

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

There are a lot of definitions about reading. Some people think that the term of reading is just to read the sentences in the text and a passage. Reading is one of the skills that is very important in learning English. If we try to analyze and read the Al-Qur'an in Al-Alaq chapter as the first verse, it says that "Iqrabismirabbikalladzihollaq"¹, it means read by saying the name of ALLAH, in this case, Allah has commanded us to read. In other definition, reading is to get information from what one reads. Reading is fundamental toward the successful life. On the other hand, reading opens the door to virtually all other learning. People have to be able to read the article, science, history, engineering, mechanics, political science, not to mention to surf the web or figure out how to operate the new electronic. Basically, people have to read to be successful.

According to Collin, he emphasized the importance of reading in relation to humans' development.² It means, if the students want to learn English, students have to learn and read as much as possible, because by reading, students may get much information about the English and

¹Assuroh Al-'Alaq (1) in Al-Qur'an, Chapter 96, (Jakarta Timur: CV. Pustaka Al-Kausar, 2009), p.597.

²Collin Harrison, *Understanding Reading Development*, (London: SAGE Publications, 2004), p.3.

students can also make their knowledge more than before. It can happen if students can comprehend the text well. Reading determines how the students are able think that have a fundamental effect on the development of the imagination, and thus exert a powerful influence on the development of emotional and moral as well as verbal intelligence. Therefore, this is the kind of person that are capable of becoming successful.

In addition, there are three definitions of reading by Johnson³ :

- a. Reading is the practice of using text creating meaning. The two key words here are creating and meaning. If there is meaning being created there is no reading taking place.
- b. Reading integrates visual and non visual information. During the act of reading, the visual information found on the page combines with the non visual information contained in your head to create the meaning. In that way, what's in your head is just as important as what is on the page in the process of creating meaning in reading.
- c. Reading is the act of linking one idea to other. Putting ideas together to create a sensible whole is the essential part of reading. It is necessary to know every word in order to read.

Furthermore, Kalayo stated that texts present letters, words, sentences, and paragraph that encode meaning. The reader uses

³ Andrew P. Johnson, *Teaching Reading and Writing, A Guidebook for Tutoring and Remediating for Student*,(USA: Rowman and Littlefield Education, 2008), p.3-4.

knowledge, skills, and strategies to determine what the meaning is.

Readers' knowledge, skills, and strategies include:⁴

a. Linguistic competence

Ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words structured into sentences.

b. Discourse competence

Knowledge of discourse markers and how they connect parts of the text to one another.

c. Sociolinguistic competence

Knowledge about different types of texts and their usual structure and content.

d. Strategic competence

The ability to use top-down strategies as well as knowledge of the language (a bottom-up strategy).

Susan and Chrysie described good readers use to use 7 keys to unlock meaning:⁵

a. Create mental images

Good readers create a wide range of visual, auditory, and other sensory images as they read, and they are emotionally involved with what they read.

⁴Kalayo Hasibuan and Muhammad Fauzan Ashari. *Teaching English as a Foreign Language (TEFL)*, (Riau: Alaf Riau Gruba UNRI Press, 2007), p.115.

⁵Susan Zimmermann and Chrysie Hutchins, *7 Keys to Comprehension*, p.5-6.

b. Use background knowledge

Good readers use their relevant prior knowledge before, during, and after reading that enhance their understanding of what they are reading.

c. Ask questions

Good readers generate question before, during, and after reading to clarify meaning, make predictions, and focus their attention on what is important.

d. Make inferences

Good readers use their prior knowledge and information from what they read to make predictions, and seek an answer to questions, draw conclusions, and create interpretations that deepen their understanding of the text

e. Determine the most important ideas or themes

Good readers identify key ideas or themes as they read, and they can distinguish between important and unimportant information.

f. Synthesize information

Good readers track their thinking as it evolves during reading, to get the overall meaning.

g. Use “fix-up” strategies

Good readers are aware of when they understand and when they don't. If they have trouble understanding about specific words, phrases, or longer passages, they use a wide range of problem-solving strategies

including skipping ahead, re-reading, asking questions, using a dictionary, and reading the passage aloud.

