

**THE INFLUENCE OF USING VENN DIAGRAM STRATEGY
TOWARDS STUDENTS READING COMPREHENSION ON
NARRATIVE TEXT AT THE SECOND SEMESTER OF THE
EIGHTH GRADE OF MTS AL-KHAIRIYAH TAMAN SARI IN
THE ACADEMIC YEAR OF 2021/2022**

A Thesis

Submitted in a partial fulfillment of the requirements for S1-Degree

By:

USWATUL LATIFAH

NPM : 1511040357

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1443 H / 2022 M**

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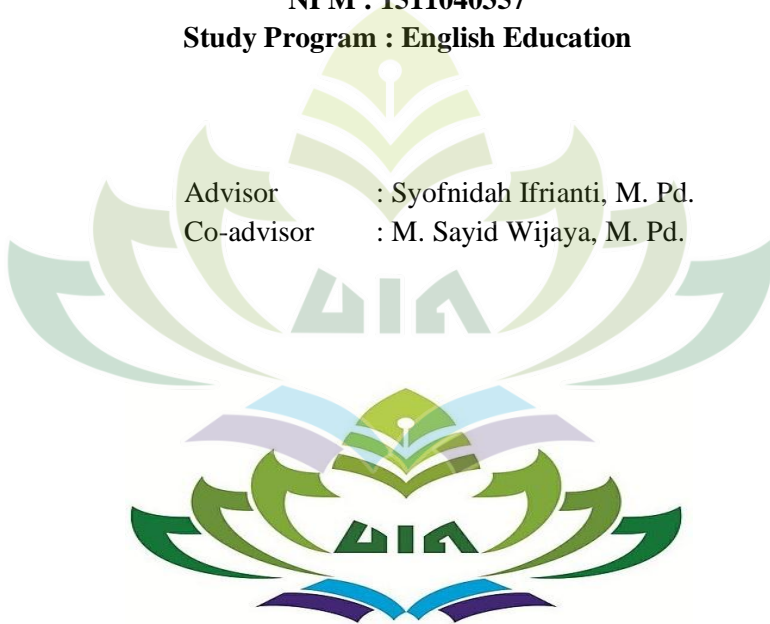
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**TARBIYAH AND TEACHER TRAINING FACULTY
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LAMPUNG
2022**

ABSTRACT

THE INFLUENCE OF USING VENN DIAGRAM STRATEGY TOWARDS STUDENTS READING COMPREHENSION ON NARRATIVE TEXT AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF MTS AL-KHAIRIYAH TAMAN SARI IN THE ACADEMIC YEAR OF 2021/2022

**By
Uswatul Latifah**

The objective of this research was to know whether there was significant influence of using Venn Diagram Strategy towards students reading comprehension on narrative text. Reading comprehension is a skill to get deeper information in the text. The students must understand how to learn reading comprehension because it enables them to understand many things stated in written form.

The research methodology of this research was quasi experimental design. In this research, the population was the eighth grade of MTs Al-Khairiyah Taman Sari which consisted of 82 students. The sample of this research was two classes which consisted of 56 students for experimental class and control class. In the experimental class, the researcher used Venn Diagram Strategy, and in the control class the researcher used Translation Strategy. In collecting the data, the researcher used instrument in the form of multiple choice which consisted of 20 questions. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig. = .004$ and $\alpha = 0.05$. It means H_a was accepted because $Sig. <$

$\alpha = .004 < 0.05$. Therefore, there is a significant influence of using Venn Diagram Strategy towards Students Reading Comprehension on Narrative Text at the Second Semester of the Eighth Grade of MTs Al-Khairiyah Taman Sari, Tanggamus in the Academic Year of 2021/2022.

Keywords: Venn Diagram Strategy, Reading Comprehension, Narrative Text



DECLARATION

Hereby, I state this thesis untitled “The Influence of Using Venn Diagram Strategy toward Student’s Reading Comprehension on Narrative text at the Second Semester of the Eighth Grade of MTs Al-Khairiyah Taman Sari Tanggamus in the Academic year of 2021/2022” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they properly acknowledged in the text.

Bandar Lampung, Mei 2022

Declared by,



Uswatul Latifah

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ADMISSION

A research thesis entitled: **“THE INFLUENCE OF USING VENN DIAGRAM STRATEGY TOWARD STUDENTS READING COMPREHENSION ON NARRATIVE TEXT AT THE SECOND SEMESTER OF THE EIGHT GRADE OF MTS AL-KHAIRIYAH TAMAN SARI IN THE ACADEMIC YEAR OF 2021/2022”**, By: **Uswatul Latifah, NPM: 1511040357, Study Program: English Education, will tasted and defended in the examination session held on: Tuesday, May 31th 2022.**

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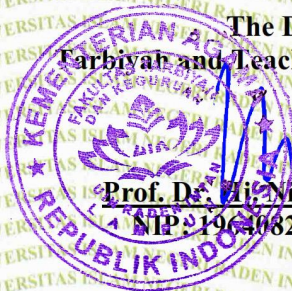
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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ الْأَكْرَمُ
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٣﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٤﴾

(1) Proclaim! (Or read) in the name of your Lord Who created,
(2) created man from a clot of congealed blood. (3) Proclaim! and
your Lord is Most Honorable, (4) Who taught by the pen, (5) taught
man what he did not know. (QS. Al-Alaq: 1-5)¹



¹ A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Maryland: Amana Corp), p. 1162

DEDICATION

This thesis is dedicated to everyone who cares and love me. I would like to dedicated this thesis to :

