CHAPTER II

REVIEWING OF LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

Reading is one of English skills which must be mastered by the students. This skill needs more attention from students because in reading the students must have good interaction with the text in order to get the meaning of text. According to Patel, reading is most useful and important skill for people[11]. This skill is more important that speaking and writing because reading is not only a source of information and a pleasurable activity but also as a mean of consolidating and extending one's knowledge of the language.

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The reading also helps readers to decipher new words and phrases that they come across in everyday conversations. According to Danny Brassell and Timothy Rasinski, reading refers to the ability to comprehend or make meaning from a written text[12]. Based on School-Based Curriculum on 2006 (KTSP), reading is to comprehend the written text in form of

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[11]Dr. Patel, M.F and Jain, Praveen M. 2008. *English Language Teaching Methods, Tools and Technique*. Jaipur: Sunrise Publishers and Distributors. 2008. p. 113.

[12]Danny Brassell and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Shell Education. 2008. p. 15-16

interpersonal and transactional, formal or informal. It's mean that reader can respond the meanings short functional written text (for example announcement, advertisement, invitation, etc) formal and informal accurately, fluently, and accepted in dayly context and to access the science and can respond the meanings and the steps of rhetorical written text the (essay) in accurately, fluently and accepted in daily contexts and to access the science, in form of recount, narrative and procedure. In addition, Brownne said reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print[13].

Kalayo and Fauzan quoted, reading is an activity with a purpose. A person read a text with some purposes for example for pleasure, for getting information, etc. Talking about the purpose of reading, Browne states in her book that there are two reasons why adults and children read. She categorizes the purpose of reading based the age of the reader, adults and children. For children, she states that, "the children learn to read for pleasure that reading can bring and for information that reading can give the". Meanwhile, the adults' purpose for reading, based on Browne's statement, is purposeful activity which often has an outcome that will help them to fulfill their roles in many different areas of their lives[14]. For adult, being able to read gives individuals the opportunity to

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[13]Ann Brownne. *Developing Language and Literacy 3-8 2nd Edition.* Trowbrige: Paul Chapman Publishing. 2001. p. 27.

[14]Ann Brownne. *Developing Language and Literacy 3-8 2nd Edition.* Trowbrige: Paul Chapman Publishing. 2001. p. 37.

become more autonomous, to make choices, to evaluate different points of view, to analyze information, to make informed decisions and to gain access to new idea and opinions. It is clear that the children's purposes in reading different from adults. Most of the children read the text for pleasure.

As the writer explain above, reading can be easier to do if we do it as a pleasure activity. It is supported by Beatrice, she explained that reading for pleasure can improve vocabulary, increase reading speed, improve reading comprehension, and give us a chance to gain more knowledge[15].

Reading is a process. Kalayo and Fauzan quoted that reading is interactive process that goes on between the reader and the text, resulting comprehension. According David Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning[16]. We can build meaning of the text if we are combining our background knowledge and information from the text. Ann Brown says that reading is an active and complex process which draws on the application of a number of skill and knowledge about language and print.[17]

[15]Beatrice S. Mikulecky. *More Reading Power*. USA: Wesley Publishing Company. 1996. p. 7

[16]David Nunan. *Practical English Language Teaching*. Sydney: Mc. Graw Hill. 2003. p. 68

[17]Ann Brown. Developing language and literacy 3-8 2nd Edition. Trowbrige:paul Chapman Publishing.2001. p.27

According Patel and Preven, there are four types of reading, they are:[18]

a. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading is text reading or passage reading. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge.

b. Extensive reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. he attention of the reader is directed toward the extraction of information from the text.

c. Aloud reading

Teacher must know that the training of reading aloud must be given at primary level because it is the base of word pronunciation.

d. Silent reading

This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information.

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[18]DR. Patel,M.F and Praveen M.Jain. *English Language Teaching (method, tool, and technique).* Jaipur: Sunrice Plubisher. 2008. p.117

2. The Concept of Reading Comprehension

Comprehension is the center of reading[19]. According to Bloom, comprehension is understand the meaning, translation, interpolation, and interpretation of instructions and problems and state a problem in one's own words.[20] In reading, the students need comprehension skill. Reading comprehension is defined as the level of understanding of a written language. Bloom says that understanding is comprehending the meaning, translation, interpolation, and interpretation of instructions and problems and state a problem in one's own words[21]. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language[22].

