

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Frame Work

1. The Nature of Reading Comprehension

According to Whorter and Kathleen, “reading is a routine activity in which individual words are combined to produce meaning”¹. Students will be able to catch the ideas of the print or the text by reading it carefully. They may also read for enjoyment, or to enhance knowledge of the language being read. Therefore, a person reads the reading materials depend on her or his goal.

In addition, Brown states that reading as one of the language skills is an important skill that students should master. There are many types of reading. Reading is the particular way in which reader understands a text or a book. It is the ability to understand and to find out the information presented in written form event the information which is explicitly stated or not in a passage. It is the way to compare the information with the reader’s own knowledge. It is also the way to interpret the authors’ means.²

Richards, *et al.*, stats that reading means perceiving a written text in order

¹ McWhorter and Kathleen T. *Efficient and Flexible Reading Third Edition*. (USA: Harper Collins Publisher, 1992), p. 23.

² Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. (San Fransisco: San Fransisco State University, 2004), p. 202

to understand its contexts. This can be done silently.³ Moreover, Hornby says that reading is an action of a person who reads texts by reading activities; students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.⁴ In addition, reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text. Reading can develop a person's creativity because reading consists of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses. Reading is also the way to interact with the researcher from a book or text.

The major goal of reading for SMAN 12 Pekanbaru is comprehension. Students' ability to understand the author's message is influenced by their background knowledge to the topic given in the text. It is stated that comprehension is the process where background knowledge or the world knowledge of the reader interacts with the message encoded in the text to generate an understanding of an author's message. Then comprehension is the process of constructing a supportable understanding of a text. He added comprehension involves two important features: being actively involved with the text and using appropriate background knowledge to interpret the text.⁵

Reading means perceiving a written text in order to understand its contexts.

³ Richards, Jack C. et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (Printed in Malaysia, 1992), p. 306

⁴ Hornby, *Op Cit*, p. 104

⁵ Burnes, D and Page, G. *Insight and Strategies for Teaching Reading*. (New York: Harcourt Brace Jovanich Group, Pty Limited, 1985). p. 46.

This can be done silently.⁶ In addition, reading is an action of a person who reads texts. By reading activities, students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.⁷ Reading is one of the common ways to get the information and knowledge. By reading, the students will get the ideas that they want, and will be able to use them in accordance with they need and reading. They can have much useful knowledge as they can understand the structure of the sentence forms. It means that reading us important for them.

Reading comprehension is the process of getting meaning from print. It means that reading is an activity to get information from written text. In this activity, there is interaction between the readers and the researcher because the researcher delivers her/his idea to the readers through the texts. The reader can also improve their understanding through reading activity. In this case, reading is very useful activity that should be done as a habit for everybody because reading will enlarge their knowledge about something.⁸ Reading comprehension is a dynamic interactive process between the readers and the reading materials. The readers need to understand about the materials that they read because it is the purpose of reading activity. In other words, the reader has to be able to comprehend the written discourse that she reads. If the readers can understand the text, it means that they can

⁶ Richards. Jack C. *Op. Cit.*, p. 306.

⁷ Hornby. *Op. Cit.*, p. 104.

⁸ Gibbons, Pauline. *Learning to Learn in a Second Language*. (Cambridge: Heineman, 1993),p. 51.

comprehend the text.

Reading comprehension means read the text and understand it. It requires the learner to decode or recognize by sight the words in the written text, to understand the meaning of the words / sentences which relates the meaning of the sentence(s) to the rest of the text, to activate prior knowledge and experience about the topic to, use this prior knowledge to infer meaning, and to support understanding and monitor understanding of the text continually.⁹

According to Kalayo Hasibuan and Fauzan, reading comprehension is an activity with a purpose. It is very useful for all learners. It is an interactive process that goes on between the reader and the text. A person may read in order to gain information or to verify existing knowledge, or in order to review a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.¹⁰

To understand or remember what is read, the child must be able to relate new information to the previous knowledge. It means that the knowledge that was had by the readers influence the ability of the readers in comprehending what they read. The readers must be able to use their prior knowledge in order to help them to comprehend the texts that they read. If they do not have background knowledge or information about the materials that they read, they will face some difficulties in

⁹ Light, Janice & David McNaughton. *Literacy Instruction for Individuals with Autism, Cerebral Palsy, Down Syndrome and Other Disabilities*. The Pennsylvania State University. from: (<http://aacliteracy.psu.edu/ReadingComprehension.html>, 2010).

