

II. THEORITICAL BACKGROUND

In this chapter, the researcher uses several theories to support this research. It covers reading comprehension, teaching reading, literary text, pros and cons of literary text, non-literary text, critical reading approach and the procedure of critical reading approach.

2.1. Review of the Previous Research

Many researchers study about the effect literary vs. Non-literary text through critical reading approach on reading comprehension. Here are some of finding researches related to this research.

The first study is the research of Clark (1993) who discusses the problem of his overseas students face when studying international relations through the medium of English at a UK university, where their textbooks express largely western viewpoints. They need to be able to recognize the ideology of a text and decide whether are submissive or resistant to it. This means a careful analysis of the ways in which language the writer makes choices. Those who advocate the development of critical reading skill as part of the reading curriculum argue that the ability to read critically depends on an awareness of how elements of language

can be manipulated by writers, and then language learners need to build this awareness.

Some teachers use literary texts as basis for critical reading while other teacher use non-literary texts. However, selecting texts for critical reading is a difficult procedure. Teaching critical reading is regarded as particularly important when learners are more vulnerable, for example, school children reading literature who may have insufficient experience to challenge the views of the writer (Clark, 1993).

The second is the research done by Mochtari from Department of Language Teaching, Science and Research Branch, Islamic Azad University, Kermanshah, Iran (Journal of Language Teaching and Research, Vol. 5, No. 1, pp. 163-174, January 2014). His research is “The Comparative Study of Literary vs. Non-literary Text and Iranian EFL Learners’ Performance on Cloze Tests of Inference”. His research is aimed to find out whether there is any difference between the performance of EFL learners who read literary text and those who read non-literary text on inference demanding tests. The result of his research is that literary text had a more positive impact on the EFL learners’ inferring ability than non-literary text. This study is particularly important given the fact that most reading materials are far from being shallow and require deeper interpretation. The major implication of the study is that incorporation of literature in general and literary texts in particular, in EFL curriculum, would serve many benefits specifically in the realm of comprehension and inference.

The third study is done by Levine, Glenn S from University of California – Irvine. He has done a research entitled “The Study of Literary Texts at the Nexus of Multiple Histories in the Intermediate College-Level German Classroom” (2012). Addresses the teaching of complex representations of history through the study of literary texts in the college-level intermediate German class, employing the categories and tenets of Scollon and Scollon’s (2004) nexus analysis (see also Scollon, 2001). The curricular proposals based on two literary works by German-Jewish authors within a conventional intermediate-level German language course provide the frame work for curriculum and teaching that allows learners at this level to engage with multiple, intersecting and overlapping historical, literary, and cultural issues and questions. It further involves consideration of multiple levels of analysis and multiple timescales in order to raise learners’ critical historical consciousness.

The next study is done by Khotib (2012) from Department of English Language and Literature Allameh Tabataba’I University, Tehran, Iran. The title of his research is “Critical Thinking Skills through Literary and Non-Literary Texts in English Classes”. The finding of his research is that employing a teaching method based on critical thinking regardless of the type of the material used in the class improves learners' critical thinking ability. Literary texts, however, much more properly lend themselves to critical thinking and reading comprehension development. Although this study advocates the employment of literary texts in reading comprehension classes, it never downgrades the importance of non-literary texts. Instructors can use a mixture of both in their classes, if it’s not feasible to use only literary texts.

The last research was done by Shokrolahi from English Department, Islamic Azad University Damavand, Iran (Journal of Language Teaching and Research, Vol. 5, No. 1, pp. 215-220, January 2014). Her research is about “the effect of literary text Vs Non-literary text through critical reading approach on the Reading Comprehension Development of Iranian Intermediate EFL Learners”. The research is aimed to investigate the effect of literary texts vs. non-literary texts through critical reading approach on the reading comprehension development of Iranian Intermediate EFL learners. The result of his research is that the performance of those who had used literary texts as their material was much better than those who had used non-literary text. Therefore, literary texts through critical reading play an important role in the development of reading comprehension of the Iranian intermediate EFL learners. In this study, the researcher tried to show the effect of literary vs. non-literary texts through critical reading approach on the reading comprehension development of Iranian intermediate EFL learners.

