

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading

a. The Nature of Reading

Reading includes one of the language skills that should be mastered by students, it is a basic tool in daily life that makes readers successful. According to Josseph Bennette, reading is a visual process - vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought.¹ Reading is the natural passage of ideas and concepts from one person to another (mind-to-mind communication). The intuitive process allows reader to contact the author mind-to-mind. Because each of us has an intuitive nature and each of reader has an imagination, reading is simply connecting one person's intuition to another's².

Ellen McEntyre et al said that reading is comprehending. If student can read the words of a text, but do not understand what they are reading, they are not really reading. How much and how easily readers

¹Josseph Bennette. *A Course in Light Speed Reading A Return to Natural Intuitive Reading*. Electronic Book.p.23.

²Ibid.

comprehend depends on variables within and outside them.³ In reading process the reader should focus and full concentrate to get the meaning from the sources of reading. Without reading skill we can get difficulties to find the information from the object.

Although the purpose of reading is to comprehend text, teachers should also appreciate the relationships among reading components in order to teach all components well—in connection to one another and with the emphasis needed a teach stage of development.⁴The teacher not only focuses on one component but also another component. Teacher should master all of the aspects in reading and be able to connect them as well as applying it in teaching reading to make learning process become well.

Reading is a complex, multifaceted pursuit requiring the continuous deployment and integration of multiple operations. Reading is a constellation of interfaced capabilities, ranging from mechanical mappings to more sophisticated conceptual manipulations, such as reasoning and inferencing⁵. Reading is the ability to collect the communication which starts from the simple one into the complex one. Reading is not different from any other kind of thought, except that with reading, thought is engendered by a written text. Reading might be

³Ellen McEntyre, Nancy Hulan & Vicky Layne. *Reading Instruction for Diverse Classrooms*. (New York: A Division of Guilford Publications. 2011)p.113.

⁴AFT Teachers. *Teaching Reading is a Rocket Science*. (Washington: NICHD.1999.)p.18.

⁵John S Hedgcock & Dana R Ferris. *Teaching Readers of English Students, Texts, and Contexts*. (New York: Routledge. 2009.)p.15.

defined as thought stimulated and directed by written language.⁶ Thus, reading is process of understanding the meaning from the written text.

Reading is the foundation for most academic pursuits, a fact that explains the focus on early literacy in the nation's effort to meet the needs of low-performing students.⁷ In other words, reading is the first step to learn about something. The reader will get new information about something by reading it first. Especially for low performing students, through reading they can give an understanding of subject comprehensively.

Reading is developing and instructional action that can be taken in response.⁸ The goal of reading is comprehension⁹. The purpose for reading also determines the appropriate approach to reading comprehension¹⁰.

b. Types (genres) of Reading

There are several types of reading¹¹. They are :

- 1) Academic reading like general interest articles, technical reports, professional journal articles, reference material, text book, theses, essays, paper, etc.
- 2) Job-related reading such as messages, letters, email, reports, etc

⁶Ibid.

⁷David R. Snow. *Classroom Strategies for Helping At-Risk Students*. (Alexandria: ASCD.2005.)p.24.

⁸Alison L Bailey, Margaret Heritage. *Formative Assessment for Literacy, Building Reading and Academic Language Skills Across the Curriculum*. (California: Corwin Press.2008.)p.49.

⁹David Nunan. Op.Cit.p.68.

¹⁰KalayoHasibuan and FauzanAnshari.Op. cit.p.114

¹¹Douglas Brown. *Language Assessment Principles and Classroom Practices*. (California: Longman.2003),p.186-187.

- 3) Personal reading such as news paper and magazines, invitation, notes, lists, etc.

c. Microskills, Macroskills, and Strategies for Reading

According to Nunan, the micro- and macroskills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension¹².

1) Microskills

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement), patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

¹² Ibid

2) Macroskills

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative function of written texts, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

3) Some Principal Strategies for Reading Comprehension

- a) Identify your purpose in reading a text.
- b) Apply spelling rules and conventions for bottom-up decoding.
- c) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- d) Guess at meaning (of words, idioms, etc.) when you aren't certain.

