CHAPTER II
REVIEW OF LITERATURE

A. Reading and Reading Comprehension

1. Definition of Reading

Learning English is very important. In English there are four skills that must be mastered, namely: speaking, reading, listening, and writing. However, the researchers here only focused on one skill, namely reading comprehension. Reading is one of the important skills to master.

Reading is one of skills that must be mastered. And reading also an activities of perception, analysis, and interpretation by reader for get message from the reading material that will be delivered.

According to Francoise Grellet's book, reading is an active skills. It constantly involves guessing, predicting, checking and asking oneself question. This should therefore be taken consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of story from the preceding paragraphs[1].

According to Grabe, reading is the process of receiving and analyzing language encoded information through the medium of print[2]. It means that reading isn't only about being able to read on your own;

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[1]Francoise Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercises* (England: Cambridge University Press, 1981), 8.

[2] William Grabe , *Reading in a Second Language : Moving from Theory to Practice* (New York: Cambridge University Press, 2009), 14

it's also about being able to comprehend or interpret what you're reading.

When one considers the amount of levels and elements that must be learned, reading is a remarkable accomplishment. Consider how long it takes you to read a short story. Graphemes, phonemes, and morphemes are all present in the words. Syntactic form, propositions, and stylistic characteristics are all present in sentences. Constructing noun referents, a discourse emphasis, presuppositions, and plausible inferences are all necessary for deep comprehension of the sentences. The reader must be able to tell the difference between provided and new details in the text, as well as implicitly understand what is shared by the majority of readers in a group (called the common ground). At a higher level, the reader must recognize the genre, rhetorical structure, plot, various characters' points of view, narrator, theme, story point, and sometimes the author's attitude. A proficient adult reader can easily code, translate, and build all of these levels at a rate of 250 to 400 words per minute[3].

Reading is the process of deciphering written and visual information. However, reading is not an easy task. Reading is an active process that takes a lot of practice and expertise to master. Reading comprehension strategy are methods that experienced readers employ to solve problems with text comprehension[4]

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[3] Danielle S McNamara. 2007. *Reading Comprehension strategies*. (University of Memphis, 2006), 3

[4] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (The American library association: 2007), 10.

2. Reading Comprehension

Comprehension is process of understanding something from material that was read. When someone read some text and she/he can find the ideas or information from the material that have read.

According to Frank Smith "comprehension is kind of up market synonym for understanding in discussion that are (or are untended to appear) technical and scientific[5].

According to Wolley, "reading comprehension is known as the process of extracting meaning from the text. As a result, rather that deducing meaning from single word or sentences, the goal is to develop a broad comprehension of what is presented in the text. During the reading process, children construct mental models, or representations of the meaning of the txt ideas, to help them understand the information in the text[6].

According Wainrigth, reading comprehension is a complex process that requires the successful application of several abilities; when we read, we should be able to recollect information later[7]. It doesn't just mean that the recall of information has been read; it also means that the recall of information will be read.

Reading comprehension is the process of generating meaning through the coordination of several complicated processes such as word reading, word and world knowledge, and fluency[8].

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[5] Frank Smith, *Understanding Reading Sixth edition* (London: Laurence Erlbaun Associate, Pub. Ishers, 2004), 12

[6] Gary Wolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer, 2011), 15

[7] Gordon Wainrigth, *How to Read Faster and Recall More*, (Oxford: How to Content, 2007}, 35

[8] Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press,2007), 2

Reading comprehension is the ability to red text, process it understand it's meaning.[9] It means the reader not only reading text but reading with the process to understand the meaning form several parts related to the text. Such as understanding the vocabulary seeing relationship between word and concepts, knowing main ideas, generic structure of text, interpreting the words and others.

3. Reading comprehension is thought to occur at four stages of complexity, according to stateSmith. Literal levels, inferential levels, crucial levels, and creative levels are all terms used to describe these levels.

    1. Literal level

        The fundamental truths are known on a literal level.

    2. Inferential level

        The reader can go beyond what is presented on the page and add meaning or draw inferences at the inferential level.

    3. Critical level

        At the critical level, the reader evaluates if he has a strong knowledge of what he is reading as well as its clarity, accuracy, and any exaggeration of prejudice.

    4. Creativity level

        Reader might use knowledge of ideas from what they've read to generate new ideas at the creative level. The reader's creativity is sparked by the creative level.

        It was concluded that the level of knowing the boundaries and understanding of know was related to the level of understanding the borders and understanding of know.

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[9] Mutakhiran Mustafa and Nurfadilah Bakhri, "The level of The sSudent Reading Comprehension in Comprehending The Narrative Text" *Journal of Teaching & Education*. Vol. 2, No. 2, (2020), 152

4. **Indicators Reading Comprehension**

   ➢ **Decoding**

   Decoding is a vital step in the reading process. Students use this skill to sound out words they've heard before but haven't seen written out. The ability to do that is the foundation for other reading skill.