The results of the research above can be concluded that there is a statistically significant difference between the mean scores of the experimental and control groups on the post-test of reading. Thus, it can be claimed that teaching critical reading techniques through literary texts have a statistically significant effect on the development of EFL learners' reading comprehension.

Based on all of previous studies mentioned above, the finding has been found that literary text had more significant effects on reading comprehension. However there is one finding which has not been found, that is one of the previous study above is limited on one of many aspects of reading: determining inference. Therefore, the researcher want to generalize it into five aspects on reading in her

research: identifying main idea, identifying detail, making predictions, evaluation and determining inference or conclusion. Then, on the fourth finding research above, it can be concluded that for Iranian EFL students, those who use literary text through critical reading approach is better than those who use non literary text. Therefore, in this research, the researcher was highly motivated to investigate what the result of the fourth and fifth finding research above also applies to Indonesian EFL students especially in MA Tri Bhakti at-Taqwa Rama Puja Lampung Timur. Then, the fifth finding research focuses on the approach perspective; that is critical reading approach. Meanwhile, this research was focused on the texts that used critical reading as its approach.

Therefore, this research was conducted to deal with the unresolved issues above. The researcher was highly motivated on what kind of text should be selected for reading skill: identifying main idea, identifying detail, making prediction, evaluation and determining inference and what sort of text can have more significant effect on critical reading? The purpose of this study was increasing student's reading comprehension using literary vs. non-literary texts through critical reading approach in MA Tri Bhakti at-Taqwa Rama Puja Lampung Timur.

2.2. Review of the Related Literature

2.2.1 Reading Comprehension

There are many literatures related to the reading comprehension. First, Reading is one of four important skills of English. By reading, we will know what we read and challenge to response the ideas of the author which have been written in the

text. For students who are learning a Second Language/Foreign Language, reading is very important. Grabe (2002) states that reading is ranked first among the academic skills that they wish to gain mastery over and reading is the most crucial skill to master due to several reasons. First, students can usually perform at a higher level in reading than in any other skills. They can quite accurately understand written materials that they could not discuss orally or in writing with equivalent accuracy or thoroughness. Second, reading necessitates very minimum requirements. Different from speaking which requires opportunities to interact with sparring partner, or from writing which needs a lot of guidance and time to practice, reading necessitates only a text and motivation. Third, reading is a service skill. It means that after learning how to read effectively, students will be able to learn effectively also by reading.

Moreover, reading is a process of interpreting or understanding the text in terms of the question what the reader formulates about the text (Smith: 1983). It means that the reader will understand the text by making some question in his mind dealing with the context. Consequently, the reading process involves what the reader wants to know about the text by consulting questions appear in his mind. In line with the clarification above, it can be understood that reading is a very important skill for students. Actually, reading is an active process. It needs thought and the ability in making sense of the text that is being read.

Comprehension means relating to what we do not know or new information, to what we already know (Eskey: 1986). Therefore, in comprehending a text, the reader relates new information from the text to his previous knowledge that he has stored in his mind. Reading comprehension is a complex intellectual process

involving a number of abilities. Two major abilities involve word meaning and verbal reasoning. Without words meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading (Brown, 2001).

Reading comprehension is a function of the nature of the text itself and of the extent to which the reader possesses, uses, and integrates pertinent background knowledge, or schemata. Schemata can be loosely defined as patterns which represent the way experience and knowledge are organized in the mind. Rumelhart (1980) put forward the concept of schema theory basically as a theory of how knowledge is mentally represented in the mind and used. Schema plays an important role in reading comprehension.

Psychologists have generally distinguished three kinds of processing: bottom-up model, top-down model and interactive model.

