CHAPTER TWO

LITERATURE REVIEW

2.1   Previous Studies

Previous research was written to get an idea of the efficiency of PARS in teaching English. The selected studies have the same aims and scope as this research and were conducted within the last five years, so the research findings are still relevant.

The first research was conducted by Latifa (2018) with the title "Enhancing Reading Skills through the Implementation of the Preview, Question, Read, State, and Test (PQRST) Technique." The study aimed to assess the impact of utilizing the PQRST technique in teaching reading to first-grade students at MAS Insan Qur'ani Aneuk Batee, Aceh Besar. Employing a quasi-experimental design, data were gathered via tests and questionnaires from two randomly selected classes: one serving as the control group (religious class) and the other as the experimental group (science class). Statistical analysis involved the Mann-Whitney test and Levene test for t-test, along with percentage calculation for questionnaire data. Results showed that students in the experimental group achieved higher reading scores (79) compared to those in the control group (55.5). The difference in reading achievement between the two groups was statistically significant (t-score = 4.425, $p < 0.05$), indicating the effectiveness of the PQRST technique in enhancing various reading skills such as identifying main ideas, making inferences, understanding references, expanding vocabulary, and grasping stated details, thus providing several benefits to students.

Universitas Teknokrat Indonesia

The second research was conducted by Yogi (2021) with the title "The Effectiveness of Using PQRST Method for Students Reading Comprehension". The researchers wanted to see how effective the PQRST method was in overcoming problems when learning to read. The design of this study is a descriptive quantitative study. Research results show that the PQRST method is effective in reading activities. These results can be seen in the average student reading activity score of 75%.

The third research was conducted by Huda (2021) with the title "The Effect of PQRST (Preview, Question, Read, Summary, Test) Method on Students' Reading Comprehension of Narrative Text at the Tenth Grade of Senior High School in Academic Year 2020/2021". Quantitative research with quasi-experimental design was used in this study. It involved 32 students of X1-MP and 32 students of X2-MP. Furthermore, X2 – MP was selected as experimental class and X1-MP as control class by using saturated sampling. From the analysis showed that tobserved (to) in experimental class is higher than ttable (tt) in the significant level of 0,05 (tobserved = 6.782 > ttable = 1.999) at the degree of freedom (df) = 62. Hypothesis (Ha) was accepted and null hypothesis (H0) was rejected. Therefore, it can be concluded that PQRST method gives significant effect on students' reading comprehension at the tenth grade of SMK Bina Satria Medan.

The next research was conducted by Brilianda, et al (2023) with the title "Reading Strategies for Post-Pandemic Students' Reading Comprehension Skills". The fact

that students did not reach their maximum reading level became the basis for this study. Data on student's reading proficiency scores for descriptive text showed an average score of 70.19, still well below the minimum standard score of 77. Literary analysis revealed several factors affect students' low reading proficiency skills, specifically: (1) minimal vocabulary mastery, (2) lack of common reading strategies leading to difficulty understanding long sentences, (3) lack of basic knowledge, and (4) little motivation to learn the language His teaching method is monotonous. Using action research in the classroom, this study aimed to improve students' reading skills by reading independently online using the PQRST technique. The results of the study showed that (1) students' reading scores increased significantly, (2) students' in-class learning activities increased, and (3) students' understanding of the retold text was increased. Supported by the PQRST strategy by activating basic knowledge (Preview), writing what you want to know (Question), Reading and summarizing the text, then continuing with the Test. In conclusion, independent online reading with PQRST technique can well improve students' learning outcomes.

Based on previous research, it is clear that the application of the PQRST/PARS method can improve student performance in students' English reading abilities. Therefore, researchers are interested in conducting research to ensure the effectiveness of PARS in teaching students reading skills. The next researcher will use the PARS method, this method is the same as the PQRST method, only the structure is more concise. The difference between this research and previous

research lies in the research design and also the population where this research was conducted.

2.2 Theoretical Framework

2.2.1 The Concept of Reading Comprehension

Reading is one of the four language skills in English. Reading is a way that can be used to communicate with other people. By reading, students can get knowledge and information that might be useful for them, but it is not easy to be good reader, moreover if the English text is complicated. The students need more understanding about the main ideas of the reading text.