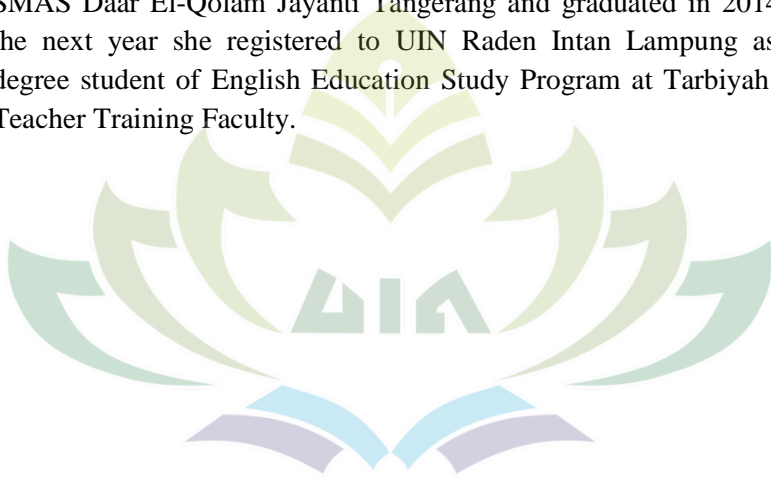
1. My beloved parents Mr. Mazwari Suhas and Mrs. Sri Puji Astuti who always support, educate, accompany and pray for me to be successful in my study and my life.
2. My beloved young brothers Mutthahari Suhasdiantoro and Azizur Rahman, who always motivate, support, and pray for me.
3. My beloved almamater UIN Raden Intan Lampung



CURRICULUM VITAE

The name the researcher is Uswatul Latifah. She was born in Blambangan Umpu on october 15th, 1996. She is the firts child of three daughter from Mr. Mazwari Suhas and Ms. Sri Puji Astuti. She has two young brothers, his names is Mutthahari Suhasdiantoro and Azizur Rahman.

She accomplished her formal education kindergarten at TK Kemala Bhayangkari Muara Bungo and continued to Elementary School at SDN 101/II Muara Bungo and graduate in 2008. After that, she continued her study to SMPN 1 Muara Bungo Jambi and graduated in 2011. Then, she was continued to Senior High School at SMAS Daar El-Qolam Jayanti Tangerang and graduated in 2014. In the next year she registered to UIN Raden Intan Lampung as S1 degree student of English Education Study Program at Tarbiyah and Teacher Training Faculty.



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Praise to Allah the Almighty, the Most Merciful, and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace to be upon our prophet Muhammad saw with his family and followers. This thesis entitled “The Influence of Using Venn Diagram Strategy Towards Students’ Reading Comprehension on Narrative text at the Second Semester of the Eighth Grade of MTs Al-Khairiyah Taman Sari Tanggamus in the Academic Year 2021/2022” is submitted as compulsory fulfillment of the requirement for S1 degree of English Education Study program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

When finishing this thesis, the researcher has obtained so many helps, assistance, aid, and many valuable things from various sides. Therefore, the researcher would sincerely thank to :

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11. Last but not least, I wanna thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times.

Finally, the researcher is fully aware that there are many weaknesses in this thesis. Therefore, the researcher will accept criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, April 2022
The Researcher,

Uswatul Latifah

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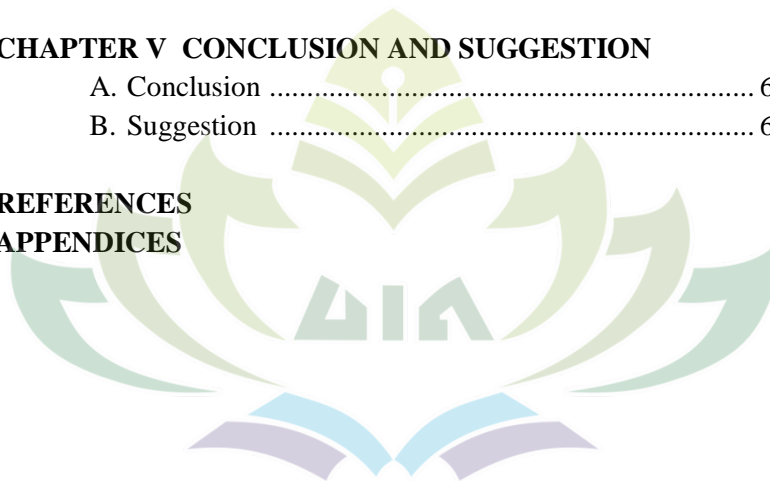
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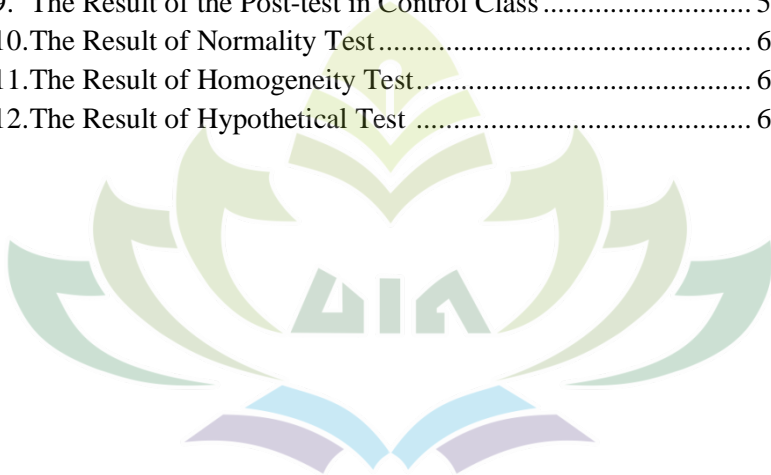
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is used by all people in the world. Anyone cannot interact with others without language. Thus, it is very important for us to learn the language in creating good relationships with other people. There are several English skills, namely Listening, Speaking, Reading and Writing. Based on Rainders, reading is the key to mastering foreign language.² In other word, one of the important skills to mastering foreign language is reading. Futhermore, Teixeira stated that reading is a skill that plays a main role in learning foreign language.³ In conclusion, reading is one of the most influential skills in learning English.