- a. Bottom-up model of reading process holds the view that reading is a process of building symbols into words, words into sentences and sentences into the overall meaning, which reflects traditional attitudes toward reading. The point of view of bottom-up model is the accuracy in understanding linguistic units is very significant and the lower-level processing skills in reading are important.
- b. Top-down model emphasizes the use of readers' real world knowledge in memory. Goodman (1967) said that "The goal of reading is constructing meaning in response to text; it requires interactive use of graphitic, syntactic, and semantic cues to construct meaning." Readers do not read every word, but see through the text in order to be able to guess the meaning of the words or

phrases. Top-down processing occurs as the system makes general predictions based on higher level and general schemata.

- c. Interactive reading processing, both bottom-up and top-down processing should be occurring at all levels simultaneously (Rumelhart, 1980). Readers may employ bottom-up process as a base for comprehending a text and then turn to top-down process to execute high-level interpretation of the content of the text. Prediction of the content will be confirmed, revised or rejected through further data analysis. Interactive model of reading process is the combination of bottom-up and top-down models, and thus absorbs their merits and avoids the limitations to a great extent.

From the statements above, it can be concluded that in reading it is not enough for readers to understand a set of words in a sentence only. The reader also must be able to comprehend the reading text in order to get the message and information from what they have read.

2.2.2 Aspects of Reading Comprehension

There are many researchers that explained about the aspect of reading, one of them is Milan. According to Milan (1998), there are some essential skills in reading, that is:

1) Comprehension and Retention

The readers should be able to comprehend the text and memorize what they have read. The ways that can be used by the readers to build comprehension and retention are by determining the main idea of paragraphs and their purpose

of reading, comprehending main idea and distinguishing between main ideas and supporting details.

2) Inferences and Conclusion

An inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that you draw between what you observe and what you do not know. In making inferences the readers are required to “read between the lines” to make deductions based on the information given. It means that the readers need to know the meaning of a word by considering its context. The readers will be able to do this by making use of the context in which the word occurred, in other to give a rough idea of its meaning. In reading activity the readers should make inferences from what they are reading and also make conclusion toward the text has been read.

3) Critical Thinking and Analysis

In this term, the readers should distinguish the text they are reading, whether it is the text of fact or opinion. Text of fact is a reading text which is written based on real occurrences or based on something happened. While a text of opinion is a reading text which is written based on someone’s point of view. So in reading, the readers should analyze whether the text they are reading is a text of fact or opinion, then they also should think critically whether the information or message in that reading text is important for them or not.

Based on the Milan (1998), there are 3 essential skill in reading: comprehension and retention, Inference and conclusion and critical reading and analysis, the researcher generalized these skills/aspects into five aspects in reading

comprehension that was used in this research: identifying main idea, identifying detail, making prediction, evaluation, and making inference/conclusion.

1. Identifying Main Idea

Main idea of a reading selection is what the passage is mostly about. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can have more than one main idea. Sometimes the main idea of a literary passage is called theme. The example of finding main idea can be illustrated into a question as follow:

What words state the main idea of the text?

2. Identifying Detail

Supporting details are the facts and ideas that explain or prove the topic sentence or main idea. Supporting details provide the reader with more information about the main idea or subject of a passage. They are pieces of information that help you see the big picture in a text. Detail in a fictional story also support main ideas about the setting, characters and events in the story. The question of finding supporting detail about the events that happened in the story is as follow: *How did Malin Kundang become a rich man?*

3. Making Prediction

Making prediction is guessing what things are about to happen using a few facts (Suparman, 2012). In making prediction, the students will predict what will happen in the text using the information about the facts that is stated in the text. The question of making prediction is as follow: *what will happen if the beauty did not come back to the beast?*

4. Evaluation

Critical reading is the ability to apply relevant criteria in evaluating a selection. In critical reading, the reader is given right to evaluate and to be decisive (Thistlewaite 1990). In this evaluation, the students evaluate the text based on their own idea. They make a judgement in evaluating a text. The question of evaluation is as follow: *what is the writer's interpretation of the main character in the story?*

5. Making Inference

By definition, inference requires that each reader construct a meaning that makes the text a reflection of her experience. An inference is a statement about the unknown on the basis of the known. In other words, an inference is an educated guess. The question containing inference meaning can be: *What is the inference of the article?*

2.2.3 Teaching Reading

In teaching reading, the teachers should be able to control the class activities in order to make the students master the material. It is in line with Alyousef (2005) who says that in reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and last-reading stages. The pre-reading stage helped in activating the relevant schema. For example, the teachers asked the questions while previewing the text. The aim of while-reading stage (or interactive process) was to develop students' ability in tackling texts by developing their linguistic and schematic knowledge.

