II. FRAME OF THEORIES

A. Concept of Reading

Reading is a process of putting the readers in contact and communicates with ideas (Simanjutak, 1988: 3) it is an intrinsic part of classroom teaching content. It means that content of curriculum will show the important of teaching students how to obtain information along with teaching subject matter.

Nuttal (1982) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the readers' language skill and Mackey (1979:15) suggesting that reading is an active process because it involves an interaction between thought and language. It means that the readers always activate their minds to get meaning and information while interacting with the written text.

While Shepherd (1982) says that all the subject matters learning depend on the larger measure in the students' competence in the language of subject. The students must understand the vocabulary and syntax use in each subject, and will be able to use language skills to aid the students' internalization of information, and to communicate it to others.

Clark and Silberstein (1987: 21) also define that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.

Furthermore, Smith (1982:166) states that reading is a matter of identifying letters in order to recognize words in order to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers' own background knowledge. It can be said that readers with insufficient background knowledge about the text they read will have difficulties in comprehending the text.

It is commonly acknowledged that reading is an active process, which in it the reader should formulate the brain by using his previous knowledge In order to understand the text easily. It is supported by Mackay (1989) who say that reading is an active process. The readers form a preliminary expectation about the materials then select the fewest.

Moreover, reading is a process of interpreting or understanding the text in terms of the question that 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 head.

The aim of teaching reading is to develop students' skill that they can read English texts effectively and efficiently. To be able to do so the reader should

have particular knowledge in their mind before they interact with the text, (MAC Donough Shaw, 1993: 1003). Effective and efficient reading is always purposeful, the purpose of reading implemented into the development of different reading skills and build up motivation in reading text by using material, technique, media and teacher role.

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 thoughts and the ability in making sense of the text that is being read. The text is material of reading consists of some paragraphs. Readers' background knowledge that will influence their achievement in reading comprehension and Reading the words has no benefit if the reader does not comprehend what is being read.

B. Concept of Reading Comprehension

Before discussing the concept of reading comprehension, it is important to define what *reading* is. Reading is defined as a construct process of guessing and an active process of deriving meaning (Grellet, 1981:7; Goodman, 1976; 9)

Dechant, (1982) defines reading as thinking through print. Meanwhile, Nuttal (1985:1) states that reading means getting out of the text as nearly as possible to the message that the writer put into it.

Comprehension means relating to what we do not know or new information, to what we already know (Eskey, 1986: 15 in Slamet, 1999:14). Therefore, in comprehending a text, the reader relates new information from the text being read

to his previous knowledge that he has stored in his mind. Reading the words of a composition in one thing, but comprehending is the vital point for the reader. Reading the words has no benefit if the reader does not comprehend what is being read. In reading process a reader utilizes vision, perception, comprehension, and reaction (Brown, 1982:6).

Reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without words meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading.

In short, comprehension means relating to what someone does not know or new information, to what he already knows (Eskey, 1986:15). Reading is more than knowing what a letter of alphabet stands for, reading involves more than recognition that is without comprehension, no reading take place. Therefore, if the reader can read the words but they do not understand what they read, they were not really reading. (Dallman in Marantina, 2006:6).

Reading is the process of combining textual information with the information a reader bring to a text (Widdowson : 1979) in this view. Reading is viewed as a kind of dialogue between the reader and the text. It means that reading is the process of exacting information between the writers who brings new information with the previous information he or she has got before.

Meanwhile, Mc Whorter (1986:212) states that reading is a way of taking new ideas and identifying information to be learned. It means that when someone is reading text, he may find new things that he has not known yet and he may also

find information that will help him in learning something. In this case, his knowledge will certainly be better than before.

Reading with comprehension one will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. According to Patricia in Simanjuntak (1988: 6) understanding a text is an interactive process between the reader's background knowledge and the text.

It can be inferred that reading comprehension means the students must read the text and interact the printed on written symbols with his cognitive skill and his knowledge of the world. It means that reading is not simply making sound of the text, but it is about comprehending the idea of the text it self. In other words, it can be stated that there is no reading comprehension. In the process of comprehension the students need skills related to the purpose of reading and consider the questions to concentrate on the important points.