Reading comprehension is one of the abilities that must be developed at school. Understanding the meaning of a text and how readers know the author's intentions messages through text is called reading comprehension. According to Griffith (2011), reading comprehension is a dialogue between the writer and the reader, similar to a conversation that occurs when two people communicate using text-based print media. Understanding the meaning of a text and gathering the necessary information from it as effectively as possible is reading comprehension process. The point is that reading comprehension is a reading activity text by not only reading but also interacting with the text, for example identifying keywords and writing events in the text to get a better understanding. Related to Wakim (2020), reading comprehension is constructing meaning text, understanding information, and understanding the meaning of written words that reading comprehension is a process that refers to how students use their abilities cognitive

skills while reading to understand every word in every line and paragraphs to fully understand the meaning of the text.

According to Strickland (2000), reading is about creating meaning and deriving meaning from the printed page. Reading is an active process that depends on the writer's ability to convey meaning with words and the writer's creativity as well as the meaning of those words. Cullough (1968) believes that reading is the identification and recognition of printed or written symbols that stimulate recall of meanings constructed through past experiences.

Reading comprehension is a method of extracting knowledge from a text. While comprehension refers to the reader's ability to derive meaning from the material they have read according to Woolley (2011). To receive points in the reading comprehension section, the reader must understand and understand the content. The reading comprehension process includes many different parts and often involves interaction with the reader. Reading comprehension involves deriving meaning from a text (Wolley 2011). Understanding what is read is the definition of reading with comprehension. It is an active and reflective process that depends on the student's experience, previous information, and comprehension skills. Reading is one of four important language skills for anyone learning English as a second or foreign language. Reading is perhaps one of the most important ways to gain knowledge or information about the world around us. Reading is the most important and useful human talent and a tool for academic success. Reading is an activity that requires active comprehension and recognition skills and is a source

of information. Literal comprehension, interpretation, and critical comprehension are three types of reading comprehension (Heilmann et al 2020). Reading comprehension is one of the abilities that must be developed at school.

Understanding the meaning of a text and how readers know the author's intentions messages through text is called reading comprehension. Reading comprehension is a dialogue between the writer and the reader, similar to a conversation that occurs when two people communicate using text-based print media media. Understand the meaning of a text and gather the necessary information. The point is that reading comprehension is a reading activity text by not only reading but also interacting with the text, for example identifying keywords and writing events in the text to get a better understanding. Related to Healey (2002), reading comprehension is constructing meaning text, understanding information, and understanding the meaning of written words that reading comprehension is a process that refers to how students use their abilities cognitive skills while reading to understand every word in every line and paragraphs to fully understand the meaning of the text.

2.2.2   Criteria of Successful Reading Activities

According to Tankersley (2005), some people consider reading a simple, easy task. In fact, reading is a complex process that uses many different skills. Together, these skills lead to the ultimate goal of reading understand text or understand what has been read. Reading comprehension can be difficult for many reasons. Whatever the cause, knowing the skills involved and the skills your

students is struggling with can help you get the right support. Below are six essential skills needed and tips on what can help students improve these skills

1. Decoding

Decoding is an essential step in the reading process. Students use this skill to say words they have heard before but have not seen written down. The ability to do this is the foundation of other reading skills. Decoding relies on an early language skill called phonological awareness. (This skill is part of an even broader skill called phonological awareness.) Phonemic awareness allows children to hear the individual sounds in words (called phonemes). It also allows them to "play" with sounds at the word and word level syllable level (Yopp 2000). Decoding also relies on connecting individual sounds to letters. For example, to read the word sun, students need to know that the letter s makes the sound. Understanding the relationship between a letter (or group of letters) and the sounds they typically make is an important step in "sounding out" words. What might help most students acquire general phonemic awareness skills naturally through exposure to preschool books, songs, and rhymes. But some children don't. In fact, one of the first signs of dyslexia is difficulty rhyming, difficulty counting syllables, or difficulty identifying the first sound in a word. The best way to help students learn these skills is through concrete teaching and practice. Students need to learn how to recognize and work with sounds. You can also develop phonological awareness at home through activities like word games and reading books to your students.

