teacher gives a copy of the narrative text to each student.

2. The teacher introduces the narrative comprehension cards, and then places them in the pocket chart. Explain that the cards are color-coded to help students know when to use cards. Green cards are used before reading, yellow cards are used during reading, and red cards are used after reading.

3. The teacher points to the first card, reads it aloud, and models how to answer the questions.

4. The teacher continues the same procedure for each card to make students understand more.

5. The teacher provides opportunities for each student to guided practice.

6. The teacher provides opportunities for students to independently practice the strategy.[26]

b. The indicators for students' Reading Comprehension are:[27]

1. Students are able to identify main idea in narrative text

2. Students are able to identify supporting details of narrative text

3. Students are able to identify generic structure of narrative text

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[26] Sharon Vaughn, and Thompson Sylvia Linan, *Op,Cit.,* p.118

[27] State Senior High School 2 Bagan Sinembah , *School Based Curriculum Syllabus of English*, Unpublished 2013 and Arthur Hughes, *Testing for Language Teacher*: *2nd Edition*, Cambridge: Cambridge University, 2003, p. 139

4. Students are able to identify pronominal references in narrative text

5. Students are able to infer the meaning of unknown word from context.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that:

a. Teaching reading by using Narrative Comprehension Cards Strategy could influence students'reading comprehension on narrative text.

b. Students'reading comprehension on narrative text increased by using Narrative Comprehension Cards Strategy.

2. Hypothesis

c. Alternative Hypothesis (H_a): There is a significant effect of using Narrative Comprehension Cards strategy toward reading comprehension on narrative text of the second grade at SMAN 2 Bagan Sinembah Rohil Regency.

d. Null Hypothesis (H_o): There is no significant effect of using Narrative Comprehension Cards strategy toward reading comprehension on narrative text of the second grade at SMAN 2 Bagan Sinembah Rohil Regency.