- e) Skim the text for the gist and for main ideas.
- f) Scan the text for specific information (names, dates, key words).
- g) Use silent reading techniques for rapid processing.
- h) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- i) Distinguish between literal and implied meanings.
- j) Capitalize on discourse markers to process relationships.

d. The Nature of Reading Comprehension

Reading can not be separated from comprehension because the purpose of reading activity is to comprehend what has been read. Reading comprehension is the ability to understand a written passage of text. It is defined as the level of understanding of a text or message. Reading comprehension is essentially the ability to understand what has been read by readers. According to Celce-Murcia, reading is taking general comprehension as the example requires that the reader draws information from a text and combines it with information and expectations that a reader already has¹³. According to Grabe in Celce-Murcia, there are six general component skills and knowledge areas of complex reading process. They are:¹⁴

- 1) Automatic recognition skill: a virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification.

¹³ Marianne Celce-Murcia, *Teaching English As A Second Language And Foreign Language* (New York: Heinle, 2001), p. 154.

¹⁴ *ibid.*

- 2) Vocabulary and structural knowledge: a second understanding of language structure and large recognition vocabulary.
- 3) Formal discourse structure knowledge: an understanding of how texts are recognized and how information is put together into various genres of text.
- 4) Content or world background knowledge, prior knowledge of text, related information and a shared understanding of the cultural information involved in text.
- 5) Synthesis and evaluation skill or strategies: the ability to read and to compare the information from multiple sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose.
- 6) Metacognitive knowledge and skill monitoring: an awareness of one's mental process and the ability to reflect on what one is doing and the strategies one is employing while reading.

According to Janette, 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 type)¹⁵. Reading comprehension means product of understanding the text in order to get information and the meaning of the

¹⁵Janette K. Klingener, et al. *Teaching Reading Comprehension to Students With Learning Difficulties*. (New York: The Guilford Press.2007).p.8.

text. Students comprehend reading text, it means that they are able to find the information and meaning of the text.

Hasibuan et al, reading is an activity with a purpose. A person may read in order to gain the information, enjoyment, knowledge of the language being read, and the purpose for reading also determines appropriate approach to reading comprehension. In addition, Hasibuan stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension¹⁶. In reading, comprehension is the process of deriving meaning from the written text to our mind.

According to Catherine, reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements, like¹⁷:

1) The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g. attention, memory, critical analytic ability, etc), and motivation (a purpose for reading, self-efficacy as a reader, etc), and various types of knowledge (vocabulary, domain and topic knowledge of specific comprehension strategies, etc).

¹⁶Kalayo Hasibuan and Fauzan Anshari. Op. cit.p.115

¹⁷Catherine Snow and Chair. *Reading for Understanding : toward a Research and Development Program in Reading Comprehension*. (Santa Monica: RAN Reading Study Group. 2002.)p. 11.

2) 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. Text 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 is engaged.

3) The activity in which comprehension is a part

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 the performing the activity.

e. Reading Comprehension in Narrative Text

There are various kinds of text learned by students. One of them is narrative text. According to Syafi'i, narrative is story telling whether tells a true story or fiction. A narrative text gives an account of one or more experience. It tells a story to make point or explain an idea or event¹⁸. According to Nurzaida, narrative is mainly used to entertain in past tense. However, present tense can also be used within dialogues.¹⁹ Narrative text structure is usually the first structure that children are exposed to, and not surprisingly they are often more familiar with it than with order structures. Narratives are generally a sequence of events involving characters, actions, goals, and emotions.

¹⁸M. Syafi'i S. *The Effective Paragraph Development: The Process of Writing for Classroom Setting*, (Pekanbaru: LBSI.2007)P. 53.

¹⁹ NurZaida, *Practice your English Competence for SMP/MTS Class VIII*, (Jakarta: Erlangga, 2009), p 81-82.

Skilled readers typically understand this series of events and expect the story to unfold in a certain way. This leads them to ask relevant questions about the story they are reading while they are reading it. Less skilled readers often lack mastery of this schema and must be taught how text is structured and what relevant questions would be.²⁰

Narrative text has several kinds. They are:²¹

1) Legend

A legend is a narrative of human actions that is perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The examples of legend in narrative text is Sangkuriang, Malin Kundang, The legend of Tangkuban Perahu and The story of Toba Lake.

2) Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. The examples of fable in narrative text are Mousedeer and crocodile, The Ants and the Grasshopper, The smartest parrot and the story of monkey and crocodile.

²⁰ Robert Reid and Torri Ortiz Lienemann, *Strategy Instruction for Students With Learning Disabilities* (New York: The Guilford Press, 2006) p.151.

²¹English Direction, "Kinds of Narrative," Entry posted on March 01, 2011, <http://www.englishdirection.com/2011/03/kinds-of-narrative.html> (Retrieved on 02 June 2013).

3) Fairy tale

Fairy tale is an English language term for a type of short narrative corresponding to the French phrase "conte de fée". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The examples of fairy tale in narrative text are Cinderella, Snow white, Pinocchio, Beauty and the beast and The story of Rapunzel

4) Science fiction

Science fiction is a fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world. Some examples of science fiction are To the Moon from the Earth by Jules Verne, Starship Trooper by Robert Heinlein and A Space Odyssey by Arthur C. Clarke.

f. Students' Reading Comprehension in Narrative Text

Students him/herself is the reader. The reader actively interacts with the text. Thus, the students' as the reader will absolutely interact with the text. While interacting with the text, the reader commonly uses some reading comprehension strategies. Active readers apply some reading comprehension strategies to comprehend the text including

narrative text. Brown maintained some principle strategies for reading comprehension as follow²²:

- 1) Identify the purpose in reading a text
- 2) Apply spelling rules and conventions from bottom up decoding
- 3) Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning
- 4) Guess at meaning (of words, idiom,etc) when the reader is not certain.
- 5) Skim the text for gist and for main ideas.
- 6) Scan the text for specific information (names, dates, key words).
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes, outlines, or semantic maps for understanding and retain the information.
- 9) Distinguish between literal and implied meaning.
- 10) Capitalize on discourse markers to process relationship

In the learning process, the role of teacher in teaching reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step to implement those strategies by the teacher will help the students easily comprehend narrative text. Teaching narrative text will become easy if teacher teaches the students to apply the reading comprehension strategies.

²²H. Douglas Brown .Op.Cit. P. 188-189

g. The Factors Influencing Students' Reading Comprehension in Narrative Text

There are some factors that influence students' reading comprehension in narrative text. According to Westwood, there are five factors in students' reading comprehension, such as:²³

- 1) Limited vocabulary knowledge
- 2) Lack of fluency
- 3) Lack of familiarity with the subject matter
- 4) Difficulty level of the text
- 5) Problems with processing information

In additional, Purwanto said that there are two big factors that influence students in learning process, they are as follows:²⁴

- 1) Internal factor which includes psychological aspects, such as interesting, motivation, attitude and talent.
- 2) External factor which includes environmental factors (natural and social factors) and instrumental factors (curriculum, teacher, facility, management, and administration).

Based on explanation above, the researcher concludes, there are some factors that influence students' reading comprehension, they are:

- 1) Internal Factors
 - a) Students' Motivation

²³Peter West wood . *What Teacher Need to Know about Reading and Writing Difficulties*. (Victoria: Acer Press)P. 33-37.

²⁴Ngalim Purwanto. *Psikologi Pendidikan*. (Bandung: Rosdakarya, 2004), p. 107.

According to Donal in Seri Wahyuni, motivation is changing energy from someone that marks with feeling started by responding the objectives.²⁵

b) Students' Interesting

Interesting is to attract your attention and make you feel interested²⁶.

c) Students' Talent

Talent is a basic factor that influences students' successful in learning.

d) Students' Attitude.

According to Grave in Seri Wahyuni, attitude and motivation are crucial determinant of learning.

e) Personal Experience

Narrative text is one of kind of texts that retells a story of event or experience in the past.

2) External Factors

a) Teacher's Role

Teacher has a role in influencing students' reading comprehension in narrative text. In teaching and learning process, the teacher should plan what strategy, technique or method and material will be used.

²⁵Seri Wahyuni, The Use of Experience Generalization Reinforcement Application (EGRA) Technique Toward recount Text Writing Ability at the Second Year Students of State Senior High School. (Pekanbaru: Unpublished, 2012), p. 20.

²⁶*Oxford: Learner's Pocket Dictionary, Op. Cit.*, p. 233.

b) Curriculum.