¹⁰ Kalayo Hasibuan and Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: UIN SUSKA-Riau, 2007), p. 128

understanding the texts or they have to work hard to understand it.¹¹ When one reads something, he actively goes along to comprehend what the researcher 's intended message by predicting, evaluating, organizing, etc. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill but also on readers' experiences and prior knowledge

Reading comprehension is the ability that readers mention reading back the contents of the argument, exposition, or reading a description of a particular topic¹² while the essence of reading is comprehension. This means that reading comprehension is not accompanied by a futile activity. Thus, reading the real product is to understand the content or message which the author stated in the literature. According to Syafi'i *et al*, there are five reading components that may help students to read carefully. They are:¹³

a. Main Idea

The main idea of a paragraph is what the author wants you to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as a complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader.

¹¹ Burnes, D and Page, G. *Op. Cit.*, p. 45

¹² Razak, Abdul. 2003, *Bahasa Indonesia Versi Perguruan Tinggi*, Pekanbaru: Autografika,

¹³ Syafi'i, *et al*. 2007, *From Paragraph to a Research Paper: Writing of English for Academic Purpose*. Pekanbaru, Lembaga Belajar Syaf Intensive, Page. 2

The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

Main idea can be worded in many ways. For example, the following questions are asking for the same information: (1) What is the main idea?, (2) What is the subject? (3) What is the topic? (4) What would be a good title?
Example:

“Once upon a time, there was a great king of land far away in the east. He had a very beautiful daughter who was so proud, naughty, and conceited. She liked to make fun of any prince who asks her to be his wife”.

What does the first paragraph tell about?

b. Factual of Information

The reader must be able to recognize the factual or certain information in details such as person, reason, and comparison. The factual of information questions are preceded by WH-questions (where, why, what, who, how, etc). For example, the following question is asking for the same information.

”King Francis was a great lover of all kinds of sport; and one day he and his courtiers, noblemen and ladies, sat watching wild savage lions fighting each other in the enclosure below. Amongst the courtiers sat count de large beside a beautiful and lively woman of noble birth, whom he loved and hoped to marry. The lions roared, and bit and tore each other with savage fury, until the king said to his courtiers, “Gentlemen, we are better up here than down there!”

What do you think the king Francis does in the first paragraph?

c. Locating Reference

In this item, you will be asked to find antecedent of a pronoun, an antecedent is a word or phrase to which a pronoun refers. The pronoun such as it, them, etc. You will be asked to locate the reference word or phrase in the passage; the meaning of the sentence in the context of the passage will not change when you substitute the correct antecedent. For example, the following questions are asking for the same information:

“While fire is a blessing in many, it can also be a great danger to human life and property. It can also be a great danger...It refers to...”

d. Making Inference

The problem including in the test of English as a foreign language is making inferences. In this question type, you need to use the evidence that you have to make an inference. It means that after you have evidence from reading a passage, you can make a logical conclusion based on the evidences; it can be about the author’s viewpoints. For example, the following question is asking for the same information:

“One important endocrine gland is the thyroid gland. It is in the neck and has two lobes, one on each side of the windpipe. The thyroid gland is called an endocrine gland because it”.

e. Supporting Sentences

Supporting sentences/supporting details should also help you from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It also supports of main idea in order that all contents of text can be understood easily.¹⁴ Here is the example:

I have three specific reasons for loving reading. First, reading is pleasure. It can lose my tired. In addition, reading will give me information. The last, reading will give me over view of researcher style.

The sentences are underlined above called supporting sentences or supporting main idea.¹⁵ From the components of reading above, it can be known that the students will understand the paragraphs and they must master the components of reading first. They should master main idea and supporting ideas of the paragraph, identify inference and telling the information.