A way to get information and knowledge is reading. All people can improve the knowledge or information in our life by reading. According to Seravallo, reading can be called a thinking process to getting some meaning of texts.⁴ In other words, reading is activity which the reader gets the information of texts that they have read before. Thus, we can call reading as the activity in thinking process to getting meaning or information on it.

Reading does not only add information, but it can also help students to remember the new vocabulary and grammar. Reading also can be a container for enjoyment and a way of collecting information of various country. Reading is a complex process that requires the analysis, in order to describe the

² HayoReinders, David Nunan, and Bin Zou, *New language Learning and Teaching Enviroment : Innovation In Language Learning and Teaching*, (London: Palgrave, 2017), p. 122

³ Joana Vas Teixeira, *Development Skill Using Different text (e- TEALS (An – E Journal of Teacher Education and applied Language Studies)*, Available at: (<http://ler.letars.up.pt.org>) Accessed on 24th December , 2019.

⁴ Jennifer Seravallo, *Teaching English to Speakers of other languages* (New York: Routledge, 2015), p. 64

contents of various information obtained. It means that there are some techniques in doing reading. We must be able analysis the text. Therefore, we can understand what the information that author want to be conveyed.

Meanwhile, the important point that should be mastered by the readers' is comprehension, because the main goal of reading is comprehension. Reader cannot suddenly what the meaning of the text. There will be some steps in reading. They must be capable to put on their knowledge and experience on text. Comprehension is an active process and constructive of acquiring meaning in the text by involving the knowledge and experience of the reader which is related to the contents of the reading. It can be concluded that reading comprehension is done by linking the initial knowledge that the reader has and new knowledge gained from reading.

Reading comprehension is necessarily dependent on at least adequate they cannot understand a whole text.⁵ It means that the readers should be able to understand the content of text that they have to read. In another word, the readers must be able to analysis or identify the text, so they can students will not get the information that has been written on the text. In fact, reading is not as easy as people think.

Whereas most of the students have difficulty understanding the meaning of the text. If this happens, the students will not get the information that has been written on the text. In fact, reading is not easy as people think. Reading passage seems to be too difficult for them because of some conditions. The conditions here refer to the failure of understanding the words, the sentences, the sentences' unity and organization; and the lack of interest or concentration. That means students still have the difficulties in comprehend the text. In other words, most students were not able to catch the meaning of text, even though their pronounce words sounds good but they could not

⁵ Jane Oakhill, Kate Cain and CastenElbro, *Understanding and Teaching Reading Comprehension (A Handbook)*, (New York: Routledge, 2015),p.1

comprehend what the content or information in text because they could not find the meaning of unfamiliar words in the text.

Based on Junior High School Syllabus, there is some kind of text reading that needed to be taught on junior high school. Text divided in two, functional texts and monolog texts. In Functional texts, they are short message, invitation, notice/caution, greeting card, announcement and advertisement. While, in monolog texts, they are narrative, recount, procedure, descriptive, and report texts.⁶ Every text has the different schematic structures, social function, and language features. One of them is Narrative Text that must be taught on the eighth grade of Junior High School.

This research provided previous research related to this research. This is the preliminary research in MTs AL-Khairiyah Taman Sari Tanggamus at the eighth grade, from the result that she got in English teachers' interview. It can be concluded that mostly students' problem is reading comprehension ability because they can't understand the text well, and they are still confused about the gist of the text. Sumarni said that the students' reading comprehension problems because the students have problem to understand the text, so that the students tend to find the meaning of each word rather than understand the ideas of the text. The students were also had lack of vocabularies.⁷ Besides that, the strategies that are used in a reading activity are monotonous. In fact, the teachers just teach them to read the text alone and then answer the questions that are given to the students. If this way of teaching applies in every reading activity, the students will less interest and do not have any motivation to be successful in a reading activity so they will not understand the information that had been written on the text.

⁶ English Subject Syllabus of Junior High School.

⁷ Titin Sumarni, An English Teacher, *Interview to English Teacher*, MTs Al-Khairiyah Taman Sari Tanggamus, 2021

In this research, the students' reading ability was explained by the teacher. Based on the interview, the result by the data that show more than 60% of students of eighth grade did not pass the minimum score like shown on the table 1.⁸

Table 1

The Students' Score of Reading Narrative Text at the Eighth Grade MTs Al-Khairiyah Taman Sari Tanggamus in the Academic Year of 2021/2022

No	Score	Classes			Total	Percentage
		A	B	C		
1	< 72	17	20	19	56	68.29 %
2	≥ 72	11	8	7	26	31.70 %
Total		28	28	26	82	100 %

Source : English Teacher of MTs Al-Khairiyah Taman Sari, Tanggamus

From the data of table 1, it shows that from the 82 students of the eighth grade of MTs Al-Khairiyah Taman Sari Tanggamus, there are 56 students got <72 score. 72 is the minimum achievement criteria of English subject in the eighth grade of MTs AL-Khairiyah Taman Sari Tanggamus. The teacher said that she did not use specify the criteria of minimum mastery (KKM) score for reading skills, so far only using English in the criteria of minimum mastery (KKM) score from the school. Thus, this research used the criteria of minimum mastery (KKM) score from the school. Because the criteria of minimum mastery (KKM) score of English subjects at that school is 72. It indicated that most students still face difficulties in reading narrative text.

⁸ Titin Sumarni, An English Teacher, *Data of English Score*, MTs Al-Khairiyah Taman Sari Tanggamus.