C. Concept of Teaching Reading

There are two kinds of reading, extensive and intensive reading. The term extensive reading refers to reading which students read away from the classroom and the term intensive reading, on the other hand, refer to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Reading will be given as soon as language learners have sufficient practice in listening and speaking. After the Student has good ability of listening and speaking, reading can be introduced. Reading lesson may be given in a single class on it may be added ad supplementary work whether it is given as a

supplementary work, the material of reading must be graded depending on the levels of the language learners.

D. Concept of the Text Analysis Technique

Text-analysis is closely related to reading. It can be said that the text analysis is detailed reading or reading critically (John Davies 1983:50). As it has been discussed earlier, reading is one of the modes of taking input of the language. It is more effective than listening because of various reasons. A good reader is considered to be good speaker and a good writer because the more a person reads, the more exposure he gets about the syntax, lexicon, and punctuation of the language, which results in the internalization of the language and to add to the proficiency of his or her language.

a. Steps in Text Analysis

Introduction: briefly define the text type (the functional style and the genre), the topic, the problems raised, the cultural and historical background of the author and his text.

The first step includes defining the type of the text you are analyzing.

- Does the text represent fiction / Belles Letters Style or non-fiction?
- Is it a whole text or an extract?

If it is fiction what genre does the text represent? It should be noted that many texts have features of more than one genre (social, psychological, biographical, autobiographical, humorous, satirical, historical, detective, love,

science fiction, fantasy, fairy tale, parable, allegory etc.). Such texts can be classified as the texts of a complex or mixed nature.

The next step would be defining the topic, the subject and the problems.

- What is the text about?

- What is the focus of the author's attention?

- What aspects of the topic are touched upon in the text?

It has been mentioned it is essential to consider the historical and cultural backgrounds of both the author and his text. These would include some biographical facts about the writer, especially his ethical, esthetical, political etc. views, his belonging to a certain literary and cultural tradition as well as the elements of the setting of the story, including the time and place of the action, some cultural and historical realia present in the text.

b. Analysis of the Text

The analysis of the text starts with presenting its summary. Summarizing the text must be done in accordance with certain rules. First of all, you should select all important facts and events omitting unnecessary details, then order them chronologically (or logically, depending on the type and genre of the text) using appropriate connectors and linking expressions.

It should be remembered that no matter what register and style the original text belongs to, the summary should be written in the neutral style. Wherever possible, paraphrasing should be preferred to quoting.

c. The Plot and the Verbal Composition of the Text.

The next point could be commenting on the composition of the plot and the verbal composition of the text. The classical structure comprises three main parts in a story – the exposition, the plot and the epilogue.

The exposition usually contains the setting of the scene (i.e. the time and place of the action) and some preliminary information about the topic and subject of the story, its main characters etc. By nature it is a static part of the story and contains no action.

The plot consists of a series of episodes relating to the development of the central conflict of the story. It usually starts with the so-called narrative hook, which introduces the conflict and begins the dynamic (sometimes, dramatic, and in that case we may call it suspense) action aiming at the ultimate resolution of the conflict. The highest point in the development of the plot is called the climax. The series of events preceding the climax is usually termed, rising action, whereas post-climax events are falling action coming to a resolution (or dénouement).

When all the action is over, the author may supply some extra information about the following events, the after-life of the story characters etc. Similarly to the exposition, this part of the story is static rather than dynamic, and is called the epilogue. It should be noted, that the above-described three-part structure is by no means the universal type, which can be applied to all existing fiction texts. The composition of a story is a matter of the personal choice of the author, who may decide to end the story just at the point of its climax, or, start it

in the middle of the action, or introduce chronological steps back in the action. A special feature of the story composition is a framed story, or a story-within-a story.

In such stories, the theme and the main conflict are developed within the 'inner story', related by one of the characters of the 'outer story' (or a frame). The verbal composition concerns the modes of presenting the story. Narration moves the plot and can be presented from different points of view: the first person, the third person, a limited third person (the story is presented through the limited perspective of one of the characters), a shifting point of view; there can also be the author-observer (observing the characters' actions but not penetrating in their thoughts and feelings), as opposed to the omniscient author (knowing all about the characters' inner life, their past and sometimes even the future). These points of view are important in the process of conveying the author's attitudes and ideas to the reader, creating a certain tone or atmosphere in the story.