   ➢ **Fluency**

   To read fluently students need to instantly recognize words, including words they can't sound out. Fluency speeds up the ramte at which they can read and understand text. It's also important when students encounter irregular words, like of and the, which can't be sounded out.

   ➢ **Vocabulary**

   To understand what you're reading, you need to understand mist of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction. But they typically learn the meaning of words through everyday experience and also by reading.

5. **Purpose of Reading**

   When we first start reading, we have to make a range of choices, which we normally make easily and almost instinctive when we pick up a newspaper for example, we typically read the front page using a combination of search processing, general reading comprehension, and skimming. We read for facts, but we also read with the intention of finishing the newspaper quickly, sine few people attempt to read every line of a newspaper. We could start by looking for a specific story on the front page that we expect to find. If the head lines lead us in the right

direction, we can easily decide the article's length and then read a few paragraphs for comprehension (appropriately inspired by the newspaper-story genre, which is are porting on what, who, where, where, why, and how). At some point, we'll conclude that we've gotten enough details and will either finish reading the article or skim the rest to ensure that we don't miss anything shocking[10].

6. The kind of Reading

There are numerous types of reading. Watkins classified reading into two categories[11].

a. Intensive Reading

Intensive reading is simply another word for detail reading, in which relatively brief texts are employed to convey detailed information.

Intensive reading according to the author, is reading in a formal environment, such as in a school exercise, or reading to learn slowly. Students will not only read the material, but will also understand and comprehend it, as well as read word for word and use a dictionary to find information on a variety of topics.

b. Extensive Reading

Extensive reading is frequently associated with reading lengthy texts outside of the classroom, primarily for enjoyment and to have a better comprehension of the material. When reading a novel, newspaper, or magazine, the emphasis is usually on the substance rather that the language.

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[10] William Grabe and Fredricka L. Stoller. *Teaching and Researching Reading* (London and New York, 2002), 5

[11]

The reader is more focused on reading and reading (both for knowledge and enjoyment) in lengthy reading, rather that on understanding text, linguistic structure, or specialized reading tactics or skills.

The read assumed based on the definition above, extensive reading is a type of reading that is done with care and from a variety of sources. The reader is only required to read from larger texts; however, the reader is not required to answer any questions, and the type of book and duration are not restricted, leaving the reader free to choose what they want to read and for how long.

B. Predict, Locate, Add and Note (PLAN) Strategy

1. Definition of Predict Locate Add and Note (PLAN) Strategy

PLAN is recognize as acronym represented by the four steps on predict, locate add and note Caverly, et al. PLAN is reading strategy for informational text that helps students read. This strategy provides students with a way to illustrate the relationship between and among ideas in the text and to create a visual organizer they can use to take not while reading.

Caverly, Radcliffe, and Nicholson states that the PLAN strategy is shown to promote the students responsibility for reading as well as create an independents and individualized use of the strategy. It means that by using the PLAN strategy will have the students to transform what has been read into certain information independently and higher level thinking skill will be improved when they implement this strategy in reading process[12].

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[12] David C. Caverly, Mandeville, T.F., & Nicholson, S. "PLAN: A study-reading strategy for information text". *Journal of adolescent & Adult Literary*, Vol. 39, No. 3 (November 1995), 190-199.

Strategy PLAN and accompanying graphic organizer help student visualize their reading[13].

PLAN is an acronym for four distinct steps that students are thought to use before, during, and after reading.

The first step is to predict the content and text structure; students create a probable map or diagram based on chapter title, subtitles, highlighted words, and information from graphics. The second step is to locate known and unknown information on the map by placing checkmarks next to familiar concepts and question marks next to unfamiliar concepts; this causes students to activate and assess their prior knowledge about the topic. The third step, add, is applied as students read; they add words or short phrases to their map to explain concepts marked with question marks or confirm and extend known concepts marked with checks. Note is the fourth step; after reading, students note their new understanding by using this new knowledge to fulfill a task (e.g. reproducing the map from memory, writing in their learning log, discussing what they have learned, or writing a summary). This reinforces their learning and ensures that they have fulfilled their purposes for reading[14].

1) **The Steps of Predict, Locate, Add and Note (PLAN) Strategy**

According to Ogle, Klemp and Mcbride there are some steps that are used for strategy PLAN[15].

Students use PLAN (Predict, Locate, Add and Note) as a reading technique before, during, and after subject area reading. This

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[13] Katherine S. McKnight, *The teacher's Big Book of Graphic Organizers*, (John Wiley &sons, Inc: 2010), 142.