On the other hand, this research not only interviewed teachers, but also interviewed some eighth-grade students. Based on the result of interviewing some students, the students still get difficulties on understanding a text; most of the students do not like English lesson and most of them do not understand the content and main idea of the text.⁹ The main problem in this case is that the students may be lack of the necessary strategies for reading to overcome those challenges. That was the problems by the students of the eighth grade of MTs AL-Khairiyah Taman Sari Tanggamus. Besides, the class condition and teacher's way in teaching learning process is less attractive.

There are many learning strategies in teaching reading skill that could helped them to solve their problems, one of them is Venn diagram. One way to develop students' knowledge of something is through comparison. Venn diagram is used to compare two concepts, topics or procedure. By using the comparison, students will be helped to organize their thought. Therefore, they can understand the reading passage.

Galda, et al stated that Venn diagram can provide an interesting way and environment for their students to develop reading ability. By making comparison and finding similarities and differences between concept, plot, character, style, story, etc could help the students make connection to build an interesting comprehension.¹⁰ It is clear that by using Venn diagram, the students can be easily to comprehend the text because there are comparison and similarities of the text that makes them able to identify the information in the text clearly.

The researcher chose Venn Diagram as a strategy for teaching reading because this strategy is unique and it is able to make the students to find and learn about detail things in the story such as the different and similarity of plot, time, character, etc. It automatically makes the students able to comprehend the

⁹ Interview to the students of Eighth grade of MTs Al-Khairiyah Taman Sari Tanggamus, January 20th2021

¹⁰ Galda, et al, *Teaching Problem Solving through Venn Diagram*, (USA: Green Wood Publishing Group,2014), p.360

text. Therefore, the students' reading comprehension could be better.

Based on the Kurnia's research as the previous research that related in this research, the result of the research showed that Venn diagram was very effective strategy. It success to improve students' reading comprehension. She used classroom action research. In the previous research , the venn diagram strategy was aplied to improve students' reading comprehension. The difference with the previous resarch are the venn diagram strategy is used to teach report text and the research design of the previous research was classroom action research but in this research used quasi experimental.¹¹

Another previous research arranged by Desti, the result show that Venn diagram strategy can be implemented by the teacher and help the students to focus on the term being compared and constracted. This strategy also help students understand about analytical exposition.¹² The difference with the previous research are the previous research used descriptive qualitative and focused on the implementation of venn diagram as a strategy in teaching reading analytical exposition, but in this research used narrative text as the material. Here, this research was conducted quantitative research with the title "The Influence of Using Venn Diagram Strategy towards Students Reading Comprehension on Narrative Text at the Second Semester of the Eighth Grade of MTs Al-Khairiyah Taman Sari, Tanggamus in the Academic Year of 2021/2022".

¹¹ Kurnia Savitri, *Applying Venn Diagram Strategy to Improve Students Reading Comprehension at SMA Muhamdiyah 1 Pekalongan*, (Metro:Skripsi Program Pendidikan Bahasa Inggris IAIN Metro, 2019)

¹² Desti Aisyah Fauziah, *The Implemented of Venn Diagram As a Strategy in teaching Reading analytical Exposition text*, (Surabaya: Skripsi Program Pendidikan Bahasa Inggris Universitas Negeri Surabaya, 2017)

B. Identification of the Problem

Based on the background of above, those problems can be identified as follows:

1. The students were not able to comprehend the text.
2. The students tend to find the meaning of each word rather than understand the ideas of the text.
3. The students do mistakes due to lack of vocabularies.

C. Limitation of the Problem

Based on the background and the identification of problems above, this research was limited the problem only using Venn diagram strategy towards students reading comprehension on fable narrative text at the second semester of the eighth grade of MTs Al-Khairiyah Taman Sari, Tanggamus in the academic year of 2021/2022.

D. Formulation of the Problem

Based on the identification and limitation above, those problems were formulated as follows:

Is there a significant influence of using Venn Diagram Strategy towards students reading comprehension on narrative text at the second semester of the eighth grade of MTs Al-Khairiyah Taman Sari, Tanggamus in the academic year of 2021/2022?

E. Objective of the Research

Related to the problem formulation, the objective of the research was to find out whether or not there is a significant influence of using venn diagram strategy towards students reading comprehension on narrative text at the second semester of the eighth grade of MTs Al-Khairiyah Taman Sari, Tanggamus in the academic year of 2021/2022.

F. Significance of the Research

The research was intended to give some used in English teaching field. The significant of the research as follows :

1. Theoretical Contribution

The result of this research is expected to give information for the English teacher about the influence of using venn diagram strategy towards students reading comprehension.

2. Practical Contribution

The result of this research is expected to give motivated the students to learn English and increase their reading comprehension in narrative text.

G. Scope of the Research**1. The subject of the research**

The subject of the research was the students at the second semester of the eighth grade of MTs Al-Khairiyah Taman Sari in the academic year of 2021/2022.

2. The Object of the Research

Object of the research was the students' reading comprehension and the use of Venn diagram strategy.

3. The Place of the Research

The research was conducted at MTs Al-Khairiyah Taman Sari.

4. The Time of the Research

The research was conducted at the second semester of the eighth grade in the academic year of 2021/2022.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading

Reading is one of the four skills that must be mastered by students, to understand a text one must be diligent in reading and it is an important activity so that it will be easy to understand the text. Taylor states that Reading is an activity of decoding and understanding the texts. In a reading activity, students are expected to be able to decode and to understand the texts that are given by the teacher. It is a skill that able to make personal connection with texts and engage critical thinking and problem solving.¹³ It means that in learning reading, the students should be able to create personal connection between their knowledge with the text. These must be collaborated in order to make the content of the text is clear.