2. Mastery to read fluently

Students must immediately recognize words, even words they cannot pronounce. Fluency increases the speed at which they can read and understand text. This is

also important when students encounter irregular words like of and that cannot be pronounced. Pronouncing or decoding each word can take a lot of effort. Word recognition is the ability to instantly recognize entire words by sight without saying them. When students can read quickly and without making too many mistakes, they read "fluently". Fluent readers read easily and at a good speed. They group words together to make them easier to understand and use appropriate tone when reading aloud. Reading skills are necessary to understand text well. What might help word recognition can be a major hurdle for struggling readers. The average reader needs to see a word 4 to 14 times before it becomes a "sight word" that they automatically recognize. For example, students with dyslexia may have to watch it up to 40 times. Many students have difficulty reading fluently. As with other reading skills, students need a lot of specific instruction and practice to improve word recognition. The main way to help develop reading fluency is to practice reading. It's important to choose books that are the right level of difficulty for your students.

3. Vocabulary

To understand what you are reading, you need to understand most of the words in the text. Having a strong vocabulary is a key element of reading comprehension. Students can learn vocabulary through teaching. But in general students learn the meaning of words through everyday experiences, and also through reading. What might help, the more words a students is exposed to, the richer their vocabulary will be. You can help build your students vocabulary by regularly talking about a variety of topics. Try to include new words and ideas. Telling jokes and making

puns is a fun way to develop this skill. Reading books together every day also helps improve vocabulary. As you read aloud, stop at new words and define them. But also encourage students to read on his own. Even without hearing the definition of a new word, your students can still use context to help him understand the word. Teachers can also help. They can carefully choose interesting words to teach and then give clear instructions (direct, expert guidance). They can engage students in conversation. And they can make vocabulary learning fun by playing word games in class. For more ideas, watch the teacher explain how to help struggling readers build their vocabulary.

4.   Sentence Structure and Cohesion

Understanding how to construct sentences can be like a writing skill. The same goes for connecting ideas within and between sentences, which is called cohesion. But these skills are also important for reading comprehension. Knowing how ideas fit together at the sentence level helps children understand the meaning of the paragraph and the text as a whole. It also leads to something called coherence, or the ability to connect ideas to other ideas in an overall text. What might help: Clear instructions can teach students the basics of sentence construction. For example, teachers can work with students to connect two or more thoughts, both through writing and reading.

2.2.3   Problem of Reading Activities

According to Kheizadeh and Tavakoli (2012), the factors that make it difficult for students to read text are lack of knowledge and unclear vocabulary. This means that students assume they are reading something that requires a lot of knowledge,

and at least their vocabulary makes it difficult for students to start reading. Until now, most teachers still apply traditional teaching methods making teaching and learning a boring, uninteresting activity. This assertion is supported by Sulfasyah, Haig and Pugh (2015) that teachers lack knowledge and understanding of teaching practices. The following problem can cause students to lose interest in the teaching and learning process. Starting from the above problems, it is necessary to find another way to create an effective, interesting method that is suitable for the curriculum, students' conditions and the requirements of the current era. Teachers should use creative and innovative techniques in teaching reading because the techniques used for teaching result in successful reading for students. Teachers should change classroom conditions to be more exciting so that students enjoy the lesson. There are many methods that can be used to teach reading, such as inquiry-based learning, matching, think-pair-share, and PQRST/PARS.

2.2.4   Basic Type of Reading

According to Klingner et al (2007), there are basic reading comprehension skills as follows:

a)   Reading words

Reader's ability to recognize words and understand reading text students must know how to read or decode

b)   Fluency

The ability to read with proper speed, accuracy, and expression. Students must be able to read fluently in order to understand what they're reading. This applies to both silent reading and reading out loud.

c) Vocabulary

Understanding vocabulary means understanding the meaning of words. As vocabulary mastery improves, understanding deepens. Because understanding is the ultimate goal of reading, with an understanding of vocabulary words, know the meaning of words in context.

d) Word Knowledge

Has enough background knowledge to read text. One of them is to help readers understand the text more easily.