[14] Mary Lee Barton and Deborah L. Jordan. *Teaching Reading in Science*, (McREL: 2001), 95

[15] Donna ogle, Ron Klemp and Bill McBride, *Building Literary in Social Studies*, (2001), 96

approach combines cognitive techniques to help students in middle school through college choose the best strategies for a given comprehension challenge. The writer adapts the procedures written by several resources above into his or her own procedure to fit the characteristics of students at SMAN 10 Pandeglang, which can then be used in the field, based on the procedures written by several resources above. Before implementing the strategy PLAN in learning to read, there are several things that are prepared such as material and media, the researcher must choose a familiar, interesting, and in accordance with student language. The researcher will give the text reading the Narrative Text.

a. **The definition of narrative text**

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problem.

Telling a narrative is what narration is. A good story also needs to have fascinating material to be interesting. Teel as about and event that would be interesting to your target demographic. Consider your story as a movie in which the audience sees and hears characters in action. As result, it should be detailed and unambiguous, with events ordered in the sequence in which they occurred or in some other effective form that fulfills all of the following objectives[16]:

    a) It is cohesive, with all of the actions leading to a central idea that is developing.

    b) It's engaging; it immerses the writer in the action, making them feels as if they're watching and listening.

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[16] Rayendriyani fahmei lubis "Narrative Text" *Journal English Education*, Vol. 4 No. 2 (2016), 4

c) It situates the four was of a setting who, what, where, and when the action.

d) It is well-organized; transition denotes changes in time, place, and character.

e) It starts at the star and ends at the end. That is, the story is told in chronological order, with events occurring in order.

f) It progresses to a climax. This is the most tense or surprising part of the story, when the denouement is closed or the significance of events become obvious.

b. The purpose of narrative text

The purpose is to entertain the reader with a story

c. Generic structure of narrative text

1) Orientation

The primary characters, as well as potentially some minor characters, are introduced to the readers. There is usually some indication of where the action is taking place and when it is takin place.

Sets the scene: where and when the story happened and introduce the participant of the story: who and what is involved in the story.

2) Complication

The complication is accelerated by a series of events, all of which we predict to result in some from of complication or issue. It wouldn't be nearly as exciting if something unexpected didn't occur. The main characters and the oven will be involved in this difficulty, which will (temporarily) prevent them from achieving their aim.

3) Climax

What is the order of events? Climax. The narrator describes how the character reacts to the difficulty. It included both their feelings and their actions. The incident might be told in chronological order (the order in which things happen) or with flashback. The narrator's point of view is provided to the audience.

4) Resolution

The implication may be addressed for better or worse in this section. But it is rarely left fully unresolved (although this is feasible in some types of narrative that leave us asking "How did it end?"

The problem is resolved, either in happy ending or in a sad (tragic) ending.

5) Re-orientation/Coda

This is a closing remark to the story and it is optimal. It consists of a moral lesson, advice or teaching from the writer.

d. Types of Narrative Text

There are numerous sorts of narrative texts including:

a. Romance
b. Legend
c. Mystery
d. Humor
e. Horror
f. Personal Experience
g. Fantasy
h. Crime

      i. Fable

      j. Science fiction.

Genre is defined as a tool for generating tale ideas. Here are some examples of different types (or genres) this is example of the type of narratives with distinguishing characteristics:

      a. Romance

Typically, a romance story is around two lovers who overcome obstacles to end up together. The following are the standard features:

1) Orientation: there are hunk male and females yearning for love in an exotic atmosphere with a sun set, beaches, and moonlight.

2) A complication arises when a boy meets a girl.

3) Events sequence: it includes relationship development, jealousy, love, hurt, warmth, sharing, and problem solving.

4) Goal: boy meets girl, marries her, and lives happily ever after.

e. The Characteristics / Language Feature of Narrative Text:

- Past tense (killed, drunk, etc)
- Adverb of time (Once upun a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)

- Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.

f. **Example Narrative Text**

The Green Princess

In days of yore, when Shah Mukhayat Sultan of Aceh was resting in the palace, suddenly he saw a green light from the East. The Sultan immediately called his vizier and asked what the light was. The vizier was also shocked and could not answer the Sultan's question. Only the next morning a Sultan's confidant was sent to investigate the light. The results of the investigation were said that the light came from the body of the Green Princess in the Old Deli. It was said that the princess was the daughter of the Deli Kingdom - Sultan Sulaiman. When he died, he left three children. The eldest was named Mambang Jazid, the second was Putri Hijau (The Green Princess), and the last one was Mambang Khayali. The sons and daughter of Sultan Sulaiman were considered by his people as the incarnation of the gods. They were adored as magical people. The Green Princess herself was a beautiful woman. She was called the Green Princess because her body always emitted a green light, especially if she was playing in the park during the full moon.

Having heard the story, Sultan Mukhayat Syah then fell in love, even though the Sultan had never seen the princess' face before. Having feeling infatuated to the Princess, he, accompanied by his bodyguards, left for Deli to propose the daughter of the Old Deli Kingdom.