Moreover, Sadiku states that Reading is a fun-way to hunt the knowledge. Through the activity of reading, the readers will learn and know a lot of information. People can hunt the knowledge and get the information by reading passage.¹⁴ It means that reading comprehension is one of fun-way in learning that can add someone's knowledge. It is also help the readers to get a lot of information spread in the worldwide. People must have a reading skill because it indirectly can enrich their knowledge of words meaning.

From several definitions above, it can be concluded that reading is a key and basic skill one must have to master language skills. In the process of reading, one must understand the content or context of a text so that the reader can

¹³ Taylor, S, *Reading for Meaning: A Guide Research to the Research on Best Practice Teaching of Comprehension in Today's World*, (London: Oxford, 2018), p.4

¹⁴ Sadiku, L.M, *The Importance of Reading Skill*, (Albania: European Journal of Language and Literature Studies, 2015), p.30

understand. Reading is the ability of the readers to read, understand and able to represent the text to the others. There must be some purposes of reading that must be learned by the students. The students need to be able to create their own understanding and their own personal connection with the text.

B. Types of Reading

Some people read for different purposes they must have different purposes when they read something. Since reading purposes differ, there must be several types of reading. According to Maria, there are some types of reading as follows:

1. Intensive Reading

It is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem, poetry, novel, or other source. For example, the students focus on linguistic or semantic details of a reading and focus on structure details such as grammar.

2. Extensive Reading

It is type of reading involves learners reading texts for enjoyment and to develop general reading skills. For example, the students read as many different kinds of books such as journals, newspapers and magazine as you can especially for pleasure and only needing a general understanding of the contents.

3. Aloud Reading

It is type of reading by using loud voice and clearly. For example, reading poetry, dialogue, and other type of text.

4. Silent Reading

It is type of reading where the activity is to mean to train the students to read without voice in order that the students

can concentrate their attention or though to comprehend the texts. For example, the students reading a text by heart.¹⁵

From the explanation above, it can be concluded that there are so many types of reading namely intensive reading, extensive reading, aloud reading and silent reading. The teacher should be able to provide some innovations for the purpose of reading in the classroom. The teacher should be a forum for students who want to find a text that suits them because it will have a good impact on students to like learning to read in school and can increase their reading interest.

C. Concept of Reading Comprehension

In reading, comprehension becomes an important point that should be mastered by the readers', because the goal of reading is comprehension. Reading is a process of communication between the writer and the reader. A writer has messages in his mind, such as feelings, facts, ideas, and arguments he wants to share. If the reader can understand the message and the words written by the author, the purpose of reading can be said to be successful. Moore and Susan stated that Reading Comprehension is the construction of meaning or spoken communication between the interpreter and the message in a particular communicative context.¹⁶ It means that reading comprehension is the activity of construction of words meaning from the passage or text. This activity between the one who read and translate the text and the written text.

Cecil defines that Reading comprehension is about how to build meaning from the text. This is a critical for beginning readers and used to reinforced in all stages of literacy

¹⁵ Maria, N.N, *Reading Theories and Reading Comprehension*, (Palangkaraya: Journal on English as Foreign Language, Vol.5 No.1 March 2015), p.31

¹⁶ Moore, J., and Susan, M, *The Simplicity and Complexity of Reading Comprehension*, (USA: International Journal of Business and Social Science, 2016), p.21

development. It is the process of construction and extracting meaning through interaction with written language.¹⁷ It means that reading comprehension can be defined as the skill of the readers to build or construct the meaning of written language. Reading comprehension has many functions to the all stages of learning development.

According to Steve that Reading comprehension is a complex, multiple task ability. It is an activity performed to develop an understanding of a subject or topic. The students need to be able to analyze and re-organize ideas and information from the text.¹⁸ It means that reading comprehension is the ability to understand a text, to analyze the information and to interpret the text correctly.

There are some criteria that are commonly used in measuring students' reading comprehension. They are:

1. Main idea (topic)
2. Expression/idiom/Phrase in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (instated detail)
7. Supporting idea (s)
8. Vocabulary in context.¹⁹

Based on the theories of reading comprehension above, it can be concluded that reading comprehension is the process of leading understanding to the written language. This activity is more than just reading a text but there must be a comprehension

¹⁷ Cecil, N.L., *Striking a Balance: A Comprehensive Approach to Early Literacy*, (Scottsdale, AZ: Holcomb Hathaway Publishers, 2015), p.2

¹⁸ Steve, M., *Reading Comprehension, What We Know: A Review of Research*, (Thailand: Journal of Language Testing in Asia Vol.2 No.1, 2012), p.45

¹⁹ H. Douglas, Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Pearson Education Longman, 2004), p.206

including comprehension the word structure, word meaning, vocabulary, etc. The students must be able to do the activity of reading comprehension if their reading is for seeking information.

D. Concept of Teaching Learning Reading Comprehension

Teacher should be able to create a good situation in teaching learning process in order to attract students in knowledge transfer process to reach the goal of learning. There are many ways to reach the goal that is suitable with condition itself, it can make the students active in teaching and learning process. Castles *et al* states that Teacher should be able to create good situation by giving motivation to the students.²⁰ It means that motivation of reading is important to be given to the students, because the more students want to learn reading, the more information they could get.

Fox explains that the effectiveness of teaching learning reading depend on teacher. The teacher needs to understand the complexity of reading process, so that the students can be confident and independent.²¹ It means that the responsibility of teaching learning reading depends on teacher. He/she must be able to create good situation and deliver material in an interesting way so that the students can be interested to follow the reading material.