Based on the above explanation, the researcher concludes that reading needs to be equipped with basic reading comprehension skills or basic reading skills so that readers can understand the text more easily.

Besides that, according to Harmer (2007), there are two types of reading. They are intensive and extensive reading.

1. Intensive Reading

Intensive reading involves studying the text in depth. Since the comprehension level must be high, the corresponding reading speed will be slow. Text is concise, and extracts specific, detailed, and accurate information for reading. Extensive reading refers to the emphasis on building reading of texts that often (but not always) takes place in the classroom (Harmer 2007). Extensive reading often accompanies learning activities. Teachers can ask students to identify the type of text they are reading, and the meaning of engaging details, look at specific

grammar and vocabulary usage, and then use that information to move on to activities other learning.

2. Extensive Reading

Extensive Reading refers to regular (but not only) reading by students outside of class. They may read novels, websites, newspapers, magazines, or other reference materials. Furthermore, this genre of literature (short stories, novels, magazines, and newspapers) is generally a private affair. Reading a lot must be reading for entertainment (Harmer 2007).

Based on the explanation above, the researcher concludes that types of reading can improve the readers' comprehension. Based on their comfort, ideas, and many others used by the readers. The readers can choose one of the types of reading which can make they are interested and easier to comprehend reading text.

Hammer (1997) additionally some classifications of reading such as:

1. Silent reading

Silent reading is a very important skill in teaching English. This way of reading should be used to increase learners' reading ability. Silent reading is done to gain a lot of information. Silent reading should be based on text selected by the student. Silent reading allows students to read silently without making noise or moving their lips. It helps children read quickly, easily, and fluently. This facilitates understanding and expands the student's vocabulary.

2. Read Aloud

Reading aloud is a basic form of organization and discipline in the classroom. By reading aloud, students will be confronted with written sentences that have never

been spoken before. The purpose of reading aloud is to acquire or improve students' speaking and pronunciation skills.

3. Reading comprehension

Reading comprehension is one of the reading skills. This type of skill allows the reader to understand and obtain information about the content of the reading material.

4. Independent Reading

Independent reading is a type of reading skill that teachers need to teach students so that they can see written language and guess the meaning of words in context. This helps students become independent readers and allows them to develop their reading and pronunciation skills.

Based on the above explanation, the researcher concluded that reading grading has an important influence on improving students' reading skills. especially reading comprehension, one of the important skills when reading. allows the reader to understand and obtain information about the content of the reading material.

2.2.5 Aspects of Reading

According to Nuttal (1982), there are five aspects of reading comprehension that students need to understand a text well. Such as determining the main idea, locating references, making conclusions, and understanding detailed information and vocabulary

a. Determining the Main Idea

The main idea is a statement that describes the author's point of view regarding a topic. According to Longan (2002), identifying the main idea is important for understanding a paragraph or short selection. The main idea is usually found in the sentence. Usually in the first sentence, but sometimes in the middle or at the end.

b. Place of Reference

Sharpe (2005) states that reference is the antecedent of a pronoun. An antecedent is a word or phrase referred to by an identifying pronoun. Students are expected to understand what pronouns are used for in sentences, for example, pronouns are used to refer to people, places, or situations.

c. Understanding Vocabulary

According to Sharp (2005), when reading a text, students expand their vocabulary by looking for new words in the dictionary and guessing their meaning based on context. Context helps students make rough predictions about meaning. In short, context-based prediction helps students understand the meaning of sentences without having to look up every new word in a dictionary. In fact, one of the reasons readers have difficulty understanding content is a lack of vocabulary.

d. Making Inferences

Students are expected to understand the text to find conclusions from the statements in the text. According to Kopitsky (2007), readers need to practice combining clues from the text with previous knowledge to conclude. That is, clues in the text help students formulate hypotheses and draw conclusions and able to answer questions.

e. **Detailed Information**

The last type of question that is often asked on reading comprehension tests is the detail or information question. This question is intended to assess students' understanding of the direct content contained in the text. Students can use scanning strategies to understand and answer detailed questions. Additionally, to find answers to detailed questions, readers can highlight or highlight keywords in the question and search for synonyms for them.