The aim of teaching reading is to develop students' reading skills of English texts effectively. To be able to do so, the students should have particular purposes in their mind before they interact with the text. Teaching reading should use the effective material, i.e. literary text and non-literary text, and the efficient technique and approach, i.e. critical reading approach.

In short, in teaching reading the teacher should provide the effective materials to the students along with the purpose for reading to be interesting. Then, the teacher should treat the student by the efficient technique or approach in reading in order to develop their reading comprehension.

This research is aimed at increasing the students' reading comprehension by using literary text and non literary text through critical reading approach. From the explanation above that is about the whole concept of reading comprehension according to the literature, all of these concepts will be used in this research.

2.2.4 Literary Text

Literary text is one of many kinds materials which can be used in reading comprehension. There are many literatures that have discussed about literary text. Below are some literature theories about literary text.

Literary texts are subjectively transformed reflection of the objective reality in tune with the aesthetic-emotional intent of the author: he/she endeavours to convey his/her ideas, thoughts and emotions, which is enabled by his/her orientation towards experience such as literature works. Despite the fact, this term encompasses all genres (i.e., folktales, biographies), all formats (i.e., bilingual, chapter books), and all ages (i.e., adults, young adults, children).

Spolsky (1989) argues a case for teaching resisting reading with reference to the use of literary texts in high schools. She suggests one of the purposes of using literary texts is to widen students' horizons, and to introduce students to unfamiliar cultural values.

Justifications for the incorporation of using literary texts in EFL/ESL classrooms are numerous and the great number of authors, researchers, and teachers who have written and applied literature in defence of it tells its own tale. The grounds for such decision are almost common among many: Literature is interesting, cultural driven, authentic, and a good source of linguistic knowledge.

Many researchers see advantages in the use of literary texts because they appeal to the imagination and may open new possibilities for self-actualization through new experiences. Literature is interesting, cultural driven, authentic, and a good source of linguistic knowledge. One common ground for the utilization of literature is the

interest learners take in reading literary texts. McKay (2001) reported “to the extent that the students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency”. In that sense, reading proficiency is in close relationship with motivation which is in turn the result of the interest one takes in reading. Motivation is undisputedly a driving force to fulfil any action and reading proficiency is no exception. In this regard, Bagherkazemi and Alemi (2010) have noted out that “in order to interact with, rather than react to a text, reader motivation is of critical significance and literature, when approached in the right way, does guarantee this motivating effect”. In addition, literary texts enjoy characters which readers easily identify with and so saying they share emotions and feelings which finally lead to personal involvement cited in (Thom, 2008).

Literary text can be short story, poetry, play/drama, novel, prose and the others. For example short story of Romeo and Juliet by William Shakespeare, novel by JK Rowling entitles Harry Potter. Below is one of literary texts: short stories by William Shakespeare.

Romeo and Juliet

There lived two families, the Capulet’s and the Montagues. They engaged in a bitter feud. Among the Montagues was Romeo, a hot-blooded young man with an eye for ladies. One day, Romeo attended the feast of the Capulets’, a costume party where he expected to meet his love, Rosaline, a haughty beauty from a well-to-do family. Once there, however, Romeo’s eyes felt upon Juliet, and he did not think about Rosaline anymore.

Day by day, the vision of Juliet had been invading his every thought, unable to sleep, Romeo returned late that night to the Juliet’s bedroom window. There, he was surprised o find Juliet on the balcony, admitting her love from him and wishing that he was not a “Montague”, his family’s name. “What’s in a name? That which we call a rose by any other name would smell as sweet. “Romeo was ready to deny his name and admitted his love. The two agreed to meet at nine o’clock he next morning to be married.