According to Reading National Project, Teaching and learning reading need to be balanced. There must be a strategy to make this things work out well. A strategy for teaching reading helps learners avoid boredom and not be overwhelmed to receive new information and new task.²² It means that in

²⁰ Castles, A., Rastle, K., Nation, K, *Ending the Reading Wars: Reading Acquisition from Novice to Expert*, (London: Sage Publishing, 2018), p.26

²¹ Fox, B, *The Reading Process*, (New Jersey: Prentice Hall, 2014), p.2

²²National Youth Literacy Demonstration Project, *Strategies for Teaching Reading*, (Vancouver, BC: Decoda Literacy Solutions, 2015), p.1-2

teaching and learning reading, a teacher must balance the class situation in order to make learners not to be confused to receive the material.

Based on the above explanations, the writer concludes that the ones who is responsible to the process of teaching and learning reading is teacher. The students need to follow teacher's instructions that have been prepared before teaching learning. The material of teaching must be prepared well, so that it could be delivered clearly and understandable.

E. Components of Teaching Reading Comprehension

Konza states that there are five components of teaching reading which could make the students to become independent in reading. Those components can be described as follows:

1. Phonemic Awareness

This refers to the students' ability to focus on the sounds of spoken language and comprehend its meaning. It is important for teacher to understand the correlation between oral language and subsequent reading development, so that the teacher could make the students to be independent readers.

2. Phonics

An understanding of the relationship between sound and the letters at the basic of reading an alphabetic language, this makes readers become independent in reading. Phonic elements need to be taught by teacher at the beginning of teaching learning reading.

3. Fluency

Fluency could improve the accuracy of reading comprehension, because fluent reading appears confident and effortless. It has big impact to the reading process. If the readers are fluent enough in reading, they could make sense to the meaning of the text.

4. Vocabulary

The relationship between vocabulary and reading comprehension cannot be separated, because without knowing vocabulary the readers must face difficulties in reading. If the readers know the meaning of word, they are far more likely to be able to read it and make sense of it in a sentence. In other words, if they are familiar to the meaning of word, they could contribute good comprehension.

5. Comprehension

Comprehension is the goal or purpose of reading. It can be gained by relating the prior knowledge, assimilate new information, asking-answering questions, and understanding major content of reading. The readers must be able to comprehend the text they have read if they want to get information.²³

Based on the components of teaching reading above, it can be concluded that there are five components that should be known by the teacher and students. The main role of teacher is to be able to teach comprehension. The comprehension can be taught by some ways before the students read the text, such as knowing the sound of words, recognizing vocabulary, etc so that the students could be fluent in reading.

F. Concept Text

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings. Text is the essential of language form.²⁴ It means that text is used as a communication by the writer with

²³ Konza, D, *Teaching Reading*, (Australian Journal of Teacher Education: Edith Cowan University, 2014), p.154

²⁴ Keraf, G. , *Teks Argumentasi dan Narasi*, (Jakarta: Gramedia, 2020), p.136

organized the structure of the text on grammatical of words, clauses and sentences. There are kinds of the text those must be mastered by the students in reading comprehension. Narrative text is one of various genres of text.

1. **Definition of Narrative text**

Narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways. According to Denning, narrative text or story in its broadest sense is anything told or recounted; more narrowly, and more usually, something told or recounted in form of casually linked set of events account, tale: telling of a happening or connected series of happenings, whether true or fictitious.²⁵ It means that narrative text is a text which relates of logically and chronologically.

Meanwhile, Percy in Permana and Zuhri state that narrative is a type of essay that tells a story or a series of events in which they occur.²⁶ Its purpose is to give meaning to an event or a series of events by telling story. It can be concluded that narrative text is a text telling a story that has a chronological sequence of events that are interconnected. It can be concluded that narrative text is a text telling a story that has a chronological sequence of events that are interconnected.

Based on those explanations, it can be concluding that there are many kinds of text. Those kind of text should be mastered by the students in reading for increase the students reading comprehension. In this research, the writer only focus in narrative text as the form of reading that will be investigated because this kind of reading comprehension is concluded as the material should be

²⁵ Denning, S, *What is Story? What is Narrative Meaning*, (Boston, London: Butterworth Heinemann, 2016), p. 80

²⁶ Permana, Tahan Dwi dan Zuhri, Fauris, *The Implementation of Picture Series as Media in*

Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School, Retain, Volume 01 Nomor 01 Tahun 2013, p. 2

learned by the students for the eighth grade. From the definition above, it means that there are many kinds of text in English for teaching and learning, and the writer concludes that narrative text is a text telling a story that has a chronological sequence of events that are interconnected.

2. **Generic Structure**

A narrative text will consist of the following generic structure:

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 the participant to solve the crises, better or worse.²⁷

3. **Language feature**

The language feature is using past tense, specific characters, time words that connect events to tell when the occur, verbs to show the actions that occur in the story, narrative words to portray the characters and setting.²⁸ It means that there are five language feature of narrative text.

²⁷ Soneta, W, *Bahan Ajar Narrative Text*, (Jakarta: SMA 78 Jakarta, 2015),p.1

²⁸ *Ibid*, p.2

4. The Example of Narrative Text

A Hungry Crocodile

Orientation
 One day, there was a hungry crocodile waiting a prey near the lake in the jungle. That crocodile hiding under the surface of the lake for a long time, but there was not yet any prey approaching that lake to drink. That crocodile was so cruel and thus it had no friend and the other animals hate it so much.

Complication
 At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground.
 But that day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there was a big branch of the tree falling upon its neck. The crocodile could not move at all. Not long after the falling branch, finally there was a buffalo coming to the lake to drink. The buffalo saw the crocodile and the buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help.