2.2.6 Concept of Teaching Reading

Reading is a complicated skill that demands considerable time and practice to develop (Lundahl 1998). The ability "to read" involves more than merely decoding a text. In addition to the practical skill of putting letters together, turning them into words, one is also supposed to understand what is read: one has to combine decoding; the ability of putting words together, with comprehension; the result of interpreting linguistic elements (ibid).

Teaching reading involves more than just imparting reading knowledge. It also entails demonstrating to students how to read efficiently. According to Zhao & Zhu (2012), in teaching reading, teachers should ask students to find a text and ask them to read it later. The teaching reading stages have two stages approach, the first is for the teacher to ensure that the topic of the text is understood, and the second is to identify related terms or phrases quickly. Therefore, in the teaching process, the teacher can write down any information that comes to mind, which

can then be used to recall previous information to provide students with an overview or explanation of the material being taught.

According to Ahmad et.al (2013), in the concept of teaching reading comprehension, there are three types of stages that teachers use when teaching:

a)   Pre-Reading

Pre-reading is when the teacher introduces students to a particular text while asking or offering background information to capture their attention and encourage critical thinking about the issues or situations the text addresses. Discussing the topic of the text, generating ideas, and reviewing are pre-reading activities.

b)   While Reading

While reading aims to assist students in creating reading methods, enhancing their acquisition of foreign languages, and understanding text content.

c)   Post-Reading

The post-reading activity assesses student understanding before guiding them through text analysis. The learning process and guiding the students toward a more in-depth reading analysis. The activities in this stage are students discussing what they have understood, focusing on information that has yet to be understood.

2.2.7 PARS (Preview, Ask question, Review, and Summary) Strategy

Preview, Ask Question, Read, and Summary (PARS) is one of strategies that can improve students' reading comprehension (Faradina 2015). As an instructional strategy, PARS helps students solve reading comprehension problems in four steps: preview, question, read, and summary. Each step of PARS improves the teaching and learning process, while also aiming to improve students' reading comprehension. Previewing allows students to activate their background knowledge. Asking questions helps them focus and arouses curiosity about the text. When the students read the text, they already have purpose to read based on the question and this makes them to stay focus and increase their concentration.

Thomas and Robinson (1992) state that the students can be interested in learning English especially on their reading ability through PARS. PARS also can make the student easier to remember the text that they have read. PARS is a series of technic which ask the students to skimming before they read whole of the text, then the students asked to write question about what they have been previewed, then the students read the whole of the text and summarize the text. While, Budi Suryanto (1997) conveys that PARS is actually a method or strategy to read a book that is primarily intended for study, but the researchers were able to borrow the concept and steps of this method for the purpose of teaching reading to students at the school, especially students who are classified as advanced class.

PARS method in this study is a method of reading the passage which consists of five activities: preview, ask question, read, and state/summarize and some

additional activities that consist of discussing the questions, discussing the answers, determining the main sentence, sentence, main ideas, and ideas of explanatory (Apriliaswati 2014). This technique is one of the most popular techniques for remembering written material. Briefly, PARS is able to make students become active in reading process, make them focus on a text, attract their motivation, have a long-term memory in comprehending the text and increase their score on the test. The method can potentially improve the reading skill, for students can be interested, motivated and active in the learning process. According to Malia (2015), teaching reading by applying PARS will solve the problem and improve students' reading comprehension.

Preview, Ask question, Read, and Summary labelled PARS is one of language teaching technique in reading comprehension. PARS researched by Thomas and Robinson (1972), Spache and Berg (1978), and Robinson (1970) has demonstrated that a simple study technique applied to reading a book significantly improves understanding and memory.