Reading comprehension requires an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text it self in order to create meaning[23]. Reading comprehension depends on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the

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[19]Karen Tankersley. *The Threads of Reading Strategies for Literacy Development.* United State of America: ASCD. 2003. p. 90.

[20]Bloom, Benjamin. *Bloom's Taxonomy of Learning Domains.* http://www.nwlink.com/~donclark/hrd/bloom.html. Retrieved on November 29th 2013

[21]Bloom, Benjamin. *Bloom's Taxonomy of Learning Domains.* http://www.nwlink.com/~donclark/hrd/bloom.html. Retrieved on November 29th 2013

[22]Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension.* United State of America: RAND. 2002. p. 11.

[23]Danny Brassell and Timothy Rasinski. 2008. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension.* Shell Education. p. 16.

reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented[24].

Linda J.Dorn and Carla Soffos say that "Comprehension is a complex regulated by cognitive, emotional, perceptual, and social experiment"[25]. It means that comprehension is not easy to get by the students. It needs some factors to comprehend a text such as cognitive, emotion, perceptual, and social experience. Comprehension has levels. Linda and Carla divide two level of comprehension. They are:[26]

a. Surface level

The surface of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. In this level, reader should recall factual information of the text. It means that if the students can find out the factual information of the text, they already have the surface level of comprehension.

b. Deep Level

Deep level of comprehension is a conceptual level of understanding that results from the reader's ability to thing beyond the text, thus integrating the author's intentions with the reader's point of view. It means that the students can be said have deep level of comprrhension

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[24]Tankersley, Karen. *The Threads of Reading: Strategies for Literacy Development.* Association for Supervision and Curriculum Development Alexandria, Virginia USA. 2003 p. 90.

[25]Linda J.Dorn and Carla Soffos .Teaching for Deep Comprehension: A Reding Workshop Approach. United Stated: Stenhouse Publishers. 2005. p. 14.

[26]Ibid.14

if they can find out the information beyond the text. Some information of this level is included to inference, the main idea, and references.

From the level of comprehension above, the students should has the levels of comprehension. The students should be able to find out the factual information, the inference, main idea and references from the text. Judith Westphal Irwin says in his book, there are five indicators that should be mastered by the students in order to comprehend the text. They are[27]:

1. The students are able to find out the factual information

2. The students are able to identify the main idea

3. Students are able to locate the meaning of vocabulary in context.

4. Students are able to identify references

5. Students are able to make inference from the reading text.

From the two theories above, the writer concludes that reading comprehension has some aspects should be mastered. Comprehension is also affected by some factors. According Dawson and Bamman, there are five factors which affect the comprehension skill. They are[28]:

a. Intelligence

Students have different intelligence, so it will be possible for them to produce different comprehension.

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[27]Judith Westphal Irwin. *Teaching Reading Process*. California: Prentice-Hall. 1986. p. 4

[28]Mildred A. Dawson and Henry A. Bamman. *Fundamentals of Basic Reading Instruction [Electronic Book]*. New York: David McKay Company. 1967. pp. 220-223.

b. Experience

Students with limited experience may have difficulty in comprehending many ideas and activities with which other students are familiar before they come to school.

c. Mechanics of reading

Comprehension will be easier for the students if they have all mastered the skills of word attack and word meaning, and if they have learned to handle material books properly.

d. Interest and interest span

It is truism that we will respond quickly to what we read if we are interested in the topic or at least familiar with it.

e. Skills of comprehending

Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.

3. The Teaching and Learning Reading

In general, the aim of teaching reading is to develop the students' comprehension in reading the text, get the information and understand about the text. The aim of teaching reading for the students is to comprehend and react toward what is written. Reading has many advantages, such as: getting new information, getting/increasing knowledge, getting entertainment, getting enjoyment, adding new vocabulary, etc. All can be gotten if some one has reading

comprehension and also comprehension of the meaning of the text it's self.