Early the next morning, Romeo came to Friar Lawrence and asked to marry him to Juliet. The

Friar did a ceremony and prayed that someday Romeo and Juliet might be the way to end the feud between the two families. He advised Romeo kept the marriage be a secret for a time.

One the way home, Romeo chanced upon his friend Merquito arguing with Tybalt; the Capulet. That fight caused Merquito died in front of Romeo. Romeo did not regret to draw his sword and slew Tybalt died. He realized he had a terrible mistake before his marriage. The Romeo came to Friar Lawrence and told him everything that happened in that night. The Friar Lawrence advised Romeo to go to Mantua until the situation was calm down. He promised to inform Juliet.

In the other hand, Juliet's father had decided the time for her to marry with Paris. Juliet told that plan to the Friar Lawrence and asked him to make a sleeping potion for Juliet that could stimulate the death for three days. Then they do the plan and Juliet was sleeping in death.

Unfortunately, the Friar Lawrence's letter failed to reach Romeo. Romeo stands in front of Juliet that lied in death. Romeo was very upset. Without much thinking, he wanted always together with Juliet in life or death. So Romeo decided to die by drinking potion. Meanwhile, the effect of sleeping potion was over, and Juliet saw Romeo next to her lied in death, with a cup of potion in his hand. She tried to save him but she was late. The Juliet put out Romeo's dagger and plunged it into her breast and died.

(<http://www.imdb.com/title/tt0117509/synopsis>)

2.2.5 Pros and Cons of Literary Text

There have been growing interest in literature and its usage in language classroom but some scholars are against literature and literary texts. There are many arguments against inclusion of literary texts will be mentioned and then the answers to these arguments will be given.

The first reason mentioned for not using literary text is that in the works of the famous writers and specially poets we encounter sentences which are grammatically incorrect so submitting such texts to the students has no use in teaching grammar. The second argument referred to in an essay by Makey (1991) in "Literature and language teaching", is that literature is useless in meeting students academic and or occupational goods. The third reason for not using literary texts is that "literature often reflects a particular cultural perspective "so it

may be quite difficult for students (Makey, 1991). The last argument, Widdowson (1978) said that literature has potentially disruptive influence in well-ordered world of controlled language course.

In answer to the first argument, Widdowson has answered this criticism and says that everybody has two levels of linguistics knowledge, one is "usage" (the knowledge of linguistic rules) and the other is "use" (the knowing how to use these rules). Literature has traditionally been used to teach language "usage" now it is used for language "use". In other words, a close textual analysis of particular extracts from a novel might help to alert students not only to how particular meanings are conveyed by playing with the conventions, but also the certain overall generalizable features of language in this case the nature of collocation.

The second criticism is in reference to the uselessness of literature in academic/occupational needs. Answering this question, Makey says literature can foster an overall increase in reading proficiency, so it will contribute to these goals. In fact, the main contribution of literary texts, to language learning is in the field of reading.

The third reason mentioned for not using literature in classroom is related to the cultural aspects of language. In fact, literature promotes a greater tolerance for cultural differences and the second benefit of struggling with the potential cultural problem of literature is that it promotes students' curiosity (Makey, 1991). We acknowledge that there are cultural differences but by selecting these literary texts in which cultural characteristics. We can make students familiar with their culture and make the learning environment more interesting. Makey says literature can

foster an overall increase in reading proficiency, so it will contribute to these goals. In fact, the main contribution of literary texts, to language learning is in the field of reading.

The last argument, literature has a " disruptive influence" in language course. Widdowson said that in fiction and drama, events reveal something of significance which we have recognized as a kind of everyday life. But the pedagogy presentation of language does not exploit the possibilities of creativity that are opened up by dissociation from context, and creativity is a crucial concept in language learning.

Based on some arguments above, there are some argument that against literary text in pedagogy presentation. But in the other hand, lessons that include critical literacy perspectives help learners examine biases and purposes of texts; assess the broader societal messages about values, attitudes, and power relationships that are being conveyed through the text.