According to Febtiningsih (2019) this technique prioritizes the information in a way that relates directly to how they will be asked to use that information in an exam. The technique can also be modified to suit any particular form of learning in most subjects. It allows more accurate timing of work rather than the student having to decide how much time to attribute to a topic. In applying the PARS technique, the teacher takes responsibility for the stages labeled preview and read (in this case in lecture classes) and leaves the element of student-teacher

interaction for the stages labeled Preview, Ask question, Read, and Summary (PARS) derives its name from the four phases, it advocates for studying chapter/text material in a text book. According to Latifa (2019) PARS (preview, ask question, read, and summary) will be explained further below:

a)   Preview

Some steps that the students can do in previewing the material are: to survey the chapter/text to get an idea of what's ahead. This will prepare their brain to think in terms of that subject. To note the chapter title, it may contain the main idea or theme. Read the summaries of the chapter to get a good overview of the material. To the headings and sub-headings, any underlined or italicized words and anything else that looks important. To look at any graphs, charts or pictures. These could emphasize important information. In this research, the researcher modified this step. The students will preview the title, the first paragraph and also the last paragraph to get the description about the content of the text.

b)   Ask Question

In this second step, students are demanded to be creative by making question while reading. They also, can read the question at the end of the text but they do not answer it directly. They can find the answers while they have their activity later. The students can create questions from heading or an important idea when they are reading the materials.

c)   Read

The third step is reading itself. Students can actually read the text. Do it carefully, think about the meaning and relate this to other things students know about this and similar topics. Students can do some underlining or highlighting of key words,

but don't overdo it. If students want to take notes, read the whole section first, and then summarize it later.

d)   Summary

In this step, students summarize for themselves what they just read. This allows students to check their understanding of the material, and will aid retention of it. Without looking at the text, recite the main headings and the main idea under each. Then still without looking tell yourself in a sentence or two what you read. Finally, scan over the section quickly to pick up any essential points you may have missed.

2.2.8   Prosedure of Teaching Reading Comprehension Using PARS

In teaching reading comprehension, one important thing is the technique or teaching strategy. The use of the PARS strategy is expected to make the learning process easier and students are also expected to understand the material or reading given. Basically there are 4 steps in the PARS strategy (Preview, Ask Question, Read, and Summary). The use of PARS strategy is use step by step after students are given reading as teaching material. Each part of the process of implementing the PARS strategy certainly has different benefit.

The PARS strategy steps include:

1.   Preview step

a)   Reading the tittle of the material/topic, try to do your own understanding of the content of the material/topic tittle.

2.   Step question

a)   Read the material/topic in detail.

b)   Make predictions using questions in headings.

c) Use question word: who, what, when, why, and how.

d) Create question that can lead to higher order thinking skills.

e) Write the question if you did not remember

3. Step read

a) Answer the question created

b) Mark as emphasis on important part such as color or underline words or phrases

c) Read the part that is considered difficult

d) Break into several part if needed

4. Step summary

a) Find and tag key ideas

b) Summarizes and note the important points in each section

c) Write down the important points found

2.2.9 Concept of Narrative Text

Narrative text is a type of text that tells a story or describes a sequence of events. The purpose of a narrative text is to entertain or inform the reader by presenting a series of events in a coherent and engaging way (Gordon 1989).

a) Purpose of Narrative Text

The purpose of a narrative text is to tell a story or recount a series of events in an engaging and entertaining way for the reader. Some narrative texts may also have didactic or instructive purposes, such as teaching moral lessons or sharing information about historical events or specific cultural traditions. Narrative texts

also have social functions, which include entertaining, providing information, and of course, educating the readers.

b)   Structure of a narrative text

1.   Orientation

Orientation sets the stage for the story. Ideally, the orientation should answer the questions "who," "where, and "when." So, when reading the orientation part, we should be able to identify the character and setting (both time and place) of the story.

2.   Complication

This section contains the problems that occur within a story. It is divided into three parts, namely:

 a) Rising action: Problems begin to emerge

 b) Climax: Peak of the problem

 c) Falling action: The tension of the problem begins to decrease, and the solution starts to emerge.

3.   Resolution

The resolution is the part of the narrative where the conflict or problem introduced earlier in the story is resolved or addressed. This may involve characters finding a solution to their issues, overcoming obstacles, or experiencing personal growth. The resolution helps tie up loose ends, providing closure for the reader and allowing them to see how the events of the story have impacted the characters.