Upon arrival in Labuhan, the Sultan immediately sent a courier. Jazid had passionate spirits, and told her about the Sultan's wish to marry the graceful Putri Hijau. However, Putri Hijau rejected Sultan Mukhayat Syah's proposal. Of course the refusal made Sultan very angry and felt humiliated. Feeling disappointed, He challenged a war. The War ensued and many of his

soldiers were killed in the battle.

Finally, the Prime Minister of Aceh discovered a trick, which was thought to be able to defeat the Deli Tua soldiers. The ruse took the form of shooting ringgit money at the enemy camps, in the form of clumps of thorny bamboo that were tightly surrounding the town of Deli Tua. Seeing the ringgit money, the people of Deli Tua, without thinking anymore, immediately cut and cut down the thorny bamboo clumps. As a result, the defense of the city of Deli Tua was destroyed. It was difficult for them to withstand the attack of Sultan Mukhayat Syah's army.

To withstand further attacks, Mambang Khayali transformed himself into a cannon that could shoot at the enemy. However, while the battle was raging fiercely, he felt very thirsty. He asked the Green Princess for a drink, but his request was denied. According to the Green Princess, it could be dangerous. As a result, his joints felt weak, while he continued to spit out his cannon. Suddenly his body broke in two. The head cannon was bouncing up to Aceh, while the rear remained at the Deli.

Mambang Jazid had the feeling that they would lose the war. He said to Putri Hijau "if you are to be taken prisoner by the Sultan of Aceh, sooner, ask the Sultan   to place you in a glass coffin, and Sultan cannot touch you before arriving in Aceh. On arrival in Aceh, you beg the Sultan to order his people to bring offerings each of a chicken egg and a handful of rice (white rice). All these offerings must be piled on the shore. After the ceremony is over, the lump must be thrown into the sea." He continued saying "At that time you get out of the glass coffin, burn the incense while calling out my name Mambang Jazid." After leaving that last message, Mambang Jazid disappeared magically.

What Mambang Jazid predicted came true, Putri Hijau was under arrest then taken as prisoner to the Kingdom of Aceh. Before departing to Aceh, she immediately proposed the conditions as ordered by Mambang Jazid. Sultan

Mukhayat Syah granted it. In Aceh the king's ship docked in front of Tanjung Jambu Air. The Sultan ordered his people to hold an offering ceremony as begged by Putri Hijau. All the people fulfilled what she asked.

After the ceremony, Putri Hijau was seen coming out of her glass coffin. In a puff of incense smoke, Putri Hijau mentioned her brother's name. All of sudden there was a gale and heavy rain accompanied by lightning, and the waves were very high and strong. The world was almost doomed. Suddenly came a giant dragon of the waves and the boat went straight to the Sultan. He hit the ship with its tail until the ship split into two and sank immediately. Sultan Mukhayat Syah was safe.

In the chaotic situation, the Green Princess immediately returned to her glass coffin so that when the waves hit the ship, she could float on the sea. The Dragon immediately slid closer to the coffin and lifted the coffin with his head and carried her to the Straits of Malacca. The movement was so fast that the Sultan could not do anything. He could only dream, miss, and remember the Green Princess who was already his, but then, disappeared forever.

Source.   Google

Researchers can conclude based on the explanation above, that there several components that must be considered in making narrative texts. Narrative texts are also commonly used to develop aspects of someone's writing. For example to make stories about personal experiences that have happened or they have experienced, either horror of mystery and others. With these components students can make narrative texts well. Teachers should provide clear explanation in teaching narrative texts, and before carrying out their duties, teachers provide opportunities for students to ask questions about the material, and as much as possible all students can understand the material in the classroom, if the teacher several techniques, strategies or methods that can be learned more easily and interactive students

such as the strategy used predict, locate, add and note (PLAN) by using concept map during earning.

- **Predict Step**
  - ➢ The students distribute to students copies of a reading passage with a simple core definition.
  - ➢ Students read the text easily and draw inferences about its content based on titles and key words.