Description usually has emotional-evaluative implications depending on the choice of vocabulary and imagery. Characters' speech exists in emotive prose in the form of a monologue/inner monologue, dialogue. Besides there can be digressions (the author's remarks breaking the narration and containing some personal reflections concerning the story, its theme, problems, setting or characters).

d. Characters of the Story

Another aspect of a story is represented by characters. Since all fiction stories include some action (which makes it different from other types of texts, e.g. essays), they necessarily have a character, or, more frequently, several characters to perform this action. Traditionally, all characters are divided into principal (or main) and secondary ones. Those, who form the focus of the author's (and, hence, the reader's) attention, and take an active part in the central conflict of the story are the main characters; others serve as the background for the portrayal of the main characters and their conflict. If there is only one main character in the story, he is sometimes called the protagonist; his main opponent in the conflict would be then the antagonist. Also, in literary criticism there are further terms to describe different types of characters: static vs. dynamic (the former stay virtually the same as regards their traits of character, values, attitudes etc, whereas the latter undergo some serious changes in the course of the story events) and also round vs. flat (the former are drawn in detail, including the characteristic of their inner selves, the latter are more or less schematic). The analysis of the characters should include (if the text supplies the necessary details, or, at least implies them) their physical description, social background, some distinctive traits of their character, their typical ideas, attitudes, manner of speech (which can be very characteristic and suggestive), actions, relations with other characters and their role in the central conflict, and, finally, the author's attitude towards them (whether it is directly revealed or implied implicitly).

e. Stylistic Features of the Text

The next part of the analysis deals with the stylistic features of the text. It focuses on the language register, or combination of different registers (formal, semi-formal, neutral, semi-informal, informal; high-flown, poetic, casual, colloquial etc.) employed by the author, on syntactic peculiarities of the text (types of sentences prevailing, rhetoric questions, elliptical or inverted phrases, parallel constructions), special choice of the vocabulary (terms, dialectics, slang etc.), stylistic tropes (see a short description of some of them below), and the general tone or atmosphere of the text (serious, light, elevated, solemn, ironical, humorous, gloomy and so forth). The thorough analysis of these features will enable you to define the author's position, his/her attitude towards the subject of the story and its problems, towards the characters and their actions, and finally to understand properly the author's message, the main idea of the story. Sometimes these attitudes and the message are expressed openly and directly (usually in the beginning or the end of the story), but more often than not it is revealed indirectly in the whole complex of linguistic and stylistic peculiarities of the text, in the author's characteristics of the characters, in the atmosphere created by the author in the story. Hence, the analysis of stylistic features of the story has a principal importance for the proper understanding of its message.

E. Types of Reading Comprehension

In gaining the information from printed materials, reading has two activities, namely: extensive reading and intensive reading.

► Extensive Reading:

It is the view of Palmer (1964) that "extensive reading" is considered as being reading rapidly. The readers read books after books. Its attention is paid to the meaning of the text itself not the language. The purpose of extensive reading is for pleasure and information. Thus, extensive reading is also termed as "supplementary reading". In other words, reading materials should include pleasured able information.

► Intensive Reading:

The work of Palmer (1921) notes that "intensive reading" means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

The intensive and extensive reading has the distinction between them. As Murcia stated:

"For our purpose, intensive reading consists of short selection which can be read and discussed in one class period.... Extensive reading assignments should generally involve longer selections which are read outside of class." (Marianne-Celce Murcia, 1978 :150).

Referring to the statement above, it is clear that intensive reading refers to the kind of work done in the reading class. It is also the kind of careful work a student may do when studying for exam. Extensive reading is the reading ability where the students have to read the materials outside the class to add their knowledge.

Extensive reading can be defined as reading a large quantity of text, where reading confidence and reading fluency are prioritized. (Grellet: 1981, Nuttal: 1982). Extensive reading also known as fast reading also plays two roles. One is to acquire a large vocabulary and the other is to develop the ability to think English.

Furthermore, Intensive reading involves learners reading in detail with specific learning aims and tasks. It can be compared with extensive reading, which involves learners reading texts for enjoyment and to develop general reading skills.

In short, Extensive reading is used to obtain a general understanding of a text and includes reading longer texts for pleasure, as well as Narrative texts. (Mandler & Johnson, 1977: Stein Stein, William Howard 1911-1980)

The Characteristics of an Extensive Reading Approach put forward by Day & Bamford (1998, p. 7-8) argue that extensive reading is a complex system of deriving building students' Language Learning in reading class clarifying the following points:

1. *Students read as much as possible,* perhaps in and definitely out of the classroom.
2. *A variety of materials on a wide range of topics is available* so as to encourage reading for different reasons and in different ways.