In reading, students should have a clear purpose to get best understanding of what the materials is about. To understand a text, we must know the way to understand it. Points out some skill understanding reading text:

1) Deducing the meaning words from the context

¹⁴ Wassman, Rose and Rinsky, Ann Lee. *Effective Reading in Changing World*. Prentice Hall. Upper Saddle River, New Jersey. 2000. p. 116.

¹⁵ Syafi'i., et al. 2007, *From Paragraph to a Research Paper: Writing of English for Academic Purpose*. Pekanbaru. Lembaga Belajar Syaf Intensive.. P. 2.

- 2) Understanding the meaning through syntactical structure
- 3) Recognizing and understanding rhetorical structure
- 4) Critical reading skill
- 5) Understanding the purpose, view and type of the researcher
- 6) Make generalization and conclusion
- 7) Understanding the researcher resources
- 8) Understanding the written type and language of the researcher

In addition Langan, clarifies that there are several important reading skills, which are involved in determining comprehension in reading a text.

Those skills are:¹⁶

- 1) Summarizing the selection in a title
- 2) Determining the main idea
- 3) Recognizing key supporting details
- 4) Making inferences
- 5) Understanding vocabulary in context

Besides those skills, students need to operate skimming and scanning techniques to avoid the confusion while reading. Skimming is used to find out the important general information in the reading as fast as possible. Scanning is used to search for specific information in the other information is ignored.

¹⁶http://www.duvalschools.org/static/aboutdcps/departments/acadprog/Blueprint_Literacy/downloads/Glossary%20of%20Instructional%20Approaches%2001-14-11.pdf

These techniques are used to find the sentences in the paragraph are a group related sentences about a single topic. It has four essential parts:

- 1) Topic (the in thing the entire paragraph is about)
- 2) Main idea (the most important idea the researcher wants the reader to know about topic)
- 3) Details (facts most ideas that prove or explain the main idea)
- 4) Transition (words or phrases that lead the reader from one to another)

Thompson as quoted says that there are two major factors involved in comprehending and storing the information contained in a text:¹⁷

- 1) Ability to use background knowledge about the content area of the text
- 2) Ability to recognize and use the theoretical structure of the text

Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating. Thus, reading comprehension is the process of understanding the message that the author is

¹⁷ Thompson Jr, Strickland and Gamble, 2005, *Crafting and Executing Strategy, Concept & Cases*, Mc Graw-Hill International Edition, New York.

trying to convey. In short, it is making meaning from the text at hand. Specific reading comprehension skill could be divided into three levels of skills:¹⁸

1) Literal Reading

The literal level of comprehension is fundamental to all the reading skills at any level because a reader must first understand what the author said before he can draw an inference or make an evaluation. The literal level is considered to be the easiest level of reading comprehension because a reader is not required to go beyond what the author actually said.

2) Inferential

Inferences are ideas which a reader receives when he goes beneath the surface to sense relationships, puts facts and ideas together to draw conclusions and makes generalizations, and detects the mood of the material. Making inferences requires author and more on personal insight.

3) Critical Reading

Critical reading requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for false statements. It means questioning, comparing and evaluating. One of the most important comprehension skills is finding the main ideas. This could be a literal skill if the idea is directly stated, or an inferential skill if it is not directly stated. The main idea is the essence of the

¹⁸ Tarigan, Djago, dkk. 2008, *Membaca Sebagai Suatu Keterampilan Berbahasa*, Jakarta, Universitas Terbuka, Page 14

paragraph, or what the author is trying to get across to the reader. The following questions help the reader to have a plan after reading a passage

2. The Students' Reading Comprehension

In reading, the reader employs a number of specific skills when reading and their success at understanding the content of what they see depends on the large extent in these specific skills. The six skills of reading are:

- a. Predictive skills.
- b. Extracting specific information
- c. Getting specific picture
- d. Extracting detail information
- e. Recognizing function and discourse patterns
- f. Deducing meaning from context.¹⁹

Pearson and Pressley in Graves recommended nine keys of reading comprehension strategies as follows²⁰:

- a. Establishing a purpose for reading
- b. Using prior knowledge
- c. Asking and answering questions
- d. Making inferences
- e. Determining what is important

¹⁹ Jeremy Harmer. *The Practice of English Language Teaching*. (London: New Edition Longman Hand Books for Language Teachers, 1995). p. 183-184.