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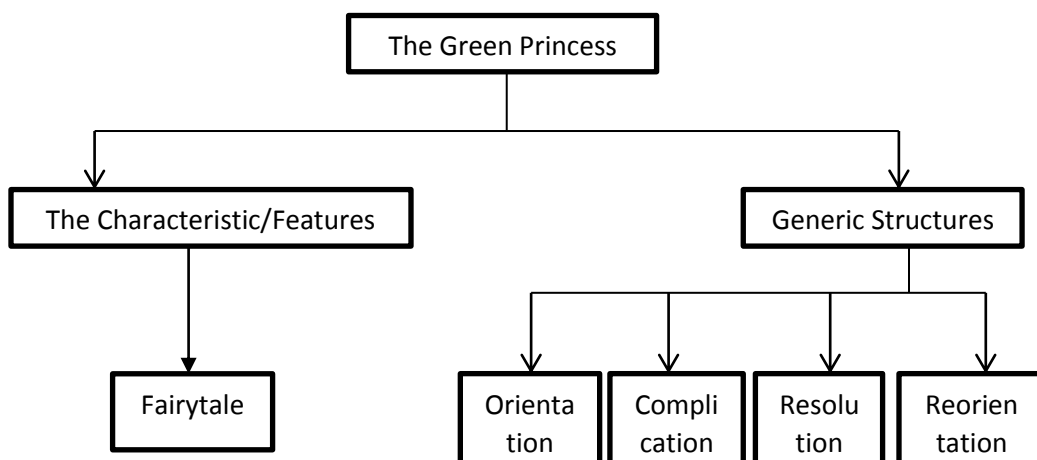
- **Locate Step**
  - ➢ Students use concept maps to record what they know and don't know about text information by placing a check mark next to a familiar concept and a question mark next to unknown concept.