Based on the description above, reading can develop personal creativity and comprehension because reading consists of activities, sensations, perceptions, psychomotor movements, and emotional responses. Reading is also the way to interact with the researcher from a book or text. Thus, good readers can understand the individual sentences and the organizational structure of a piece of writing text. So, the last process of reading is reader's comprehension about the material it self.

2. The Nature of Reading Comprehension

Talking about reading comprehension, Richards⁶ point out that reading comprehension perceives a written text in order to understand its content. It is the ability to understand and to find out the information presented in written form event the information is explicitly stated or not in a passage, the way to compare the information with the readers own knowledge and also reading comprehension is also the way to interpret the authors means.

Reading comprehension as the process of simultaneously extracting and constructing meaning trough interaction and involvement with written language. And reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly

⁶Richard R.L, *From Reader to Reading Teachers, Issue and Strategies for Second Language Classroom*, (New York: Cambridge University Perss.1997), p.306-307.

complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).⁷

Comprehension strategies are conscious plans- set of steps that good readers use to make sense of text. Comprehension strategies instruction helps students become purposeful, active readers who are in control of their own reading comprehension. The use of effective reading comprehension strategies is perhaps the most important means to helping readers improve comprehension and learning text. According to Janette⁸, there are four comprehension strategies:

a. Previewing

Students preview the entire passage before they read each section. The goal of previewing are : for students to learn as much about the passage as they can in a brief period of time (2-3 minutes), to activate their background knowledge about the topic, and to help them make predictions about what they will learn and read. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the onset.

⁷ Catherine Snow. Chair, *Reading for Understanding toward an R&D Program in Reading Comprehension*, (RAND Reading Study Group, Arlington, 2002), p.11.

⁸Janette K. Klingner & Sharon Vaughn, *Using Collaborative Strategic Reading*, (New York: The Guilford Press, 1998), p.2.

b. Click and clunk

Students click and clunk while reading each section of the passage. The goal of click and clunk is to teach students to monitor their reading comprehension and to identify when they have to breakdowns in understanding. Click refers to portions of the text that makes the sense to the readers: “click, click, and click” comprehension clicks into place as the reader proceeds smoothly through the text. When students come to a word, concept or idea that does not make sense, “clunk” – comprehension breaks down. For example, when students do not know the meaning of the word is a clunk

c. Get the gist

Students learn to “get the gist” by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach the students to re-state in their own words the most important points as a way of making sure they have read. This strategy can improve students understanding and memory of what they have learned.

d. Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students’ knowledge, understanding, and memory of what was read.

3. The Principles in Teaching Reading Comprehension

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of the teaching and learning process. The teachers have also considered some principles for designing interactive reading techniques in teaching and learning process. Brown points out that the principles, they are:⁹

- a. In an interactive curriculum
- b. Techniques should be intrinsically motivating
- c. The technique should utilize authentic language and contexts
- d. Encourage the development of reading strategies
- e. Include both bottom-up and top-down techniques
- f. Consider subdividing techniques into pre-reading, during reading, and after reading phases
- g. Build in some evaluative aspect to your technique.

According to Kalayo and Fauzan in learning reading students needs four basic steps in reading comprehension as follow¹⁰ :

- a. Figure out the purpose for reading, active background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.

⁹ H Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New Jersey: Practice Hall, Inc. 1994), p.313.

¹⁰Kalayo Hasibuan and Muhammad Fauzan Ashari, *Teaching English as A Foreign Language (TEFL)*, (Riau: Alaf Riau Gruba UNRI Press, 2007), p. 122.

- b. Attend to parts of the text that are relevant to the identified purpose and ignore the rest.
- c. Select strategies that are appropriate to the reading task and use the bottom-up and top-down technique to improve reading comprehension.
- d. Check comprehension while reading and when the reading task is completed.

The teachers use the authentic materials and approaches for students to develop communicative competence in reading classroom and homework reading activities must resemble real-life reading task that involve meaningful communication. Kalayo and Fauzan mention that the material must be authentic in three ways, they are¹¹ :

- a. The reading material must be authentic.
- b. The reading purposes must be authentic.
- c. The reading approach must be authentic.

Pertaining to the ideas presented above, Syafi'i viewed learner are assumed as receivers who must respond the teacher's messages in appropriate reaction.¹²It means, learners are supposed to be active because it will determine the success of teaching learning process. The important point in comprehending the text is related the goal. It means that the teacher must teach it. Therefore, teaching reading comprehension includes identify the meaning of the text and identify build the vocabulary, and understand about the text.

