

CHAPTER II

LITERATURE REVIEW

This chapter presents theories which underlie this research. The discussion of this chapter is divided into two main parts. Those are theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories and the research studies which are relevant with the topic. In the conceptual framework, the researcher relates the theory to the study.

A. Theoretical Review

1. Reading

a. Definition of reading

Reading as sub-skill in teaching and learning English process has to be understood well by all English learner, because reading will be main skill that often uses to measure the ability of learners in English. Silberstein (1998) said that reading is an active, fluent process which involves the reader and the reading materials in building meaning. He also adds that reading is the process of receiving and interpreting information encoded in language in language through the media of print.

Reading is the process of interaction between a reader and a text which is normally silent, internal and private (Alderson, 2000: 3). It means that there is a connection between author of the text and the reader by the written text. Those three components should be exist in the process of reading. With the text reader will understand the message from the author. He also added that reading is individual's ability to process, much less to synthesize, everything that is written.

In line with Nuttall (2000: 4), He also has a definition of reading as a process. Nuttall connects reading with the process of communication; it means that it is the process of getting meaning of the text. In other words, the author of the text transfers the idea in her/his mind which wants to be shared with other people during reading process. Then, the writer puts his/her ideas as a text. While the reader reads the text, he/she construct meaning of the text, and finally communication goal is achieved.

Harris and Edward (1980:8) state that reading is the meaningful interpretation of printed or written verbal symbols. In addition, they also explains that reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world. (Cline, Johnstone, & King, 2006), they also had definition about reading. They believe that reading has two main activities both are decoding and understanding to the written texts. In the procedure of decoding the text, the reader needed to translate the writing symbols into the verbal words to catch meaning of the text. Then, in 'understanding' activity is determined by some aspects such as the reading purposes, the reading context, the text nature, and the strategies and knowledge of reader. Further, they also had other definition of reading; they argued that reading is the process of finding message from the text. For most of the readers, this process involves decoding the written text. From the quotation above we can conclude that reading is the process both decoding and understanding the writing system from the text into the verbal words and also analyzing the messages or the meaning of the text. Understanding the meaning of

the text is the main purpose of the reading activity. It is in line with (Harmer, 2001) argued that the main goal of reading activity is struggling to understand every word, Brown site in (Khaki, 2014) added in the written text delivers some different functions such as; confusing, depressing, stressing, amusing and many others and all of us are dependent on some limited number of letters through our lives.

In line with those definitions, Urquhart and Weir cited in Grabe (2009: 14) define reading as “the process of receiving and interpreting information encoded in language through the medium of print.” In other words, reading is a method of getting information. The readers do not need to create any language while reading, they stand as the receivers, a person who receive the messages of the text from the author and get to understand it. Tarigan site in (Rosyana, 2015), gave meaning of reading is a recording and decoding process, different from speaking and writing that involves encoding. An aspect of decoding is to relate a written word with an oral language meaning that includes the change of written or printed text to meaningful sound. From the definition can be concluded that reading is the process of understanding written text to get the message or meaning of text.

From those all definitions above, we know that reading is the way of collecting information by each word in the text. Furthermore reading is an active interaction between the writer, text and the reader while reading. The interaction between the writer and the text is happening when the writer uses the language system (semantics, syntax and phonology) of the text conveying meaning. Then the interaction between the reader and the text occurs when the reader tries to

understand the text to get the intended meaning of the writer through their background knowledge.

b. Reading comprehension

Reading comprehension is very important in the process of reading itself that has some definitions. In dictionary, the meaning of comprehension is the ability to understand something in this terms, comprehension is the ability of the reader to get the meaning from the text, (Roit, 2015). It means a deep understanding of knowledge or a reasonable judgment of knowledge or intelligence reactions and a person's ability to understand information. Reading comprehension is the understanding of meaning or purpose in a reading through writing, (Maita, 2013). This definition emphasizes on two main points in reading, that is the language itself and the graphic symbol of that writing presents information in the form of reading. So, someone who does reading comprehension activities have to master the language or writing used in the reading it reads and is capable of capturing information or the contents of the reading.

Meaning of the text is really important like Grimes (2006) said that reading is an active process of constructing meaning. Reading is a cognitive activity in which the reader takes role in a conversation between the author and the text in transferring meaning or meaning making process. If the reader only read the text and did not receive the meaning from the author, he lack of the reading activity. The pupose of reading activity can be finding the main idea, locating specific information, learning something, and synthesizing information to take a critical

position. Most of readers read for overall comprehension in order to comprehend main ideas and the important supporting information (Khaki, 2014). We simply conclude that reading without comprehension is useless.

Moreover, reading comprehension is a process of extracting and combining meaning simultaneously through interaction and involvement with written language, Catherine site in (Amartha, 2013). Comprehension involves three elements, which are the reader who is doing the understanding, the text must be understood, and the last is the activity in which understanding is part of it. In line with that, (Torsegen, 2006) argued that reading comprehension is the process of constructing meaning through interaction and connection with written language which consists of three elements: the reader, the text, and the activity or purpose for reading. So, the reading process encompasses all the abilities, knowledge, and experiences one carries for reading. The text is widely constructed to include printed text or electronic text and also in considering activities including objectives, processes, and consequences associated with reading actions. In addition, Good readers are not only read with fluency but also they move smoothly through text, translating sound to words and linking words with their meanings. The readers try to understand that the words with comprehension, (Roit, 2015).