  - ➢ Students apply and assess their prior knowledge of the subject of the text.

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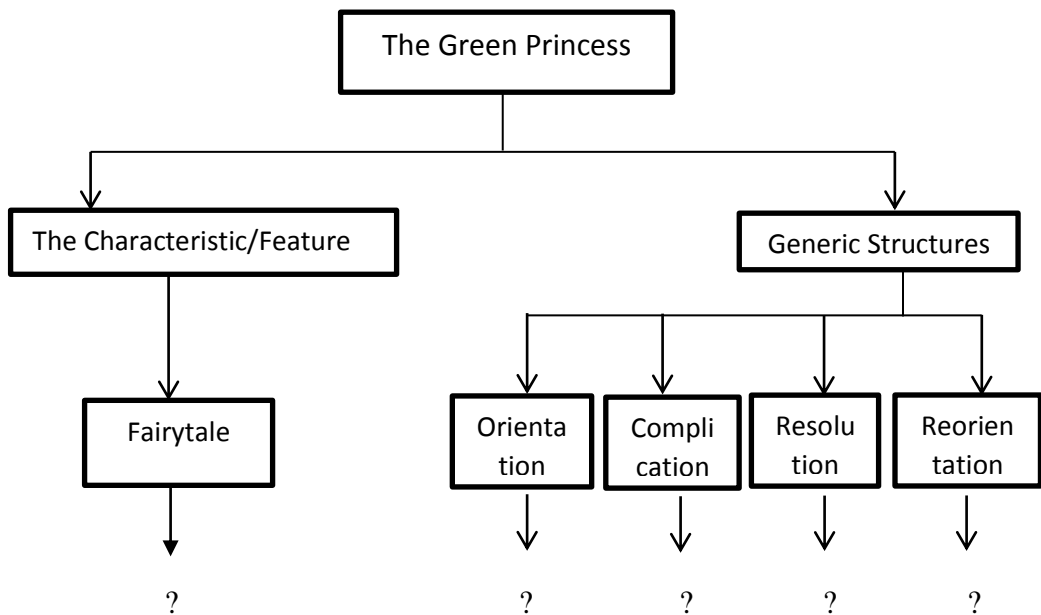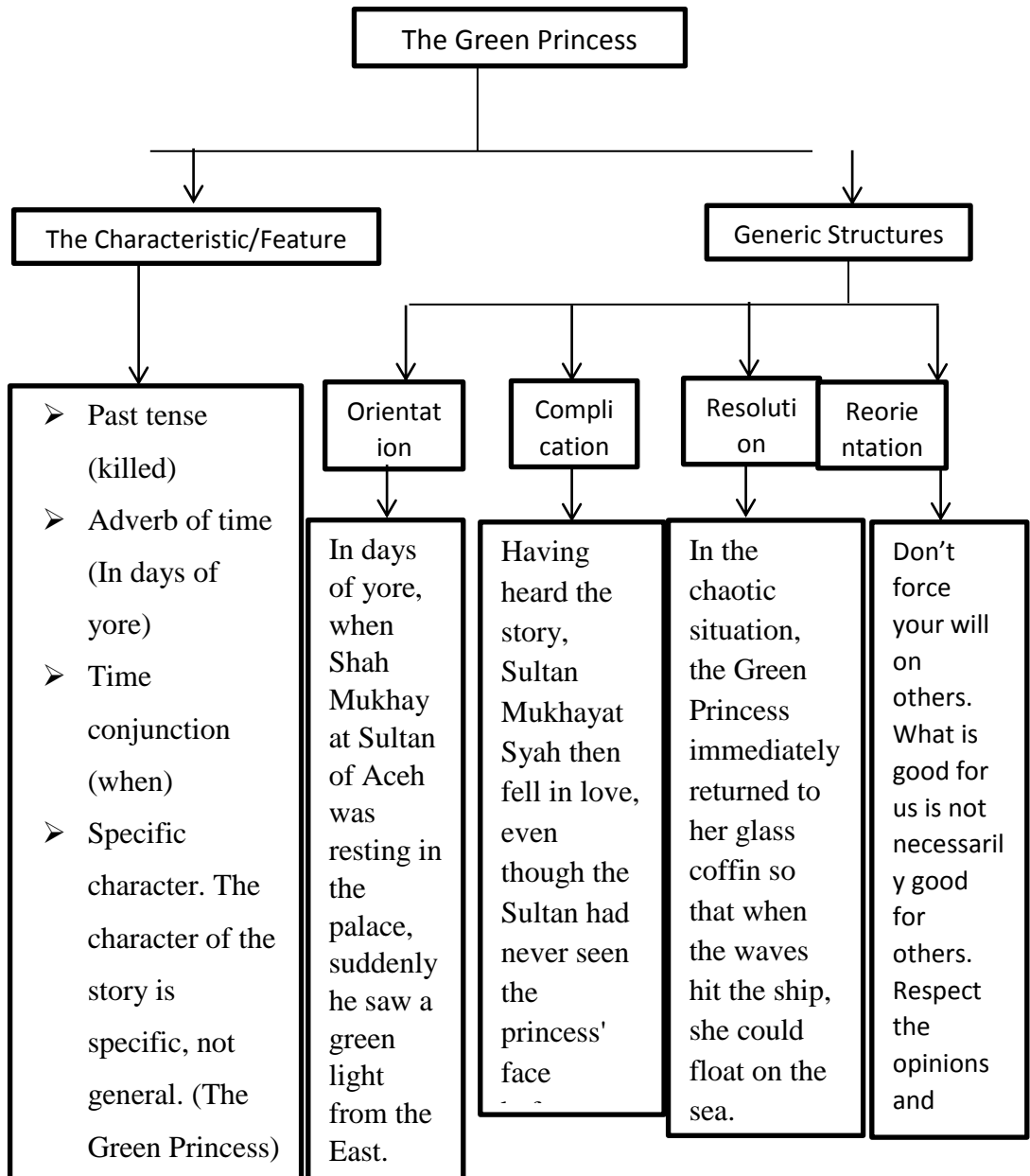
- **Add Step**