3. *Students select what they want to read* and have the freedom to stop reading material that fails to interest them.

4. *The purposes of reading are usually related to pleasure, information and general understanding.* The purposes are determined by the nature of the material and the interests of the student.

5. *Reading is its own reward.* There are few or no follow-up exercises after reading.

6. *Reading materials are well within the linguistic competence of the students* in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.

7. *Reading is individual and silent*, at the student's own pace, and, outside class, done when and where the student chooses.

8. *Reading speed is usually faster rather than slower* as students read books and other material they find easily understandable.

9. *Teachers orient students to the goals of the program, explain* the methodology, *keep track* of what each student reads, and *guide* students in getting the most out of the program.

10. *The teacher is a role model of a reader for the students* -- an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

Certainly, the interaction between the reader and the text is not simply. Since, it requires considerable work from the reader and comfortable understanding process from the text.

Therefore, it can be said that one of the aspects that to be essential in students reading comprehension is extensive type exercises. There is a "link" between reading comprehension and reading technique that is used to increase the reading comprehension and to build knowledge vocabulary through an approach.

Consequently, students must be provided with the most appropriate reading technique and reading approach to provide comprehensible input, enhance learners' general language competence, increases the students' exposure to the language, increase knowledge of vocabulary, lead to the increase in writing, motivate learners to read, consolidate previously learned language, helps to build confidence with extended texts, encourages the exploitation of textual redundancy, and facilitates the development of prediction skills, (Elley and Manghubai, 1983:55). Thus, it is obvious that comprehension involves combining reading with thinking and reasoning in the text with technique and approach.

F. Concept of Narrative Text

Referring to 2006 (KTSP) curriculum, there are some types of text that should be recognized and comprehended by the second year students of SMA/MA: *report, narrative, analytical exposition spoof, and hortatory exposition text.* In this research, the text that is expected is *narrative text.*

A narrative is a construct created in a suitable medium (speech, writing, images) that describes a sequence of real or unreal events. It derives from the Latin verb

narrare, which means "to recount" and is related to the adjective gnarrs, meaning "knowing"or"skilled".

Narrative text is the most famous type of any text. Various purposes are communicated in a narrative type. However the way it is constructed is describing certain event, character or phenomenon in detail. Narrative prefer showing to telling and that the power of narrative. Reader will feel as his show by him self what happen in the text. Actually narrative can be fiction such as short story or novel and non-fiction like memoirs. (English Curriculum of SMA, 2006).

According to Madison smart Bell, the narrative design, or what we call form or structure, is of first and final importance to any work of fiction. In that structure, we will find elements of story; characterization, point of view, theme and plot. Plot is the way of the story constructed.

1. Social Function of Narrative Text

Narrative text has function to amuse, entertain and to deal with actual or various experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It is important to know that the social function of the narrative text is to inform and entertain. 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 experience. In literary term, experience is what we do, feel, hear, read, even what

we dream. Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

To be clearer, here is 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 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 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.

2. Generic Structure of Narrative Text

When we read a text, we can call it narrative as we see the following generic structure inside the text:

Orientation: (beginning). The introduction of what is inside the text. What text talk in general or the characters of the story. Who involves in the text. When and where it happen. Orientation actually exists in every text type though it has different term. Here is example of narrative text:

Orientation

  Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

Complication: (middle). This part tells the beginning of the problem which leads to the crisis arises (climax) of the main participants and followed by other problems. What happens with the participant? It explores the conflict among the participants. Complication is the main element of narrative. The conflict can be shown as natural, social or psychological conflict. Here is example of narrative text:

Major complication

  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. Here is example of narrative text:

<u>Complication</u>

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. Here is example of narrative text:

<u>Major complication crisis</u>

A few days later, the king' son proclaimed that he would marry the girl whose foot fitted the glass slipper. The king's page came to Cinderella's house. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. 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.

Resolution: (ending). It is the final series of the events which happen in the story.

This is the phase where the participants solve the problem aroused by the conflict.