²⁰ Michael F. Graves. *Teaching Reading in the 21st Century*. (Botton: Allyn and Bacon Press) p. 310

- f. Summarizing
- g. Dealing with graphic information
- h. Imaging and creating graphic representations
- i. Monitoring comprehension

There are many skills to understand content of the text or passage. The readers should know the skills above because understanding the contents is not easy, but it will be overcome if they use the skills above when they read the contents in English. By using the skills, the reader will find the information or the authors' purposes. In addition, there are the important skills of teachers that have particular relevance if we are trying to get students to read well.

- a. The teacher should organizer. It means that the teacher needs to tell to the students exactly what their reading purpose and to give them clear instructions about how to achieve it, and then how long they have to do it.
- b. The teacher is as an observer. It means that the teacher observes the students work.
- c. The teacher is as a feedback provider: the vexed question of when and how to give feedback in reading activities is answered by considering the effect of possible approaches. It means that when students have completed the task, the teacher can lead a feedback session to check that they have completed the task successfully.
- d. The teacher is as a prompter; it means that when students have read a text the teacher can prompt them to notice language features in that text. On the other

hand these roles needed to teachers to adopt when asking students to read in order to get students to read enthusiastically in class.²¹

Based on the explanations above, it can be seen that in teaching reading in the classroom, the teacher should build up students' knowledge about the important of reading and set goal from their activities in reading, the teacher should give correction to students' reading mistake directly or indirectly when students make incorrect in complete or answer the tasks.

3. The Students' Reading Comprehension in Narrative Text

There are some components of narrative texts that the students should comprehend when reading the materials as written fiction:²²

- a. Idea: Simplified description of the story idea.
- b. Theme: The focus of the story; the point it makes.
- c. Plot: Usually several sentences long, this component is the key. If it needs more than a paragraph, that's the first clue that it's too complicated for a short story.
- d. Setting: General feel or mood of the surroundings. Identifying where and how the mood will change keep on track from beginning to end.

²¹Jeremy Harmer. *The Practice of English Language Teaching*. (London: New Edition Longman Hand Books for Language Teachers, 1995). p. 213.

²²Moreillon, Judi. *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago, USA: American Library Association, 2007). p. 157.

- e. Scene Location: Physical description of the story location. Knowing what exists around the characters, such as place. This can be especially helpful in echoing the opening in the closing, a powerful tool in short story writing.
- f. Conflict: Conflict can be internal or external, without conflict driving the characters onward, the story will be lifeless.
- g. Event: It describes the event in one or two sentences. The event is the whole point of the short story and what sets it apart from a novel. A novel or novella tells a story of several events often leading up to one enormously critical event.
- h. Characters: For each character in the story, personality is unusual behaviors, drives, and emotional state. The additional information that pertains to the character's role in the story as well. Deciding on these basics ahead of the first draft clearly illustrates the changes the characters experience.
- i. Background: The most terrifying thing about a short story is that there is not much room to tell it. It does not exist in a hole, though, so we need to know what has happened to create the event we want to read. Summarization is enough, but we bullet or highlight the points we need to work into the story naturally. Using this information as secrets that are revealed at various points increases suspense and strengthens the story..

From the sense described above. We know that the narrative tried to answer a process that occurs on or human experience or event and described in detail based on developments from time to time.

a. Types of Narrative

1) Narrative Ekspositorik (Technical Narrative)

Ekspositorik Narrative is narrative that has precisely target the delivery of information about an event with the aim of expanding knowledge about the story of one man. In the narrative ekspositorik, the author tells an event based on actual data. Perpetrators are usually highlighted, one person. Offender told a small start up date or until the last of his life. Narrative essay is marred by the exposition, the exposition of the provisions also apply in writing narrative expository. This provision relates to the use of a logical language, based on facts, not included elements suggestive or is objective.

2) Suggestive

Suggestive Narrative is narrative that seeks to provide a purpose, convey a veiled message to the reader or listener so that it looks as if seen.²³ Narratives are a text types we use when we want to entertain or to instruct. Narratives tell an imaginative story, although some narratives may be based on facts. Narrative are written in many different forms and each from has distinctive characteristics.