  - ➤ Students understand the material by inserting a term or short phrase into their concept map to clarify the concept represented by a question mark, as well as verifying and extending existing concepts, which are denoted by a check mark.

  - ➤ Using examples of what they have learned, students will measure their understanding.

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│  Feature                  │                      └──────────────────────────┘
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The Characteristic/Feature	Orientation	Complication	Resolution	Reorientation
➢ Past tense (killed) ➢ Adverb of time (In days of yore) ➢ Time conjunction (when) ➢ Specific character. The character of the story is specific, not general. (The Green Princess)	In days of yore, when Shah Mukhay at Sultan of Aceh was resting in the palace, suddenly he saw a green light from the East.	Having heard the story, Sultan Mukhayat Syah then fell in love, even though the Sultan had never seen the princess' face	In the chaotic situation, the Green Princess immediately returned to her glass coffin so that when the waves hit the ship, she could float on the sea.	Don't force your will on others. What is good for us is not necessarily good for others. Respect the opinions and

- **Note Step**
  - ➢ Students record their new understanding by applying the m to assignments. It can be done by conversation or writing.
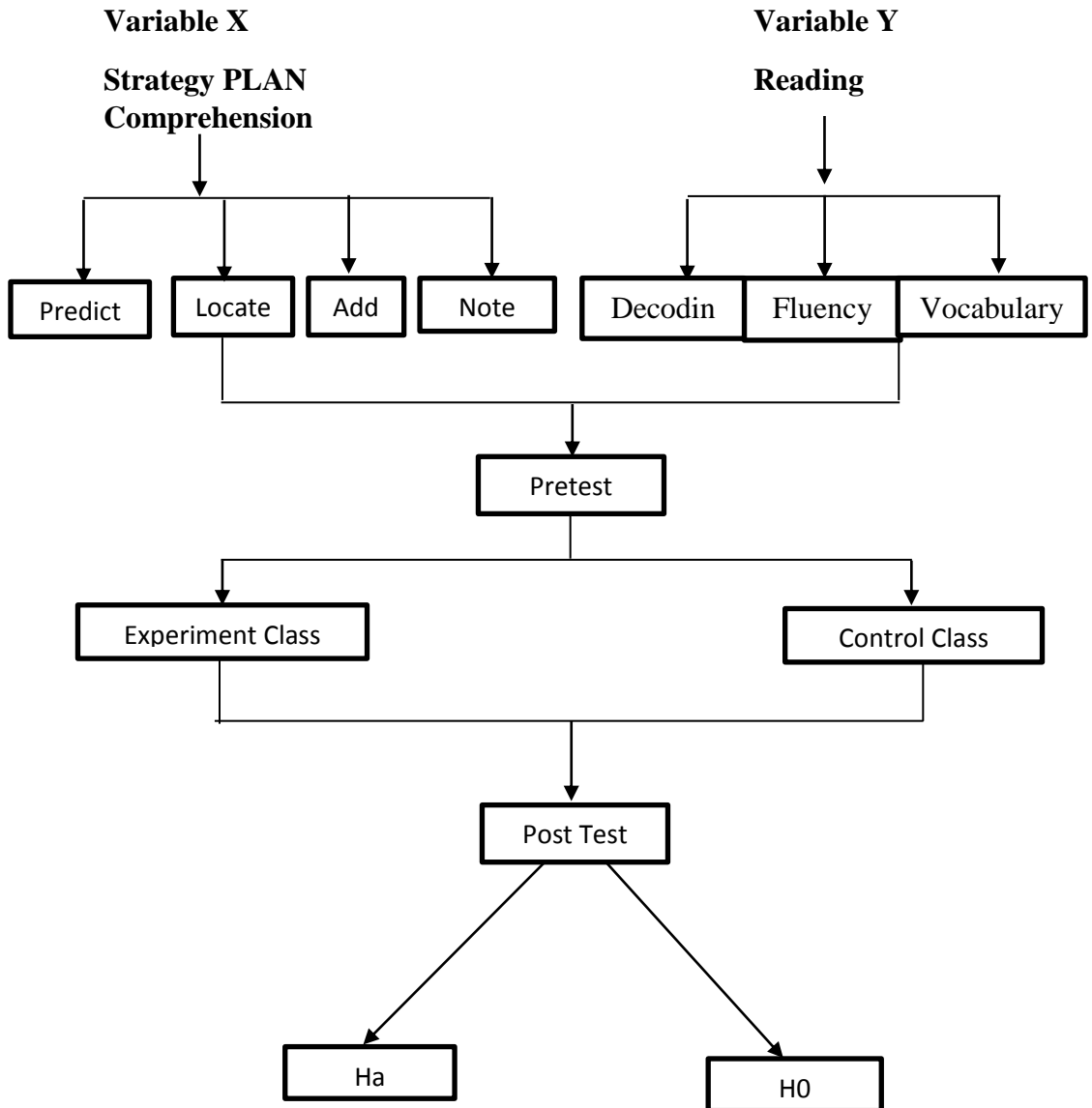
> ➢ Students consolidate their knowledge and ensure that their reading goals are met.

Note is the fourth and final step. After reading, students take note of their new understanding and use it fulfill their task.

C. Conceptual Framework

A conceptual framework is a written or visual representation of an expected relationship between variables are simply the characteristics or properties that you want study.

The Conceptual Framework Reading is important skill for students. The successful of reading comprehension depend on many factors. One of them is how the teacher teaching reading to the students, Reading comprehension is mental process in which the readers try to understand the meaning in a text.

Variable X

**Strategy PLAN
Comprehension**

Variable Y

Reading

Predict	Locate	Add	Note

Decodin	Fluency	Vocabulary

Pretest

Experiment Class

Control Class

Post Test

Ha

H0

Hypothesis:

Ha: There is significant effectiveness toward students' reading comprehension on using predict, locate, add and note (PLAN) strategy.

H0: There is not significant Effectiveness toward students' reading comprehension on using predict, locate, add and note (PLAN) strategy.

D. Review of Related Theories

There are some previous studies related to the topic, in this section the

writer takes some previous studies as a reference that is reviewed to this study.

1. Mike Amelia "Using Plan (Predict, Locate, Add, Note) Strategy In Teaching Reading Descriptive Text".

The aim of this study was to see how effective the PLAN (Predict, Locate, Add, and Note) strategy was in teaching reading descriptive content to junior high school students at SMP N 1 Bukit Sundi. This investigation made use of a study testing strategy that included two example groups. They were: a test class that had already purchased PLAN Strategy, and a control class that used disclosure learning methodology. In this investigation, there were eight assessment understudies from SMP N 1 Bukit Sundi who had learned engaging material. Class VIII.E served as the trial class (20 students) and class VIII.D served as the management class (20 understudies). The comprehension test was one of the instruments used to collect data. The study's findings revealed that the PLAN approach had a positive effect on understudies' comprehension of explicit material while reading. The mean test scores of understudies in the trial class were higher than the mean test scores of understudies in the control class, as can beseen. This system gave more testing activities and build up understudies' self-governance and made understudies' simpler in fathoming descriptive content[17].