4.   Re-orientation / Evaluation

Re-orientation, also known as evaluation, is an optional component of a narrative text that serves to reflect on the story and its events, reinforcing the moral lesson

or theme. This section typically appears at the end of the story, providing a summary or commentary on the characters' experiences and the consequences of their actions. It helps the reader understand the significance of the story and encourages them to consider the message or lesson the author intended to convey.

c)   Types of narrative texts:

There are lots of different kinds of narrative texts, such as:

1.   Fictional narrative

A fictional narrative is a story that is not based on real events or real people. It can be a novel, short story, fable, or fairy tale.

2.   Autobiography

An autobiography is a narrative text that tells the life story of the author, written from a first-person perspective.

3.   Biography

A biography is a narrative text that tells the life story of someone other than the author, written from a third-person perspective.

4.   Memoir

A memoir is a narrative text that focuses on a particular period or event in the author's life, often written from a first-person perspective.

5.   Legend

A legend is kind of a folklore. It's a traditional story that has been passed on for generations – it often explains the origins of a particular culture or society.

d) Language Feature of Narrative Text

1.   Using Past Tenses

Narrative texts often contain past tense because they typically recount events or stories that have already occurred. Using the past tense helps to create a sense of time and sequence, which enables the reader to follow the plot and understand the progression of events. Also, writing in the past tense gives context and shows a clear link between actions and their results which help the reader get into the story and understand what the characters are going through. Here's an example:

"Once upon a time, in a small village, there lived a kind, generous old man. One day, as he was walking through the forest, he stumbled upon a giant squash. Amazed, he inched closer."

In this example, the use of past tenses such as "lived", "was walking", "stumbled", "amazed" and "inched" is used to describe past events.

2. Using Adverbial of Time

Narrative texts often use adverbials of time to provide a clear structure and sense of progression to the story. These time expressions help the reader understand when events are happening, how they are related to one another, and the overall flow of the narrative. By providing a context for the sequence of events, adverbials of time create a more vivid and engaging reading experience. They enable the reader to follow the plot more easily and immerse themselves in the story, as they can visualize the events unfolding within a specific timeframe.

Here's an example:

"Early one morning, Sarah decided to go for a jog in the park. As she jogged, the sun began to rise, casting a golden glow over the trees. Later that day, she met her friends for lunch and shared her morning adventure with them."

In this example, adverbials of time such as "early one morning," "as she jogged," and "later that day" are used to provide context and indicate the sequence of events, helping the reader understand when each action took place.

3. Using Adjectives

Adjectives are words that describe or modify nouns, or, put it simply, adjectives are words that give more information about a noun such as its color, shape, size, characteristics, etc. In narrative text, adjectives help create a more detailed and vivid story.

Example: "The brave knight entered the dark, mysterious forest, ready to face any challenges that lay ahead."

In this example, the adjectives "brave," "dark," and "mysterious" add depth to the description, giving the reader a clearer sense of the knight's personality and the atmosphere of the forest.

4. Using Noun Phrases

A noun phrase is a group of words that contains a noun along with any accompanying modifiers, such as adjectives, adverbs, or other nouns that provide more information about the main noun. Noun phrases help create detailed and

vivid descriptions in stories. In narrative texts, noun phrases can be used to give more detailed descriptions, highlight certain parts of a character or setting, or explain complicated ideas concisely.

Example: "The bright morning sun cast a golden glow on the calm waters of the lake, creating a breathtaking view."

In this example, the noun phrases are "the bright morning sun" and "the calm waters of the lake." These phrases provide more detailed descriptions, with "the bright morning sun" referring to the sun and "the calm waters of the lake" highlighting the lake's peaceful appearance.

2.2.10 Research Hypotheses

Based on the theory above, the researcher formulated a hypothesis as follows:

 a) **Alternative Hypothesis (Ha)**

There is a significant influence of using PARS strategy in improving students' reading comprehension in narrative texts in the tenth grade of SMKN 1 Banjar MARGO.

 b) **Null Hypothesis (Ho)**

There is no significant effect of using PARS strategy in improving students' reading comprehension in narrative texts in the tenth grade of SMKN 1 Banjar Margo.

Universitas Teknokrat Indonesia