To get reading comprehension needs some processes. Reading is not done automatically. This idea is supported by Judy Willis; he says that reading is not a natural part of human development[29]. The reading processes are: (1) the eye context to the reading text should be done by the readers (students), because reading is an intensive process in which the eye quickly moves to assimilate text[30] (2) the readers/students should understand the word in reading text (3) utter the words/sentences with feeling and stressing the right word or phrase so that a sentence sounds natural[31]. After reading the text, the next step comprehends the reading text. To comprehend the reading text is not an easy thing. The reader needs background knowledge, skills and strategies to comprehend the reading text.

4. **Narrative Text**

Narrative is a text type we use when we want to entertain[32]. Its purpose is either to entertain the reader. According Thomas S. Kane, A

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[29]Judy Willis, M.D. *Teaching the Brain to Read: Strategy for Improving Fluency, Vocabulary and Comprehension.* Association for Supervision and Curriculum Development: Alexandria: ASCD. 2008. p.2

[30]Wikipedia. *Reading (process)*. http://en.wikipedia.org/wiki/Reading_%28process%29. Retrieved on January 19, 2012

[31]NICHD. *Reading*. http://www.nichd.nih.gov/health/topics/reading.cfm. Retrieved on January 19, 2012

[32]Impact Alower Secondar Guide Englisg in Focus. Pearson Sducation Asia Pte Ltd: Singapore. 2002. p. 1

narrative is a meaningful sequence of events told in words[33]. Types of narrative text are folktales, fairytales, fable, myth, legend, science fiction, short story, ballads[34].

General structure of Narrative text are:[35]

a. Orientation: Introducing the participants and informing the time and the place.

b. Complication: Describing the rising crises which the participants have to do with.

c. Resolution: Showing the way of participant to solve the crises, better or worse.

Language feature of narrative text are:[36]

a. Specific participants.

b. Past tense form; describes thing that happened in the past

c. Word giving details of people; such as adjective and adverb

d. Connectors of form, such as last week, then.

According to Barbara there are six purpose of narration, as follows:[37]

a. To entertain, it is about account of your first meeting with your father-in-law, when you him for an annoying insurance salesman.

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[33]Thomas S. Kane. *The Oxford Essential Guide to Writing*. Berkley Books :New York. 2000.p.366
[34] Ibid.
[35] http://id.scribd.com/doc/28691220/Definition-of-Narrative. Retrived on Mey 4th 2013
[36] Impact Alower Secondarr Guide English in Focus. Pearson Education Asia Pte Ltd: singapore. 2002.p. 2.
[37]Barbara Fine Clouse. *The Student Writer*. New York : McGraw Hill.1996.p.171

b. To express feelings, it is about an account of what happened when your best friend betrayed you.

c. To relate experience. For example, an account of the time you got lost the wood for two days.

d. To inform (to explain what happens when a person is arrested). For example, an account of the time you were wrongly arrested for shoplifting.

e. To inform (to teach lesson). For example, an account of the time you got in trouble for cheating.

f. To persuade (to convince the reader that community service should be required in high school) for example, an account of the community service you performed as a high school senior.

The example of Narrative text:

Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on

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the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.
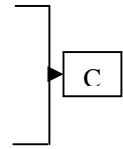
One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, you have been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.
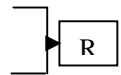
Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the

clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. C

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after. R

5. The Concept of TELLS Strategy

Idol-Maestas (1985) developed an approach called TELLS for guiding students' probling while reading a story. TELLS is an acronym that prompts students to follow a series of steps: The first step is the students study the story (T) Titles. The next step is the students (E) Examine and skim pages for clues. Next, the students (L) Look for important words. After that, the students (L) Look for difficult words. And the last think about the story (S) settings.

TELLS can be posted on a wall in the classroom and/or provided individually to students. The teacher helps students learn how to apply each of the steps, one at a time, and then use them all when reading a story. Idol-Maestas (1985) suggested that it is important to continue prompting students to use this and other comprehension strategies even after they appear to have become proficient in strategy implementation. Explicit instruction using transfer activities to help students internalize strategies and generalize their usage to other tasks are important, especially for students with LD[38].