¹¹*Ibid.*p.118.

¹²Syafi'i, *From Paragraph to A Research Report: A Writing of English for Academic Purpose*, (Pekanbaru: LBSI, 2011), p.100.

4. Assessing of Reading Comprehension

Hughes explained that indicators of reading comprehension must teach about as follows;

- a. Identify explicitly and implicitly main ideas
- b. Identify pronominal references
- c. Identify addressee or audience for a text
- d. making inferences
- e. Outline logical organization of a text
- f. Outline the development of an argument.¹³

5. Students' Reading Comprehension in Narrative Text

According to Nur Zaida a narrative is mainly used to entertain and used past tense. However, present tense can also be used within dialogues.¹⁴ Skilled readers typically understand this series of event 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 though how text is structured and what relevant question would be.¹⁵

¹³Arthur Hughes. *Testing for Language Teacher*;2nd Edition, (Cambridge: Cambridge University, 2003), p. 139.

¹⁴Nur Zaida. *Practice Your English Competence for SMP/MTS Class VII*,(Jakarta: Erlangga, 2009),p.81

¹⁵Robert Reid and Tory Ortiz Lieneman, *Strategy Instruction for Students with Learning Disabilities*, (The Guilford Press: New York),p.151

a. Structure of narrative text

1) Orientation

It set the scene and introduces the participants such as the characters, time, and place. (It answers the questions: who, when, what and where) and introduce.

2) Complication

The problems that arise in the story. The complication divided into three types: physical conflict, social conflict, and internal or psychological conflict.¹⁶ Physical conflict is the description of man struggle to his physical word. Social conflict is the struggle of man against his society and internal or psychological conflict is a conflict which happens inside the participants.

3) Resolution

The characters find out the solution of the problem happened.

b. Linguistic features of narrative text can be listed below¹⁷

1) The use of nouns phrases, for example: *a beautiful princess, a huge temple.*

2) The use of connectives, for example: *first, before, that, then, finally.*

3) The use of adverbial phrases of time and place, for example: *in the garden, two days ago*

4) The use of simple past tense, for example: *he walked away from village.*

¹⁶<http://www.understandingtext.blogspot.com/2008> (retrieved on April 15, 2013)

¹⁷Th. M. Sudarwati & Eudia Grace .*Look Ahead 1: An English Course for Senior High School Students Year X.* (Jakarta: Erlangga). p. 152

- 5) The use of action verbs, for example: *walk, sleep, wake up*
- 6) It contains dialogues and uses a number of “saying verbs” (verbal processes), such as: *said, asked, and replied.*
- 7) The use of thinking verbs, feeling verbs, verbs of sense. For example: *she felt hungry, she thought she was clever, she smelt something burning.*

c. Types of narrative text

1) Fiction

a) Fantasy

Examples include traditional tales like fairy tales, tall tales, legends, and myth and contemporary creations such as the Harry Potter series.

b) Science fiction

Story is usually an adventure that includes travel and danger, pursuing new frontiers.

c) Realistic fiction

Plot events reflect those found in real life. Content address is aspect of coping with life: death, peer relationship, identity, family problem, handicapping condition, social issues, courage, and survival.

d) Historical fiction

Themes include loyalty, friendship, courage, and conflict.

2) Nonfiction

a) Narrative nonfiction

Examples include news and magazine articles, essays, and biographies, textbooks like History of US.

6. The Factors that Influence Students' Reading Comprehension in Narrative Text.

As a kind of text, narrative will be the same as the other text genre. The comprehension occurrence, problem, and factors effecting comprehension and the failure to comprehend are absolutely similar to the other. Comprehension of a text will occur depend on the certain activity of the reader's himself. To comprehend a text, reader must use information they already posses to filter, interpret, organize, and reflect upon the incoming information from the page.