It is not matter whether the participants succeed or fail. The point is the conflict

becomes ended. The crisis is resolved, for better or for worse(either in a happy

ending or in a sad (tragic) ending. Here is example of narrative text:

<u>Resolution</u>

"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". Here is example of narrative text:

<u>Resolution</u>

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. Here is example of narrative text:

<u>Resolution</u>

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. Here is example of narrative text:

<u>Major resolution</u>

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.

3. Lexicogrammatical Features of Narrative Text

Commonly, narrative text is organized by the story of grammar. It will be beginning, middle and end of the story. To build this story grammar, narrative text need plot. This plot will determine the quality of the story. Plot is a series of episodes which holds the Reader's attention while they are reading the story. Conflict is the main important element of the plot. This conflict among the characters will drive the story progress. In this conflict, readers will be shown how the characters face the problem and how they have ability to handle that problem

Narrative text has characteristics which is called significant lexiogrammatical features, they are: *focus on specific and usually individualized participants*, *the use of noun phrases are **a beautiful princess, a huge temple, the dusty and and rough road, a big old tree, etc.** The use of material processes (and in the text, behavioral and verbal processes; **arrived, ate, went, laughed, etc.**), the use of connectives and conjunction (**first, before that, then, finally, one day, a week***

*alter, a long, a long time ago, when, etc.), the use of adverbial phrases of time and place (**in the garden, two days ago)** , the use of thinking verbs, feeling verbs, verbs of senses, (**she felt hungry, she touch, she was clever, she smelt something burning**), the use of past tense.*

There are some examples Lexicogrammatical Features of narrative text

"Cinderela"

Specific Participant related to <u>a young girl named Cinderella</u>, Past tense related to <u>treated</u> , <u>danced</u> , <u>came.</u> Circumtance of time related to <u>One day</u> , Action verb related to <u>received</u> , <u>tapped</u> , Circumtance of place related to <u>at the palace,</u> Coordinate conjuntion related to <u>and,</u> Saying verb related to <u>said,</u> Linking verb related to <u>been</u> , <u>am,</u> Temporal conjunction related to <u>Then</u> , <u>Finally</u> , and the last Mental verb related to <u>was overjoyed.</u>

G. The Procedures of Teaching Reading Through Text Analysis Technique

1. The teacher greets the students.
2. The teacher checks the students' attendance list.
3. The teacher tries to review the material that has been learnt previously by asking some questions to the students.
4. The teacher tries to brainstorm the students by asking them to memorize their legend story according to their own experience.
5. The teacher asks one of the students to tell about the legend story orally.
6. The teacher gives an example of a legend story by telling it to the students orally.
7. The teacher tells the story if it is possible by showing the pictures media in order to attract students' interest and to help the student understand the contents of the text.

8. The teacher asks the students some questions related to the story they just have already heard.

9. The teacher tells the students that they are going to learn about the Narrative text.

10. Teacher introduces the activity and how it will work. The explanation about the activity is explained in order to introduce this activity.

11. Teacher makes sure that the instructions have been clearly understood by everyone in the class. It may be useful to demonstrate how the activities will work to the whole class. It is suggested that the students have already understand about what they are going to do, and if the students have not clearly understood about the instruction, it is suggested to demonstrate how the active to the whole class.

12. Teacher divides the class into pairs or groups and then the handout or task is given to the students discuss and at each student have got the same paragraph. In this part students should concentrate on their task to follow mixed group section.

13. Teacher provides the text that has been spilt into some pieces of paper (handout). There is a reading text that has divided two parts, this text is spilt according to the paragraph and these pieces of paper are given to the students.

14. While the students are doing the activity, the teacher is suggested to move around to see whether the students do the activity correctly or not and give some helps or encouragements when and if needed.

15. Teacher asked students then gather into mixed groups where each student has different text, requiring of them to share the information from the

different texts. So, students can complete their information. In this part, students should active to get what they need to complete their information and write the information they get.

16. In presentation section, the students are asked to read their information and try to comprehend it, after that they should give questions to their friend and answer the questions from their friends.

17. Teacher gives a follow up activity (the example will be provided in oral evaluation).

18. The teacher arises the students' reflection by asking them, what they have got and what they have learnt.

19. The teacher gives the students homework to make another Narrative text.

20. The teacher closes the meeting while greeting the students.

Seeing the procedures of the technique mentioned above, the researcher assumes that this technique can improve students' reading comprehension