²³ *Ibid*, Page 30

b. Features of narratives

Each scientist has different ideas in identification the narratives features, divides the narratives features into:

1) Purpose

The main purpose of narrative is to entertain and engage the reader in an imaginative experience. Some narratives also have other purposes, e.g. they may seek to explain a phenomenon (myths and legends) or to teach a lesson (fables).

2) Focus

The focus is specific sequential events and actions.

3) Types

Folktales, fairytales, myths, legends, science fiction, modern fantasy, short stories, picture-story books and ballads are all narrative texts.

4) Contexts for narrative

Different curriculum areas can be used as a stimulus for story writing, e.g. English ; stories, plays, fables, myths, legends, ballads, short stories, etc. Social studies ; an imaginative story based on historical facts, a play about social problem. Health ; passive emotions. the story of a smoker. Science ; life in the pond. the story of frogs threatened by the urban sprawl.

5) Text organization

There are three organization of narrative text, they are on table below:

Table II.1
Text Organization

No	Organization	The Explanation
1	Orientation	The setting, time, main character, and possibly some minor character, of the story are established. This part sets the mood, and invites the reader to continue reading
2	Complication	An event of series of events involving the main character then unfolds and leads to complication in which the character is involved in some conflict. There are often minor conflicts that serve to frustrate or hamper the main character from reaching an ambition is wish. These conflicts serve to build tension and hold the readers interest as they lead to a major problem or climax
3	Resolution	The complication is revolved satisfactory in the resolution and loose ends are generally tidied up. Some narratives leave the readers to decide on the needing or resolution while others fill in all detail

6) Language features

Specific, often individual, participants with defined identities, major participants are human, or sometimes animals with human characteristics

- a) Mainly action verbs (material process) but also many verbs that refer to what the human participants said, or left, or thought (verbal and mental processes).

- b) Normal past tense
 - c) Many linking words to do with me
 - d) Dialogue often included, during which the tense may change to the present or future
 - e) Descriptive language chosen to enhance and develop the story by creating images in the reader mind
 - f) Can be written in the first person(I, We) or third person(he, she, and, they) (In choose-you-own-adventure, the reader is involved in the story as a major character and addressed as “you”)
- 7) Example

Examples of narrative text are: myths, legends, fables, science fiction, historical fiction, etc. adapted from writing resource book.

Thus, in constructing a theory of narratives one must carefully distinguish between the actions described in a narrative (event structure) and the linguistic representation of the actions in the narrative (discourse structure). According to Sudarwati, the social function of the narrative text is to inform and entertain the readers with actual or imaginary experiences in different ways.²⁴ Narrative text will tell the story with amusing way. It provides an esthetic. Literary experiences in different ways. Narrative text will tell the story with amusing way. It provides an esthetic literary experience to the reader. Narrative text is written based on life

²⁴ Sudarwati and Grace, *English Assessment for Test*, (Jakarta, Rineka Press, 2007), p.62

experience. In literary term, experience is what we do, feel, hear, read, even what we dream.

Indicators reading comprehension in narrative text, they are:

- a. The students are able to identify characters of narrative text.
- b. The students are able to identify conflict and climax of narrative text.
- c. The students are able to know theme in narrative texts.
- d. The students are able to identify setting of narrative text.
- e. The students are able to identify plot and dialogue of narrative text.
- f. The students are able to identify moral value of narrative text.

4. The Factor of Students' Reading Comprehension in Narrative Text

Reader factors include the background knowledge that readers bring to the reading process as well as the strategies they use while reading and their motivation and engagement during reading. Text factors include the author's ideas, the words the author uses to express those ideas, and how the ideas are organized and presented. Both reader factors and text factors affect comprehension.

Table II.2 Overview of the Two Comprehension Factors

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 troubleshoot problems when they occur.
	Comprehension Skills	Students automatically note details that support main ideas, sequence ideas, and use other skills.
	Motivation	Motivated students are more engaged in reading, more confident, and more likely to comprehend successfully.
Text	Genres	Genres have unique characteristics, and students' knowledge of them provides a scaffold for comprehension.
	Text Structures	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.