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[17] Mike Amelia "Using Plan (Predict, Locate, Add, Note) Strategy In Teaching Reading Descriptive Text", *Journal language Education, literature and arts,* Vol. 19, No. 1 (April, 2018), 65.

2. **Fastilla and Zaenuddin Amir "Using Predict, Locate, Add Note (PLAN) Strategy in Teaching Reading Report Text to Senior High School Students".**

This article discusses the use of PLAN reading strategies in teaching reading report texts. PLAN is a reading strategy that can help students read texts actively and strategically. In applying this strategy, there are four steps of reading activities that must be followed. First, students predict the information that will be obtained from the text and then pour it into a concept map (Predict). Then, students identify the information on the concept map by putting a check mark next to the known information and a question mark next to the information that is lacking or unknown (Locate). After that, students read the text while correcting the predictions that have been made (Add). Finally, students work on relevant tasks to check their understanding (Note). Based on the discussion above, it can be concluded that the PLAN strategy is a good strategy to develop students to become active and critical readers.

This strategy is recommended to use familiar reading material topics. It is better to use topics that are close to students' knowledge and environment so that students can use their background knowledge to invest in reading activities[18].

3. **Maria Ramasari and Cintia Novtarina "Teaching Reading Comprehension by Using Predict, Locate, Add and Note Strategy to the Eight Grade Studebts of SMAN 2 Lubuklinggau.**

The aims of this study was to determine the effectiveness of reading comprehension learning using the Predict, Locate, Add Note

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[18] Fastilla and Zaenuddin Amir "Using Predict, Locate, Add Note (PLAN) Strategy in Teaching Reading Report Text to Senior High School Students" *Journal of English Language Teaching,* Vol. 1 No. 1, (September 2012), 201

strategy for Class VIII students of SMP Negeri 2 Lubuklinggau in the 2016/2017 academic year. The researcher used the pre-experimental method with one group pre-test and post-test design. The population in this study were all students of class VIII SMP Negeri 2 Lubuklinggau, totaling 440 students. Sampling was done through cluster random sampling. The research sample was 40 students. Data was collected through a test consisting of 20 multiple choice questions. The data were analyzed through four techniques: 1) individual student scores, 2) minimum completeness criteria, 3) normality, and 4) t-test calculation of suitability. The results of this study are: (1) the average score of the students on the pre-test is 62.3, (2) the average score of the post-test is 77.3, and (3) the matched t-test result is 10.86 , which is higher than the 1.684 t-table value 39 (40-1) with a 95% significance level for the one-way test. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. That is, it is significantly effective in teaching reading comprehension using the Predict, Locate, Add Note Strategy to the eighth grade students of SMP Negeri 2 Lubuklinggau in the 2016/2017 academic year[19].

4. **Mira Dwi and Anni Holila The Effect of Using Predict, Locate, Add And Note (PLAN) Strategy on the Students' Reading Comprehension of Argumentative Texts.**

This study aims to determine the effect of using Predict, Locate, Add, Note (PLAN) Strategy on Students' Reading Comprehension of Argumentative Text. This study uses an experimental design. The population in this study were students of

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[19] Maria Ramasari and Cintia Novtarina. "Teaching Reading Comprehension by Using Predict, Locate, Add and Note Strategy to the Eight Grade Students of SMP Negeri 2 Lubuklinggau" *Journal English Language Teaching*. Vol. 5 No. 1 (February 2018), 95

SMA Negeri 14 Medan. The research sample amounted to sixty students. This study was conducted with two groups randomly. Namely the experimental and control groups. The experimental group was taught the Predict, Locate, Add, Note (PLAN) strategy while the control group was taught without the Predict, Locate, Add, Note (PLAN) strategy. The data collection instrument is a multiple choice test consisting of 25 questions. To obtain a reliability test, the researcher used the Kuder Richardson formula (KR-20). Calculations show the reliability is 0.83 (very high). Data were analyzed using t-test. The calculation results show that t arithmetic (6.5) is greater than t-table (2.00) at a significance level (x) 0.05 with degrees of freedom (df) 58. Therefore, the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means, teaching reading comprehension of argumentative text with Predict, Locate, Add, Note (Plan) strategy has a more significant effect than teaching reading comprehension of argumentative text without Predict, Locate, Add, Note (PLAN) Strategy[20].

From the two previous studies above, using the PLAN strategy to teach reading comprehension and vocabulary. Both of them show that the PLAN strategy in learning to read has a significant effect, this PLAN strategy can make it easier for students to learn so that makes students not experience difficulties. The PLAN strategy is a method that is quite successful for classroom learning. I will research reading comprehension using the PLAN strategy.

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[20] Mira Dwi and Anni Holila "The Effect of Using Predict, Locate, Add and Note (PLAN) Strategy on the Students' Reading Comprehension of Argumentative Texts". *Journal of English Language Teaching.* Vol. 5 No. 3 (June 2016).