Being successful in comprehending a text can be caused by type of the reader and text. Factors that affect readers' comprehension fall in the table below¹⁸:

¹⁸G.E Tompkins, 2010, [http://www.Education.Com/Topic/Phonics-and-Sound/Reading comprehension-Text-Narrative](http://www.Education.Com/Topic/Phonics-and-Sound/Reading%20comprehension-Text-Narrative), Retrieved on April 15, 2013

Table II.1
Factors that Affect Readers' Comprehension in Narrative Text

Type	Factor	Role in comprehension
Reader	Background knowledge	Students activate their world and literary knowledge to link what they know to what they're reading.
	Vocabulary	Students recognize the meaning of familiar words and apply word-learning strategies to understand what they're reading
	Fluency	Students have adequate cognitive resources available to understand what they're reading when they read fluently
	Comprehension strategies	Students actively direct their reading, monitor their understanding, and solve problems when they occur
	Comprehension skill	Students automatically note details that support main idea, sequence ideas, and use other skills.
	Motivation	Motivated students are more engaged in reading, more confident, and more likely to comprehend successfully.
Text	Genre	Genres have unique characteristics, and students' knowledge of them provides a scaffold for comprehension.
	Text structure	Students recognize the important ideas more easily when they understand the patterns that authors use to organize text.
	Text features	Students apply their knowledge of the conventions and literary devices used in texts to deepen their understanding.

Based on the explanation above, in this study the writer is interested in using text mapping strategy to build up students' reading motivation, interest, and comprehension. Furthermore, it is necessary to see the effect of using text mapping toward students' reading comprehension. Because, the text mapping can be used to develop students' comprehension before, during, and after reading. It is impossible for the students to understand

about the text if he or she does not have interest and motivation to read and the purpose of this activity is to get to comprehension of the text.

7. The Nature of Text Mapping Strategy

Mapping a story, which involves creating a graphic representation that shows the order as well as the characters and main events, is one instructional routine that can help students to improve and expand their comprehension and oral retells.¹⁹ As students create their own illustrations as a part of the map, they are able to visualize and chronicle the parts or relationships of a story or text.

Text maps depict important concepts across a selection of text and show how they connect structurally.²⁰ As a teaching strategy, students use a map developed by the teacher. As a learning strategy, students develop their own maps. In text mapping, the major concepts of a passage attach to major branches in a diagram to which minor branches are added for details. Branches can be labeled to represent the rhetorical structure.

Concept of mapping can build comprehension in many ways, depending upon how it is used.

a. Linguistic Knowledge

Primary outcome: It can be developed by depicting word meanings and relationship among words.

¹⁹Baumann J.F& Bergeron B.S, *Story Map Instruction Using Children's Literature: Effects on First Graders' Comprehension of Central Narrative Elements*, (Journal of Reading Behavior, 25(4) 1993), p. 407.

²⁰Cynthia Peterson, et.al, *Building Reading Proficiency at the Secondary Level : A Guide to Resources*, (Austin: SEDL, 2000), p. 121

b. Background Knowledge

Possible outcome: It is activated during mapping when students make associations and predictions about the text and apply them to confirm their map during reading.

c. Making Inferences

Primary outcome: Students learn to infer text structure when it is not explicit.

d. Self-Regulated Comprehending

Primary outcome: Mapping requires students to make predictions, self-question, and clarify understanding before, during, and after reading. The map can help them to generate mental imagery. Bean and colleagues found that mapping combined with summarizing strengthened student recall.²¹

Text mapping is a graphic organizer strategy that can be used to teach reading comprehension and writing skills can be, study skills, and course content of regular classroom instruction. It focuses more attention on, and spends more time with, the text itself - lingering on the page, delaying abstraction, forcing readers to engage in a more careful in-context comprehension of both the big picture and the details, and enabling teachers to explicitly and systematically model comprehension processes.

Mapping is a specific form of marking that focuses on describing text features in spatial terms are extractive; they focus on details -

²¹ Bean TW. Singer H. Sorter J & Frazee C, *The Effect of Metacognitive Instruction in Outlining and Graphic Organizer Construction on Students' Comprehension in A Tenth-Grade World History Class*, (*Journal of Reading Behavior*, 18(2),1986), p.153.

keywords and phrases, for example. Mapping is descriptive; it focuses on context - the visual patterns of chunks and sub-chunks of information that are formed by details and the context that surrounds them. It can also be practiced on scrolls,

Text mapping involves long paper scrolls, colored markers, and a spatially-descriptive form of marking called. It is easy to learn and easy to implement in the classroom. Implementation costs are very low. It has been used with mainstream and special needs classes at all levels, from elementary through college.²²