Curriculum is an external factor that influences students' reading comprehension in narrative text. Curriculum is consisting of standard competence for students.

According to King and Stanly in Kasnila, reading and vocabulary sections are approaches focusing our attention on important technique²⁷. But in this research, the researcher only discusses five components which are appropriate with the junnior high school curriculum as follows:

- 1) Finding factual information. It requires readers to scan the specific details. Nunan says that while reading, the readers must be able to recognize the detail information such as person, places, events, and time. The detail information questions are generally prepared to focus on wh-questions for obtaining information²⁸.
- 2) Identifying main idea. The main idea is what the author wants you to know about the topic. Efficient readers understand not only the ideas, but also the relative significances as expressed by the writer. It is selected in beginning, middle, and at the end of paragraph. Sometimes, the main idea is not stated clearly²⁹.
- 3) Locating the meaning and vocabulary in context. It means that the reader could develop his guessing ability to the word which is not familiar by

²⁷Kasnila. The Effect of the Teacher Modeling and Guided Repeated Reading (TMgRR) on Reading Comprehension of the Second Year at SMAN 01 KubuRokanHilir (Unpublished, 2009) p.14-15.

²⁸David Nunan. *Language Teaching Methodology: A Text Boook for Teachers*. (New Jersey: Prentice Hall, 1991) p.78.

²⁹Kathleen T. McWorther. *Guide to College Reading*. (Boston: Little, Brown Company, 1986) p. 76.

relating the close meaning of unfamiliar words to the information and the topic of the paragraph.

- 4) Identifying references. In order to avoid repeated words or phrases, the authors use reference words. Nuttal said that recognizing reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passage³⁰.
- 5) Making inference from reading text. Inference is a skill where the reader has to be able to read between the lines. Inference requires actively interacting with the words in a sentence and among sentence³¹.

h. Approach, Method, Technique, and Strategy

There are four things that the teacher should do to make good decisions concerning the choice of an approach, method, technique, and strategy.³²

1) Approach

Celce said that approach to language teaching refers to something that reflects a certain model or research paradigm. In short, approach is like a collection of theory, there is no procedure and it is still general.

³⁰Christen Nuttal. *Teaching Reading Skills in a Foreign Language*.(London: Heineman Educational Book, 1982) p. 90.

³¹Kristin Lems, Leah D. Miller and Tenena M Soro, *Teaching Reading to English Language Learners*,(New York : The Guilford Press, 2012) p. 177.

³²Marriane Celce, *Teaching English as foreign Language 3rd Ed.*,(London: Thomson Learning, Inc, 2001), p.9 & 90.

2) Method

Method is an overall plan for systematic presentation of language based on a selected approach. It followed that techniques were specific classroom activities consistent with a method, and therefore in harmony with an approach as well.³³ Then, method can be considered as a way of learning that must be taken to realize the teachers in a real and practical activities in the classroom to achieve learning objectives. Anthony in Murcia explained that method is a set of procedures or a generalized set of classroom specifications for accomplishing linguistics objective.³⁴ In short, method is about theory and also the procedures of theory.

3) Technique

Technique is a classroom device or activity and thus represents the narrowest among the three (approach, method and technique)³⁵. On the other hand, techniques are specific activities manifested in classroom that are consistent with a method and thus are in harmony with an approach as well. It includes a wide variety of exercises, activities or tasks used in a language classroom. So, a technique is a very specific type of learning activity used in one or more methods.

³³Jack C. Richards, Willy A. Renandya. *Methodology in Language Teaching*. (New York: Cambridge University Press. 2002) p. 9.

³⁴Marianne Celce-Murcia. *Teaching English As a Second or Foreign Language (Third edition)*, (Boston: Heinle&Heinle-Thomson Learning, 2001)p.5.

³⁵*Ibid*

4) Strategy

Strategy is under the learner's conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension.³⁶ Thus strategy is about students perform a few steps in learning process.

2. Professor Know It All Strategy

a. The Nature of Professor Know It All Strategy

There are many strategies in teaching reading comprehension. One of them is Professor Know It All strategy. This strategy helps students comprehend the text easily. The best ones are those that position students as “experts” on topics to inform their peers and be challenged and held accountable by them³⁷. This strategy is fun for students because it gives them a chance to be the “expert” on some aspects of the book, and share what they have learned with the class. Since other members of the class are going to be asking them questions, they are made accountable for their knowledge. They also will potentially be challenged by other students so they need to really know what they are talking about³⁸.