2.2.6 Non-Literary Text

There are many literatures that explain the definition of Non-literary text. Below are the literature related to the non-literary text.

Many Researchers assert that for students who are growing up in world saturated with media and messages, they need to experience a critical pedagogy for analyzing or evaluating these messages. In addition to choosing, the right material for EFL/ESL classes is an important concern for most language teachers. They

often attempt to find texts which are readable, i.e. texts with lexical and structural difficulty that will challenge the students without overwhelming them (Brown, 2001). Some teachers use literary texts as basis for critical reading while other teacher uses non-literary texts namely, newspaper articles and the others.

Non-literary text is concerned with information, facts and reality. Non-literary text comprises the world of the mind, *i.e.* ideas and feelings and is grounded on imagination. The label “non-literary text”, as broad as it may seem, covers a wide range of texts from administrative, legal and other official documents, via economic and business texts, scientific, technical up to publicist texts. If the style of non-literary texts were to be analyzed, one of their quintessential features would in all probability be represented by nationality, being the consequence of their thematic structuring since pragmatic content requires precision and unambiguously stated terms. Accordingly, non-literary translation in its essence stands for a “stylistic operation which is based not on the transfer of aesthetic but pragmatic information”.

There are many examples of non-literary text. Below is one example of literary text. It is an article about no English in elementary school.

No English in Elementary Schools

Recently, the Education and Culture Ministry is setting up new curriculum. In the new curriculum there is one hot debate on the plan to eliminate English from curriculum for elementary schools. I have very clear stance: English should not be taught in elementary schools in Indonesia. Why? Children learn a language by imitating real examples. The real examples are taken from society. Society gives children a model in talking and writing. Children see how to talk and how to write then they will copy as a model to talk and to write. That circle needs to be repeated so many times.

If children do not learn it so many times they will have a “dark” memory. Children will learn English only in school hours. Outside school they do not have model to learn English. Learning English only in school hours will wipe out the memory of English that they learn in schools. It

means they will lose English that they have mastered during school hours.

Simply to say that English is a foreign language that is not being used in Indonesian daily life. I think most children in Indonesia do not have good facilities to learn English similar to their friends in big cities. It is not fair if children in rural have to compete with children in big cities.

Children in rural area have no good facilities like their friends in big cities. They have no time to go to or money to pay teachers to give them extra courses. That is why we do not have to teach English in primary school. The first reason, children are still in concrete operation that needs models.

On the other hand, they do not have a real model. The second reason, children does not have time to learn English outside school hours. The last reason is the facilities that children have in rural and big cities are not equal, that is why they could not be competing.

(Source: <http://www.englishforElementaryschool.com>)

2.2.7 Critical Reading Approach

Critical reading is one of many kind strategies in English reading comprehension.

There are many literatures who discuss about critical reading. Below are some literature theories about critical reading approach.

First theory stated that in critical reading, the reader is given right to evaluate and to be decisive and reader plays the role of a filter not to accept passively what is found in the text as seemingly being presented to them as obvious (Thistlewaite 1990). Through critical reading students learn how to have a critical eye all through reading it and not “passively accept what is found in reading texts simply because it is so often presented as obvious” (Wallace, 1990).

Hence, learners through critical reading are given authority and voice to judge about what they read. Learners learn how not to accept whatever are put forward and not take it for granted. Teachers, also, teach learners how to reasonably critique and make inferences about what they read and defend their ideas critically

and logically (Edelsky, 1999). Paul & Elder (2004) believe that critical readers recognize that they have been wrong in the past and may be worried now. They recognize what they would like to believe while at the same time realizing that they may be prejudiced by that very desire. Moreover, critical readers read all texts with equal sympathy. They read to discover and digest a wide range of points of view, especially points of view that tend to be ignored in the mainstream of culture. To enhance their breadth of vision while avoiding ethnocentrism and sociocentrism, critical readers search out dissenting media sources. An analysis of the text should be concerned not only with the way stories are constructed but also with who is and who is not allowed to speak (Herman & Chomsky, 1998).