There are advantages of text mapping strategy toward the students reading comprehension:

- a. Text mapping is explicit. It enables teachers to model reading comprehension processes in such a way that students can clearly see what comprehension looks like and how it is achieved.
- b. Text mapping teach students to be strategic readers.
- c. Text mapping encourage students to develop active reading skills. They do this by physically involving students with the text.
- d. Text mapping enables comprehension to be linked directly, explicitly, and concretely to the text. This ensures that comprehension will be more reliable, accurate, and complete. This direct linkage enforces clarity - making explicit the distinction between prior knowledge, inferences and the like, and what the text actually says. They clearly illustrate the difference between those answers, inferences and interpretations which are anchored to the text, and those which are not.

²²David R. Middlebrook, *The Text Mapping Project: Improving Reading Comprehension 2007*, (online available), (<http://www.textmapping.org/copyright.html>), (retrieved 20 may 2013)

- e. A text map is a traceable visual record of an individual's thought process. The individual who creates a text map is leaving a trail of graphic markings that can be followed - a record of his or her thoughts presented in the form of a map overlaid directly on the text in question.
- f. Text mapping can be particularly helpful to individuals who have learning disabilities or attention deficits.
- g. Text mapping accommodates a wide range of learning styles. In particular, peripheral vision and visual, spatial, tactile, kinesthetic, and global learning abilities, none of which are of much value for reading books, are all very useful for reading scrolled texts.

Text mapping can be used for both fiction and non-fiction reading and instruction - anytime the purpose is reading for information or reading for understanding. This means, for example, that students are appropriate for using it in a literature course, for reading and teaching fiction. It is fair to say, however, the uses of non-fiction are more numerous and more obvious than those for fiction.

Text mapping is low-tech, easy to learn, easy to teach, requires no special equipment, and can be adapted easily and inexpensively for use in the classroom. All teachers needs to access a copier, tape or glue-stick, and colored pencils, markers, or crayons. Feel free to use them, change them, or ignore them altogether and come up with own schemes:

a. For non-fiction:

- 1) orange: chapters, front and back matter
- 2) gray: illustrations
- 3) black: the text stream
- 4) green: headings/sections
- 5) blue: sub-headings/sub-sections
- 6) purple: questions and pre-reading cues
- 7) red underline: key words
- 8) pink circle: names, dates, etc.
- 9) yellow highlighter: stuff you think is important (after lots of marking and close reading)

b. For fiction:

- 1) gray: illustrations
- 2) black: chapters
- 3) Orange: section structure.
- 4) gray: plot line - i.e., the progress from introduction through conflict, climax, and resolution
- 5) green: setting, i.e., time and place, social and economic context
- 6) blue: references to characters
- 7) Purple: characterization i.e., How are the characters described
- 8) Yellow: theme(s)

8. Using Text Mapping Strategy towards Students' Reading Comprehension in Narrative text.

There are several stages, importantly considered in the implementation of the text mapping classes:

As a teaching strategy, text mapping has three stages:

- a. Preparation: this first stage is considered as the most important by the developers.
 - 1) Select the words for the important concept from the text.
 - 2) Arrange the words into a map that shows how the words are connected.
 - 3) Add to the map words students have previously learned.
 - 4) Evaluate the map by sharing it with a novice teacher to see if the relationships make sense.
- b. Presentation: the tool to introduce the teacher to use the map for 5-10 minutes as a pre-teaching tool to introduce the concepts and their interrelationship. Students are encouraged to add concepts and question the relationships. Intermittently, the teacher poses questions to check for understanding.
- c. Follow up: as student read. They are encouraged to see how new information fits into the map.

As a students' strategy, text mapping has two stages:

- a. Before reading

For the strategy to be effective, student must be taught to generate their own map of concepts from a text.

b. During and after reading

Students confirm and add the map, creating a spatial representation of the concepts in the text. They label the branches to show the relationships between concepts (concept and example, concept and definition, concept and temporal, cause and effect, conditional, and comparison). Students can be taught to review the map prior a test.