Students who had trouble learning to decode and recognize words often will have difficulty with reading comprehension. Students who struggle with decoding rarely have a chance to interact with more difficult text and often learn to dislike reading. As a result, these students do not have sufficient opportunities to develop the language skills and strategies necessary for becoming proficient readers.

Readers with poorly developed language skills and strategies will not have the tools to take advantage of the obvious structures and comprehension cues that are part of considerate text nor will they have the extra tools needed to overcome the barriers of inconsiderate text.

5. The Nature of Give One Get One Strategy

In teaching process, the teacher should apply interesting strategies that can make students interested to learn. One of those strategies is give one get one strategy. Tolbert defines give one get one as strategy which provides a great review and enables students to gather information from each other. The students are not only silent in the class, also but they are sharing ideas to get information.²⁵ In addition, Commander states that gives one get one is a reading strategy used to initiate physical movement to promote students to think divergently and to find many ideas quickly.²⁶ As this theories state, proficient readers are able to activate prior knowledge to integrate new linguistic data in the comprehension process. Meanwhile, Lim explains that give one get one reading strategy that can get every student to participate every time. It allows students to engage in structured academic discussion with peers,

²⁵ Louise Tolbert, 1997. *Strategy Bank*. Retrieved on 1 April 2008 from <http://www.wacona.com/digicam/digicam.html>. Page

²⁶ Commander Judy, *effective Teaching Strategies and Tools, Strategies and Tools*, (New York, Clayton County Public Schools, 1997). P.

practicing in an environment that is safe and stimulating, before sharing with the whole class.²⁷

According to Guillaume, in this strategy, learners move around the room sharing an idea and collecting ideas from peers. Ideas are generated in response to a prompt. After recording an idea, students give their idea to others in the room and then get ideas from those with whom they share.²⁸ According to Mintzberg procedures for the strategy are:²⁹

No	Give One Get One Strategy	Students' Reading on Narrative Text
1	Students read the text before study	The teacher gives the narrative text to the student and asks the student to identify the narrative text
2	After reading the text students find ideas in the text	
3	Students are divided into groups (each group consists of five students).	The students make a small group and each group consists of five or six students
4	Give each student a copy of the "give one, get one" worksheet.	Each student has give one, get one worksheet
5	Present the students with a concept or question with multiple possible answers	The student answers the question about narrative text with multiple possible answers
6	In their teams, students write possible answers or their ideas based on the question in the worksheet	The students write their ideas of the text based on the question
7	When they agree that one of their brainstormed ideas is a good one, they put it in the "give one" column on their worksheet	After getting one of the answers, the students write in the "give one" column on their worksheet
8	Repeat steps 3-4 until the "give one" column is full. The teams then stand	The students repeat steps 3-4 until the "give one" column is full
9	When all teams are standing, students	All teams stand up, they raise their

²⁷ Lim, Justin, *Give One – Get One, Engaging Difficult to Reach Students*. Retrieved on 22 November 2009), p. 22

²⁸ Guillaume Andrea. 2007. *50 Strategies for Active Teaching: Engaging K-12 Learners In the Classroom*. New Jersey: Pearson Education, Inc 176

²⁹ Mintzberg, Henry. 1994. *The Rise and Fall of Strategic Planning*. New York: Newbury House Publishers. Page 2

	raise their hands and find a new partner	hands and find a new partner
10	After finding a new partner, each student gives one idea and gets one idea. They put the idea they “got” in the “get one” column of their worksheet	After finding a new partner, the students’ was give one to the partner and the partner was give one too. They put the idea they “got” in “get one” column
11	The pairs separate, raise their hands, find a new partner and repeat steps 6-7	The students’ pairs separate, raise their hands, find a new partner and repeat steps 6-7
12	Students move to the outside of the room once their sheet is full, providing possible answer for students who haven’t filled their “get one” column.	The students’ move to the outside of the room if their worksheet is full
13	Students return to their tables and share their ideas from the ‘get one’.	The students return to their group and shar their ideas from the “get one” on narrative text

6. The Using Give One Get One Strategy toward Reading Comprehension

Teaching and learning process require the active role of students so that students are engaged intellectually, emotionally, in a process of learning. For one of the tasks that teacher in the learning process and selecting appropriate learning model for students to learn effectively, efficiently and can achieve the learning objectives in the spectrum. One of the ways to engaged students intellectually, emotionally, in a process of learning is by using Give One Get One is a strategy.