Resolution
 The buffalo laid the big branch at the former position, upon the crocodile's neck. After that suddenly kancil said, "Let's run buffalo, lets run!" The buffalo and kancil run as fast as possible and the crocodile had realized that it is had been fooled by kancil. The crocodile was still trapped there and there was no one helped it.

<https://www.yuksinau.id/contoh-narrative-text/>

Figure 1

The Example of Narrative Text

Based on the explanation about the narrative text, the conclusion of narrative text is a text a text telling a story that has a chronological sequence of events that are interconnected. There are three generic structures that should be contains in narrative text, they are orientation, complication and resolution. There are three kinds of narrative text namely legend, fable and

fairy tales. In this research, the researcher focuses on narrative text fable.

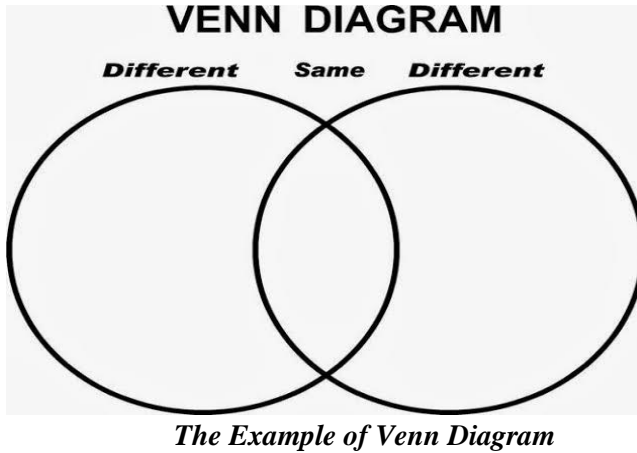
G. Concept of Venn Diagram Strategy

According to Jhonson, Venn diagram is a strategy that has graphic organizer consisting of two overlapping circles. Students use the diagram to compare and contrast two entities: characters, elements of the plot, settings, experiences.²⁹ It also helps the students to extend their thinking and apply the information by comparing and contrasting. Using Venn diagram in reading narrative texts will help the students to understand that the different perspectives from the different authors are important matters.

Venn diagram basically retains individual element in which students work individually to read and take a meaning or construct the meaning on the text given by the teacher. This case will make the students become the strategic readers in which they can monitor their own thinking and make connections between texts and their own experiences.³⁰ It means that Venn diagram allows students to think creatively when they are reading a text. It makes them able to comprehend the text in detail. Below the example of Venn Diagram :

²⁹ Johnson, K.F, *60 Strategies for Improving Students' Reading Comprehension*, (California: Sage Publications Company, 2006), p.188

³⁰ Berlin, S, *The Effect of Applying Venn Diagram Strategy on Students' Achievement in Reading Comprehension*, (Medan: Journal of English Language Teaching of FBS, 2012), p.4, Retrieved on October, 19 2021.



Galda, et al stated that Venn diagram can provide an interesting way and environment for their students to develop reading ability. By making comparison and finding similarities and differences between concept, plot, character, style, story, etc could help the students make connection to build an interesting comprehension.³¹ It is clear that by using Venn diagram, the students can be easily to comprehend the text because there are comparison and similarities of the text that makes them able to identify the information in the text clearly.

From several definitions of venn diagram strategy, the conclusion of Venn diagram is a kind of teaching strategy for teaching reading by comparing and contrasting to help the students organize, extend their thinking and apply the information. Venn diagram is a strategy to help the students organize and select information after reading, and then students are required to analyze two different objects. This will help hone the level of students' cognitive thinking for the better.

³¹ Galda, et al, *Teaching Problem Solving through Venn Diagram*, (USA: Green Wood Publishing Group,2014), p.360

H. Procedure of Venn Diagram Strategy

Teaching reading comprehension through discussed the topic which has relation to their prior knowledge enable them to link their knowledge with reading materials easily. By discussing the similarities and the differences between the topics on the next in group discussion, they can build strong knowledge between the topics. They can comprehend the learning materials and also understanding other perspective and opinion.

Venn diagram strategy can be completed by individual and group. The steps of Venn diagram strategy are as follows:

1. The teacher first leads the class in creating a Venn diagram as a group (for this demonstration, large, overlapping circles are drawn on the board or on a large sheet of chart paper).
2. When students work individually, they draw the two overlapping circles on a piece of paper.
3. In either case, each circle is labeled with the name of one of the things to be compared and contrasted. For example, each circle may be labeled with the name of a character, a setting, or an event. Next, students think about traits, characteristics, or facts representing the two entities. Anything characteristic of only one entity is placed in the outer area of the appropriate circle. Anything characteristic of both entities is placed in the overlapping section of the circles.
4. Finally, students discuss their work and the contrasts and comparisons they have charted.³²

Based on this procedure, the researcher concludes that a Venn diagram provides a good, graphic way to help students to conceptualize similarities and differences between items. This makes it an excellent strategy for promoting discussion in class

³² Johnson, K.F, *Opcit.*

and a good strategy for helping children learn comparisons when studying for tests.

I. Advantages of Using Venn Diagram Strategy

According to Junaid, there are some advantages of Venn diagram strategy as follows:

1. Venn diagram is the most enjoyable strategy to organize thoughts because the students can see the whole subject/area.
2. Venn diagrams are also enjoyable to look at, read, muse over, remember and write.
3. Venn diagram could improve memory, concentration, creativity and ability in reading and writing.
4. The students can pour ideas in a more efficient way.³³

Based on the advantages of using Venn diagram above, the researcher concludes that there are many advantages of this strategy. That mostly it could make the students to become enjoyable in learning. The students could improve their memory, concentration and creativity because they are asked to explore their mind to find their own idea towards the topic given even though they would be guided by the teacher.