B. Relevant Research

Syafi'i said that relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.²³ Besides, the researcher has to analyze what the point is focused on, informs the design, finding and conclusion of the previous research:

1. A research from Casa Grande²⁴ "The text mapping project" .the subject of this research was reading of first school at the first year of federally founded program, this requires that the school should use only the various workbooks and materials. Her students were the lowest readers in the 5th grade classes at school. She was dinged on not keeping her students 85% actively engaged in the lesson while partner reading. She began going to brain-based research workshop and began trying some of the things that she learned, but nothing worked, she still had only a 65% engagement of her students and was continually getting poor observation remarks and on

²³Syafi'i, *From Paragraph to A Research Report: A Writing of English for Academic Purpose*, (Pekanbaru: LBSI, 2011), p.122.

²⁴<http://www.textmappingproject.org/comments.html>.(*Casa Grande 5th grade teacher, AZ*)

her first evaluation of the year she received a low score in students' engagement. Then, she used text mapping in her reading class. The first day she had only an 80% engagement, but second day, it shot up to 95%, it was great test scores of her students. In other words, text mapping had positive influence to understand something, to read and find information.

2. The research from Rima Kumala Sari²⁵, held a research entitled "the effect of story mapping strategy toward reading comprehension of the second year students at MAN 1 Pekanbaru". This research was conducted in 2011. The research finding of the research was the majority of students could not comprehend the meaning of texts in their text book at school. The conclusion was there was significant effect of group mapping strategy toward reading comprehension. T shows 4.557 at significant level of 5%, it shows 2.00, and at level of 1%, it shows 2.65. Thus, null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted which shows $2.00 < 4.557 > 2.65$. It indicates that story mapping strategy influence the students' reading comprehension of the second year at MAN 1 Pekanbaru.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variables used in this research. There are two variables used in this research, there are variable X that refers to effect using

²⁵Rima Kumala Sari. *The Effect of Story Mapping Strategy toward Reading Comprehension at the Second Year Students of MAN 1 Pekanbaru* (Pekanbaru: Unpublished, 2011). p. iv

text mapping strategy and variable Y that refers the students reading comprehension. Therefore, variable X is as independent variable and variable Y is a dependent variable.

The indicators of variable X (text mapping strategy)²⁶ are as follows:

1. Teacher makes a scroll from the photocopies of a book/article/magazine²⁷.
2. Teacher explains about text mapping strategy.
3. Students are divided into groups (students can learn from their peers, and they can see how their peers went about the process of comprehending the text).
4. Students find out title, subtitle, supporting ideas, character/ name, setting, important idea, unfamiliar word, and the structure of the text form (time order) in the text. And the students mark in different colors correctly. And then students arrange into their map.
5. Teacher and students discuss about students' comprehension, such as connections, questions, inferences, synthesis and they can be partner talk with one another.
6. Finally, students can share their map and retells with the class and the teacher gives feedback.

²⁶Cynthia L, Peterson, et.al. *Building Reading Proficiency at the Secondary Level: A Guide To Resource*.(Austin: Southwest Educational Development Laboratory.2000).p.121

²⁷David R. Middlebrook, *The Text Mapping Project: Improving Reading Comprehension 2007*, (online available), (<http://www.textmapping.org/copyright.html>), (retrieved 20 may 2013)

The indicators to measure variable Y (students reading comprehension) are as follow:

1. The students are able to identify the main idea in narrative text
2. The students are able to identify specific information in narrative text
3. The students are able to make inference in narrative text.
4. The students are able to identify generic structure of the narrative text
5. The students are able to find the meaning of unfamiliar words in narrative text.

D. Assumption and Hypothesis

1. Assumption

In general, the assumption for this research can be exposed in the following:

- a. Students' reading comprehension in narrative text taught by using Text Mapping strategy is various.
- b. Students' reading comprehension in narrative text taught without using Text Mapping strategy is various.
- c. The better using Text Mapping Strategy in teaching and learning narrative text, the better students' comprehension in narrative text will be.

2. Hypothesis

It is necessary for the writer to formulate the hypothesis of the study as follows:

a. Alternative hypothesis (H_a)

There is a significant effect of using text mapping strategy towards students' reading comprehension on narrative text of the second year students at MA Darul Ulum Tandun.

b. Null hypothesis (H_o)

There is no significant effect of using text mapping strategy towards students' reading comprehension on narrative text of the second year students at MA Darul Ulum Tandun.