6. The Procedure of Using TELLS Strategy

Based on some books that have been read by the writer, the writer can conclude the procedure for teaching TELLS strategy as follows: The first step is the students study the story (T) Titles. The next step is the students (E) Examine and skim pages for clues. Next, the students (L) Look for important words. After that, the students (L) Look for difficult words. And the last think about the story (S) settings[39].

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[38]Karen R and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties.* USA: A Division of Guilford Publications, Inc. 2007. p. 85.
[39]Karen R and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties.* USA: A Division of Guilford Publications, Inc. 2007. p. 85.

7. Using TELLS Strategy in Narrative Text

Narrative Text	TELLS Strategy
Cinderella	The Procedure of TELLS Strategy
Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.	1. The Students study the story (T) Title. In this step the students will study about the title, for example the students study the story title of Cinderella. The students will be led to find out the orientation of the text. Because the students will deal with the introduction of the story.
One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.	2. The students (E) Examine and skim pages for clues. The students will work to identify the factual information and supporting idea. In this stage, the students will be easy to find out the complication and the resolution of the story. Because they will know the plot of the story by examining the story. The result, the students can identify which paragraph the complication and resolution occur.
"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother,"you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".	3. The students (L) Look for the important words. By looking for the important words, the students will also be easy to determine the structure of narrative text. For example from the text beside is fairy god mother. This term tells the reader (students) that it will give solution to Cinderella's problem.
Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.	4. The students (L) Look for difficult words. This step will help the students to comprehend the story. Because if the students know the meaning of difficult words, they will also know how the plot of the story.
Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.	5. The students think about the story (S) Setting. It is one of the important things for the readers (students) to know about the setting of the story. The students will know the setting in orientation of

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

narrative. Based on the Cinderella story the setting was in her house with her step mother and her step sisters. But, in the resolution of the story, the setting was in the palace.

LESSON PLAN

Experimental Group

School   : SMA N 2 Bangkinang
Subject   : English
Class/Semester   : XI IPA 1/1st
Meeting   :
Topic   : Narrative Text
Time Allocated   : 2 × 45 minutes

I.   Competency Standards   :

a. Understanding the meaning of the monologue text shape Narrative, Spoof, and Hortatory Exposition accurately, fluently, acceptable in the daily life in context and to access the knowledge.

b. Expressing the meaning of the short functional text and essay of Narrative, Spoof, and Hortatory Exposition in daily life context.

II.   Basic Competence   :

a. Responding the meaning of simple monologue text by using a variety spoken language accurately, fluently, and acceptable in the form of Narrative text.

b. Expressing the meaning and the steps in the essay by using various oral language accurately, fluently, and acceptable in the daily life context on the text form of Narrative text.

III. Indicator   :

The students find the factual information, specific information, identify main idea, locate the meaning of vocabulary in context, identify the reference and making inference from the text.

IV.   **Objective**   :

The students are able to find the factual information, specific information, identify main idea, locate the meaning of vocabulary in context, identify the reference and making inference from the text.

V.   **Material**   :

Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother,"you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran

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toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

VI. Strategy :

TELLS

VII. Teaching Steps :

a. Pre Teaching
  1. Greeting
  2. Check attendance list

b. While Teaching
  1. Teacher gives the narrative text to the students in the class.
  2. Teacher asks students to study the story (T) Tittle.
  3. Teacher asks students to (E) Examine and skim pages for clues.
  4. Teacher asks students to (L) Look for the important words.
  5. Teacher asks students to (L) Look for difficult words.
  6. Teacher asks students to think about the story (S) Setting.

c. Post Teaching
  1. Assign a task from the text.
  2. Conclude the material studied.

VIII. Media   :

    a.   White board, marker and eraser.

    b.   Relevant text book.

    c.   Internet.

IX.   Evaluation   :

    a.   The text is mainly tells about ?

    b.   How many character in the passage ?

    c.   The meaning of the underlined word is ?

    d.   The underlined word refers to ?

    e.   The inference of the story above is ??

Bangkinang, 21 Agustus 2013

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B. The Operational Concept

Syafi'i quote in his book that all related theoretical frameworks should be operated in the operational concept[40]. In this operational concept, the writer would like to explain briefly about variable of the research it self. There are two variables will be used. The first is the TELLS strategy which refers to the teacher's strategy in teaching reading narrative text (in experimental class) which is known as independent variable or variable X. The second is students' reading comprehension (reading narrative text) which is known as dependent variable or variable Y.