J. Disadvantages of using Venn Diagram Strategy

Venn diagram can be used as an excellent teaching tool but this strategy also has some disadvantages as follows:

1. Venn diagram could make the students confused to understand the similarities of the topic.
2. Venn diagram is quite difficult to understand in a short time.
3. It requires the students to be active to explore their ideas.³⁴

³³ Junaid, *Venn Diagram Method*, (Makassar: Exposure Journal, Vol.1 No.2, 2012), p.160

Based on the disadvantages of using Venn diagram above, the writer concludes that it is better for the teacher to give clear explanation at the beginning of lesson because through this strategy, the students might be confused to understand the diagram, especially to determine the similarities and differences of the text.

K. Concept of Translation Strategy

Translation is changing the meaning of the source language to the target language. Translation strategy is translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task. A translation strategy is a plan or method for conveying the meaning from one Language into another language (the whole text).

Haryanti states that translation strategies there are: addition, deletion, adoption, adaptation, level shift and category shift.³⁵ So, generally translation strategies aim to make the best translation. In principle, they fall into three categories; they can be conscious, potentially conscious (e.g instinctive motives or translational behavior may be accessed through introspection, if required), or totally subconscious (e.g as would be the case with undesirable strategies such as the ones resulting in various forms of translation. Whenever strategies are not directly accessible through the translator, they need to be hypothesized from the available data).³⁶ It can be concluded that translation strategy is a learning strategy to produce meaning from one language to another so that it becomes easy to understand

³⁴ Russel, K, *Using Venn Diagram as a Teaching Tool*, Available at <http://www.educationpace360.com/index.php/using-venn-diagrams-as-a-teaching-tool-413/>, 2013, p. 4, Retrieved on November, 3 2021

³⁵ Dwi Haryanti, *Strategi Kesepadanan Pesan Pada Linguistics Across Culture dan Terjemahan* (Surakarta: Muhammadiyah University of Surakarta, 2013) p. 46

³⁶ Farida Repelita Waty Kembaren, *My Tranlation My Adventure*, (Medan: 2016), p. 69-71

meaning.

To avoid the problems while translating, the translator has to know the strategy to translate the language. Based on the explanation above, it can be concluded that translation is a strategy for teaching English in which the teacher how to guide the students to translate a topic in teaching reading then can help students find main ideas or so on.

L. Procedure of Translation Strategy

That is why the translation quality becomes the scale to measure the good of the translation product. The procedure of the translation strategy classroom activity is as follows:

1. The teacher explains the strategy of learning to read.
2. The teacher's mansion materials and instructions on translation.
3. The teacher distributes the text to the students so that they can understand the textbook by reading and reading the dictionary.
4. Finally, the teacher asks the students to express the problem briefly in the comprehension material. After the students understand, the teacher gives the students practice and ends the class.³⁷

Based on these explanations, it can be concluded that translation is a strategy that includes the practice of translating text in one language (the source of the language) with equivalent text materials in another language (the target language). By looking up the dictionary to translate the text, it is easy to help students find the main idea or information of the text.

³⁷ *Ibid.*

M. Strengths and the Weaknesses of Translation Strategy

Based on the research of Albany there are some strengths and the weakness of translation strategy based on explanations above are as follows:

1. Help students better understand the meaning of abstract words and complete sentences.
2. Make it easier for students to understand texts to be translated verbatim from one language to another.
3. The systematic study of grammatical rules plays an important role in cultivating students' reading comprehension ability and producing grammatically correct sentences.

There are some weaknesses about the translation strategy are as follows:

1. Lack of originality. We do think that because we tend to change words, there would be a lack of original content, so the text itself has a slightly different or slightly different meaning.
2. It takes time to explain, it really takes time to explain, study, research and finally translate the full text.³⁸

From these explanations, it can be concluded that the use of translation strategies can make students feel bored, and it can also make it easier for students to understand text by translating words from one language to another.

N. Frame of Thinking

English is one of the important languages taught in Indonesia. When teaching English, teachers must be able to provide a good classroom atmosphere so that students can

³⁸Albany *Advantages and Disadvantages of translation*, <http://tccl.rtt.albany.edu/knilt/index.php/umit3>. what-is-the-advantage-of-using-translation-as-a-teaching- recouce /, Accessed on January, 17th 2021

focus on accepting English learning in the classroom. Reading is a key and basic skill necessary to master language skills. In the reading process, you must understand the content or context of the text so that the reader can understand the content of the reading. Many standards are usually used to measure students' reading comprehension. The author concluded that reading comprehension is the ability of readers to seek information, and the writer's thoughts about the greatest meaning, understanding and information must be found from reading.

Venn diagram is wonderful strategies to get students actively involved in their learning. Because by using Venn diagram, the students can learn more effective and efficient. Venn diagram can help the students to organize the students' thought so they can understand the text by using comparison and contrast. Venn diagram is a reading teaching method that helps students organize, expand their thinking and use information through comparison and contrast. Venn diagrams provide a good graphical way to help students conceptualize the similarities and differences between projects. This makes it an excellent strategy for facilitating discussion in the classroom, and a good strategy for helping student learn to compare while learning tests. Venn diagrams can not only compare and contrast, but also improve reading comprehension and determine the main ideas of the text. Students can easily remember what they have read.

O. Hypothesis

The researcher formulates the hypothesis as follows:

H_0 : There is no significant influence of using Venn diagram strategy towards students' reading comprehension on narrative text at the second semester of Eighth Grade at MTs Al-Khairiyah Taman Sari, Tanggamus in the Academic Year of 2021/2022.

H_a: There is a significant influence of using Venn diagram strategy towards students' reading comprehension on narrative text at the second semester of eighth grade at MTs Al-Khairiyah Taman Sari, Tanggamus in the Academic Year of 2021/2022.



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