The reason of researcher using critical reading approach in increasing students' reading comprehension is that many researchers assert that for students who are growing up in world saturated with media and messages, they need to experience a critical pedagogy for analyzing or evaluating these messages. In addition to choosing, the right material for EFL/ESL classes is an important concern for most language teachers. They often attempt to find texts which are readable, i.e. texts with lexical and structural difficulty that will challenge the students without overwhelming them" (Brown, 2001).

Based on the theories above, the researcher played the role of the critical strategies as Making Questions, Previewing, Making Predications, and Reading between Lines, Analyzing, and Pair Discussion. Those roles can be presented as follows:

1. *Making Questions*. Reading is a process of interpreting or understanding the text in terms of the question what the reader formulates about the text (Smith: 1983). It means that the reader will understand the text by making some question in his mind dealing with the context. Consequently, the reading process involves what the reader wants to know about the text by consulting questions appear in his mind. In this step the student arrange questions before reading a text. Those questions are what is the topic talking about? Why does it happen? How can it happen? And what are the examples? Then the students have to answer the question above. This step can lead the students to read comprehend.
2. *Previewing*. The preview is strategy activities background knowledge and establishes predictions about the text by scanning the pictures, captions, graphics, title, heading, subheadings and key words. The objective of the preview strategy is to stimulate the students' background knowledge about the topic, to encourage students' interest and motivation to read the text, to make informed predictions about the text.
3. *Making Predications*. After previewing, the students think critically to make a prediction about the answer of the questions that they made in the first step.
4. *Reading between Lines*. After the students make questions, previewing and making prediction, they start to read the text between lines. This step will help them to comprehend a text.
5. *Analyzing*. Then after the student read between lines, they analyze the deep meaning of the text. Then they have to make a conclusion about the text.

6. *Pair Discussion*. After the students done all of the steps above, then the students discussed their own conclusion in pair. Its purpose is to measure their understanding about the text.

2.2.8 The Procedure of Critical Reading Approach

The researcher's purpose was to make it easier for the students to improve their reading comprehension using literary text and Non-literary through critical reading approach. The researcher took some step in teaching reading comprehension as follow;

1. Pre-activities

- a. The students paid attention to the teacher's introduction of the topic about short story as the literary text or an article as non literary text.

2. While-activities

a. Pre-reading

1. Making Question

The students set some questions by themselves related to the topic. It can be *WH Questions*. For example, what is the topic about? What is the problem of the topic? Why does the problem happen? How does it happen?

2. Previewing

The students read the first paragraph or section and encourage students to brainstorming: what do we already know about the topic?

3. Making Prediction

The students think critically to make a prediction about the answer of the questions that they made.

b. During reading

1. Reading between Lines

After the students answering question, previewing and making prediction before they read a text, they began to read between lines. They read the text critically line by line. This step helped them in comprehending a reading text.

2. Analyzing

After the students read the text between lines, they started to analyze the text. They analyzed the main idea, analyze the details, determining inferences, and analyze the vocabulary and reference.

c. After reading

1. Pair discussion

After the students analyzed the text, then they have had a conclusion about the text. Then to measure their conclusion and understanding about the text, they worked in pair to discuss about their understanding about the text.

3. Post-activities

- a. The students were given some test of reading comprehension based on the text they read, and then they were asked by the teacher and they discussed the result together.
- b. The students was asked by the teacher the difficulties related to the topic
- c. The students together with the teacher summarized the materials.

2.3 Theoretical Assumption

The literature review above had made the researcher predicted that there was a significant difference between the students' reading achievement who were taught by using literary text and those who were taught by using non-literary text through critical reading approach. Critical reading approach can bring the students to a critical process in order to construct the meaning from the text. Then, in choosing the appropriate text can lead the students was more interesting of their reading. It was assumed that the problem which were usually faced in teaching reading comprehension can be reduced or even by using critical reading approach and appropriate text: literary or non literary text. Logically, the students' reading comprehension achievement can be increased.

2.4 Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis: there was a significant difference between the students' reading achievement who were taught by using literary text and those who were taught by using non-literary text through critical reading approach.