1. The Indicators of the TELLS strategy is as follow:

   a. Students study the story (T) Titles.

   b. Students (E) Examine and skim pages for clues.

   c. Students (L) Look for important words.

   d. Students (L) Look for difficult words.

   e. Think about the story (S) settings.

2. The indicators of students' reading comprehension are as follows[41]:

   a. Students are able to state factual information.

   b. Students are able to explain main idea.

   c. Students are able to construct the meaning of vocabulary contextually.

   d. Students are able to identify references.

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[40]M. Syafii. *From Paragraph to Research Report: A writing of English for Academic Purposes.* Pekanbaru: LBSI. 2007. p. 122.
[41]Judith Westphal Irwin. *Teaching Reading Process*. California: Prentice-Hall. 1986. p.4.

e. Students are able to make inference from the reading text.

C. Relevant Research

Relevant research is imporrtant to writer research. Relevant research requires some previous reserchers conducted by other researcher in which they are relevant to our research itself. There are some previous researches concerning with reading comprehension:

1. Belda Susana conducted a research entitled "The Effect of Using SCROL Strategy Towards Students' Reading Comprehension At The Second Year of MTs Darul Hikmah Pekanbaru"[42]. She was included into experimental research. The research used two classes. The first one was experiment class and control class. For experimental class was given the SCROL strategy and control class was given conventional strategy. From the analysis of t-test formula, it can be concluded that t_o was 9.905. It was higher than t-table either at level 5% = 2.00 or 1% = 2.65. It can be concluded that H_o was rejected an H_a wass accepted. It means that there was significant difference between students' reading comprehension taught by using SCROL strategy and students' reading comprehension taught by using conventional strategy. From the research above, the design of the research is same with the design of writer's design. The design is Quasi Experimental design and the researcher also invertigates about Reading Comprehention.

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[42]Belda Susana. "The Effect of Using SCROL Strategy Towards Students' Reading Comprehension At The Second Year of MTs Darul Hikmah Pekanbaru". [Pekanbaru: Unpublished. 2011]

2. Soemarni (2007) conducted the research conducted the research entitle "The Effect Of Using PORPE Method In Increasing Reading Comprehension Of The Second Year Students At SLTP N 4 Sabak Auh, Siak"[43]. She found that the results indicated that reciprocal teaching had a significantly positive effect on the students' reading comprehension after being taught by using PORPE method. The mean score of experimental group was 82, 59 while the mean score of control group was 73, 06. It was obtained that the result of t-test was 3, 4. Soemarni only wanted to find out on how effective was PORPE method in increasing reading comprehension at the second year students of SLTP N 4 Sabak Auh, Siak. From the research above the design of the research is same with the design of writer's design. The design is Quasi Experimental design and the researcher also invertigates about Reading Comprehention.

These relevant researches which are conducted by previous researchers gave input toward the research conducted by the writer. The first research entitled "The Effect Of Using SCROL Strategy Towards Students' Reading Comprehension At The Second Year of MTs Darul Hikmah Pekanbaru" and the second one is "The Effect Of Using PORPE Method In Increasing Reading Comprehension Of The Second Year Students At SLTP N 4 Sabak Auh, Siak".

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[43]Soemarni. "The Effect Of Using PORPE Method In Increasing Reading Comprehension Of The Second Year Students At SLTP N 4 Sabak Auh, Siak". [Pekanbaru: Unpublished. 2007]

D. Assumption and Hypothesis

    1. Assumption

        a. Narrative text has been learned at the second grade students on odd semester of State Senior High School 2 Bangkinang, so it is assumed that the students are able to do the assignment on narrative text.

        b. The better TELLS strategy is implemented; it is assumed that students are able to master reading comprehension narrative text easily.

        c. Reading comprehension of students are variatied

    2. Hypothesis

        H_o: There is no significant effect of students reading comprehension taught by using TELLS Strategy and without using TELLS Strategy.

        H_a: There is significant effect of students reading comprehension taught by using TELLS Strategy and without using TELLS Strategy.