According to Justin, stated Give One - Get One is a strategy that can get every student to participate every time. It allows students to engage in structured academic

discussions with peers – practicing in an environment that is safe and stimulating – before sharing with the whole class.³⁰

Based on the explanation above, Give One Get One strategy provides assessments of knowledge, interest, and attitude. It also explores a multiple perspective on a topic, encouraging conversation and an exchange of ideas. It creates a structure that allows students to freely express their opinions, and work with others. It also practices the students to summarize with their own language.

B. The Relevant Research

To avoid the same title used in the research, then the researcher finds the relevant research, which is done by previous a student of STKIP PGRI, West Sumatera, is. Ardita Rahmi entitle “The Effect of Using Give One Get One Strategy Toward Students’ Reading Comprehension A Study at the English Grade Students of SMPN 3 Lintau³¹. She took a class with totally 30 participants as a sample. After doing the research, she took that the score of students’ reading comprehension at the English Grade Students of SMPN 3 Lintau after using Give One Get One Strategy in post-test was 4,77, which was bigger than t-table 2.00 at degree freedom 58, and the level of significance was 0.05. it can be conclud that there was positive effect of using

³⁰ Justin, *Give One - Get One: Engaging Difficult to Reach Students*. Retrieved 14 March 2014, <http://www.scholastic.com/teachers/classroom-solutions/2009/11/give-one-get-one-engaging-shy-students>

³¹ Ardita Rahmi. *The Effect of Using Give One Get One Strategy Toward Student Reading Comprehension A Study at the English Grade Students of SMPN 3 Lintau*.(Lintau: STKIP PGRI, 2011). p. 60.

give one get one strategy toward reading comprehension at the English Grade Students of SMPN 3 Lintau.

C. The Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. The indicators that will be compared are about students' reading comprehension before and after being taught by using give one get one strategy are as follow :

1. The teacher asks to students to read the text before study
2. After reading the text students find ideas in the text
3. The teacher asks to students to form groups (each group consist of five students).
4. The teacher gives each student a copy of the "give one, get one worksheet.
5. Presents the students with a concept or question with multiple possible answer
6. In their teams, the teacher asks students to write possible answer or their ideas based on the question in the worksheet
7. When they agree that one of their brainstorm is a good one, they put it in the "give one" culomn on their worksheet
8. Repeats steps 3-4 until the "give one" culomn is full. The then stands
9. When all teams are standing, the teacher asks students to raise their hands and find a new partner

10. After finding a new partner, the teacher asks each students to give one idea and gets one idea. They put the idea they “got” in the “get one” culomn of their worksheet
11. The pairs separate, raise their hands, find a new partner and repeat steps 6-7
12. The teacher asks students to move to the outside of the room once their sheet is full, providing possible answer for students who haven’t filled their “get one” culomn.
13. The teacher ask students to return to their tables and share their ideas from the ‘get one

The indicators of students’ Reading Comprehension are

1. The students are able to identify characters of narrative text.
2. The students are able to identify conflict and climax of narrative text.
3. The students are able to know theme in narrative texts.
4. The students are able to identify setting of narrative text.
5. The students are able to identify plot and dialogue of narrative text.
6. The students are able to identify moral value of narrative text.

D. The Assumption and Hypothesis

1. The Assumption

Before starting hypotheses as temporary answers of the problem, the researcher would like to present assumption as follows:

- a. The student's reading comprehension taught by using give one get one strategy is various
- b. The student's reading comprehension taught without using give one get one strategy is various
- c. The better using give one get one strategy, the better students reading comprehension will be

2. The Hypotheses

Based on the assumptions above the researcher formulates two hypotheses as follows:

Ha: There is significance difference of using give one get one strategy toward reading comprehension at the second year of SMAN 12 Pekanbaru.

Ho: There is no significance difference of using give one get one strategy toward reading comprehension at the second year of SMAN 12 Pekanbaru.