Mosenson stated that this strategy makes students become an expert on a topic to inform their peer and answer classmates' question. After students learn their topic (usually done in small groups) they are

³⁶*Ibid.*

³⁷Bill Brozo. Op.Cit.p.1.

³⁸Lizzi Bright and the Buckminster Boy, Op. cit. p. 1.

asked by teacher to answer classmates' questions about the topic. This strategy is used after learning activity and helps students to connect old and new knowledge by reframing it in a way that makes sense to them and relevant to their lives.³⁹ In addition, Scott, Wendy, and Yurtberg state in Pitri Ayu this strategy helps students to use their analytical skill by developing question and analyzing an assigned chapter⁴⁰.

In the other color, Bill Brozo said that as the name suggest, students assume roles of know-it-alls or experts who are to provide answers to questions posed by their classmates. This strategy has many benefits :

- 1) Students must be well versed in the content;
- 2) Students learn to ask a variety of questions at different levels of difficulty;
- 3) The strategy requires active participation on the part of all students.⁴¹

The researcher can concludes that there are many benefits in teaching reading comprehension by using Professor Know It All strategy.

They are:

- 1) The students can comprehend the content of the text easier.
- 2) The students feel fun when learning reading.
- 3) The students get a chance to be the expert of the material.
- 4) The students can share what they have learned to their friends.

³⁹A. Mosenson. *Instructional Literacy Strategy for Content Area Classroom*.(2011),p.5

⁴⁰Pitri Ayu. *Teaching Speaking By Using Professor Know It All Strategy at Junior HighSchool*. STKIP PGRI Sumbar.(Padang: unpublished),p.5.

⁴¹ Bill Brozo, Op. cit . p. 1.

- 5) The students get the chance to competitive with another groups to get the best score.
- 6) The students become more active in learning reading, because they can give the best participation in the class.
- 7) The students can ask another group with a variety question at different levels of difficulty.

b. Teaching Reading Comprehension in Narrative Text by Using Professor Know It All Strategy.

Professor Know It All strategy is fun for students because it gives them a chance to be the “expert” on some aspects of the book, and share what they have learned with the class. When the teacher teach reading comprehension especially in narrative text, the teacher can use this strategy. Because Professor Know It all strategy is appropriate after reading a text. The procedure as follows:

- 1) Teacher forms the group 3-4 students
- 2) Teacher gives students time to review the content. Tell them they will be called on randomly to come to the front of the room and provide “expert” answers to questions from their peers about the content.
- 3) Teacher also asks the groups to generate 3-5 questions about the content they might anticipate being asked and that they can ask other experts.
- 4) Teacher calls a group to the front of the room and ask them to face the class standing shoulder to shoulder.

- 5) Teacher invites questions from the other groups. Students should ask their prepared questions first, then add others if more information is desired.
- 6) Teacher demonstrates with the class when the strategy is first employed how you would like the Professor Know It-Alls to respond to their peers' questions. Typically, students are asked to huddle after receiving a question, discuss briefly how to answer it, then have the know-it-all spokes person give the answer.
- 7) Teacher reminds students asking the questions to think carefully about the answers received and challenge or correct the Professor Know-It-Alls if answers were not correct or need elaboration and amending.
- 8) Teacher asks a new group of Professor Know-It-Alls to take their place in front of the class after 5 minutes or so, and continue the process of students questioning students.

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.⁴² There are three relevant researches which have relevancy to this research. They are:

A research was done by Pitri Ayu entitled "Teaching Speaking by using Professor Know It All Strategy at Junior High School". She concluded

⁴²M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Syaf Intensif/LBSI, 2011). P. 122.

that Professor Know It All strategy can make students active and more interested in learning speaking. Because, in this strategy students are asked to study in group, then understand the material in group. They can collaborate each other to comprehend the material presented in front of the class. They can also be asked to answer all of the questions that will be asked by another group⁴³.

A research was done by Ramadanis entitled “The Effect Of Using Predict, Locate, Add, And Note (PLAN) Strategy toward Reading Comprehension in Narrative Text of the Second Year Students at Budi Dharma Senior High School Dumai”⁴⁴. She tried to find out whether there was a significant effect of using Predict, Locate, Add, And Note (PLAN) strategy toward reading comprehension in narrative text of the second year students at Budi Dharma Senior High School Dumai. From the research, she found that there was a significant effect of using Predict, Locate, Add, And Note (PLAN) Strategy toward reading comprehension in narrative text of the second year students at Budi Dharma Senior High School Dumai.

A research was done by Ilham Akbar Yarmientitled “The Effect Of Using Directed Reading-Thinking Activity (DR-TA) Strategy toward Students’ Reading Comprehension of Narrative Text at the First Year of

⁴³Pitri Ayu. Teaching Speaking by using Professor Know It All Strategy at Junior High School. (Sumbar: unpublished).

⁴⁴Ramadanis. The Effect Of Using Predict, Locate, Add, And Note (PLAN) Strategy Toward Reading Comprehension In Narrative Text Of The Second Year Students At Budi Dharma Senior High School Dumai. (Dumai: Unpublished Thesis. 2008)

Senior High School Al-Huda Pekanbaru”⁴⁵. He tried to find out weather there was a significant effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students’ reading comprehension of narrative text at the first year of Senior High School Al-Huda Pekanbaru. From the research, He found that there was significant effect of using Directed Reading-Thinking Activity (DR-TA) strategy toward students’ reading comprehension of narrative text at the first year of Senior High School Al-Huda Pekanbaru.

C. Operational Concept

The operational concept is the concept used in accordance with literature reviewed. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify the variable used in this study. There are two variables; variable X and Y. Variable X is the using Professor Know It All strategy. Variable Y is the students’ reading comprehension in narrative text. X variable is an independent variable and Y is a dependent variable.

1. Variable X is using Professor Know It All strategy, the indicators are:
 - a) Teacher forms the group 3-4 students
 - b) Teacher gives students time to review the content. Tell them they will be called on randomly to come to the front of the room and provide “expert” answers to questions from their peers about the content.
 - c) Teacher also asks the groups to generate 3-5 questions about the content they might anticipate being asked and that they can ask other experts.

⁴⁵Ilham Akbar Yarmi. The Effect Of Using Directed Reading-Thinking Activity (DR-TA) Strategy Toward Students’ Reading Comprehension Of Narrative Text At The First Year Of Senior High School Al-Huda Pekanbaru.(Pekanbaru: Unpublished Thesis.2009)

- d) Teacher calls a group to the front of the room and ask them to face the class standing shoulder to shoulder.
 - e) Teacher invites questions from the other groups. Students should ask their prepared questions first, then add others if more information is desired.
 - f) Teacher demonstrates with the class when the strategy is first employed how you would like the Professor Know It-Alls to respond to their peers' questions. Typically, students are asked to huddle after receiving a question, discuss briefly how to answer it, then have the know-it-all spoke sperson give the answer.
 - g) Teacher reminds students asking the questions to think carefully about the answers received and challenge or correct the Professor Know-It-Alls if answers were not correct or need elaboration and amending.
 - h) Teacher asks a new group of Professor Know-It-Alls to take their place in front of the class after 5 minutes or so, and continue the process of students questioning students.
2. The indicators of students' reading comprehension in narrative text as the dependent or Y variable can be seen as follows:
- a) Students are able to identify the main idea of narrative text.
 - b) Students are able to identify the generic structure in narrative text.
 - c) Students are able to find the meaning of vocabulary in content.
 - d) Students are able to identify the references of narrative text.
 - e) Students are able to identify facts like the names of characters, the time of story or the place of the story on narrative.

D. Assumption and Hypotheses

1. Assumption

- a. The students' reading comprehension in narrative text taught by using Professor Know It All strategy is various.
- b. The students' reading comprehension in narrative text taught without using Professor Know It All strategy is various.
- c. The better implementation of using Professor Know It All Strategy the better students' reading comprehension in narrative text will be.

2. Hypotheses

H_0 : There is no significant effect of using Professor Know It All strategy on the students' reading comprehension in narrative text of the eight grade at SMPN 8 Pekanbaru.

H_a : There is significant effect of using Professor Know It All strategy on the students' reading comprehension in narrative text of the eight grade at SMPN 8 Pekanbaru.