Moreover, McNamara (2007) stated that reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. However, Soleimani & Hajghani (2013) in their research found that reading strategy

instruction can lead to the use of an extended range of reading strategies by the learners. However, learners' awareness of strategies and their ability to use them while reading can involve of increasing students' reading comprehension, the reading strategy instruction was not able to enhance the students' reading performance significantly if the students do not aware about it.

There are many factors influencing the reading comprehension according to some experts. There are three factors that can affect proficient of reading comprehension; First is the accuracy and fluency of word reading skills. Second is oral language skill included vocabulary, linguistic comprehension and extent of conceptual and factual knowledge. Third is motivation to understand and interest in task and materials (Torsegen, 2006). Hafner site in (Amartha, 2013) argued that, there are only two factors can influence reading comprehension. The first is intelligence because he believed that it is the main factor influencing the reading comprehension. The second is experiences or background knowledge of the reader. If the readers have good and sufficient background knowledge about the theme of text, it will help him a lot in comprehending. Then, (Galgao, 2016) in his research, he found that there are three factors affecting reading performance. Those factors have significance correlation with reading performance, they are; personal background, attitude towards reading, and motivation to read.

c. The process of reading

In the reading process reading, Harris (2008: 2-3) argued that there are three approach of reading process there are; the top-down processing, the bottom-up processing, and the interactive processing. The explanation of them as follows;

- 1) *The top-down processing*, here, the text brings reader's background or prior knowledge and experience in reading then continue to read as long as the text confirms the text's expectations. This top-down process can be explained as follows. First the reader sees the part or text. Then he estimates or predicts what the text is (based on their background and experience on the topic) after reading the title, the top of the title and subtitles. The reader then reads the text to find confirmation about the topic. Top-down processing requires the readers' prior knowledge to construct the meaning of texts. The readers involve their knowledge of syntax and semantic to create meaning of the text. In top-down processing, the readers' background knowledge is very important in gaining the meaning of the text. This process starts by relating the whole text with the readers' knowledge. Then, the readers make some predictions about the difficult parts of the text and finally they check their prediction using the general knowledge to get the meaning of texts.
- 2) *The Bottom-up Processing*, in this model, the reader reads word per word, sentences and looks at the organization of text (without relating it to previous experience or knowledge) in order to build meaning from written in the text. This bottom-up process can be explained as follows; when readers read, they quote the proposition from the text. So, the reader cuts the sentence into the elements and composes the bottom-up propositions, this understanding then depends on the propositions that have been quoted and this becomes the basis of what the reader understands and is remembered. Furthermore, bottom-up processing is a procedure of choosing signals that impacts what is perceived.

In bottom-up processing, readers should diagnose a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, etc.) and use their linguistic data-processing mechanisms to impose some sort of order on these signals. It can be concluded that, first, the readers have to deal with the relationship among words, phrases, and grammatical sentences in order to get the meaning of the text.

- 3) *The interactive processing*, it is model of the collaboration both top-down and bottom-up. Readers can use top-down reading to make up for deficits in bottom-up reading. To acquire meaning, they use their schemata to make up for the lack of bottom-up knowledge. This model is based on information from various sources like orthographic, lexical, syntactic, semantic knowledge, and schemata. While readers are reading, decoding processes sustenance each other. If they do not comprehend texts, they should apply their prior knowledge to help them. Readers who are reliant on top-down model use textual signs and gather the meaning but they have to make up for lacks like weaknesses in word identification and lack of effective bottom-up processing. This model results in the most effective processing of texts. The mutual teaching method is a reading instruction that is based on the interactive model.

In the other assumption, there are also other approaches in the reading process. Like Marton & Saljo (1976) identify two distinctive approaches to reading process, namely:

a) *Surface-level processing*, when reader become a passive approach and they are concerned with some activities like:

1. Covering the content
2. Concerning on how much they have learned
3. Finding the right answers
4. Assimilating unaltered chunks of knowledge
5. Learning verbatim

b) *Deep-level processing*, in which students take a mentally active approach and are concerned with:

1. The central point or main point of the text
2. What lies behind the argument from the author
3. The whole picture
4. What it boils down to
5. What it is connected with
6. The logic of the argument
7. Marking what they are not clear
8. Predicting the conclusion

c) *Zero-level processing*, where the readers simply go through the motion of reading text, they believe that understanding will automatically follow by some osmosis-like process. They are concerned :

1. Getting it over as quickly as possible
2. What's for tea!

d. The purpose of reading

Grabe & Stoller (2002: 13-15) explained several purposes of reading. They are; *first*, reading to find simple information and reading to skim. This reading purpose about readers' ability to search particular information and it depends on their cognitive process to comprehend where the information might be in the text. *Second*, Read to learn from the text. The purpose of this reading is about the reader's need to learn a large amount of information from a text. This includes remembering the main ideas, linking the text with the background knowledge of the reader, and rhetorically building a frame of information in the text. *Third*, Reading to integrate information, write and critique texts. This goal is about the decisions of readers of what information needs to be integrated and how to integrate for their goals. His abilities include composing, selecting, and analyzing information from text. *Fourth*, Reading for general comprehension. This reading purpose is about general comprehension skilled by fluent readers. It involves fast and automatic processing of words, strong skills in making a general meaning representation of main ideas, and efficient coordination of processes under limited time constraints.

The other expert also explained some purpose of the reading, like Rivers and Temperley in Nunan (1989: 33) argued there are some reading purposes. (1) To get information for several purposes or to know about some topics. (2) To get some instructions to do something. (3) To act in a play, play a game, do a puzzle. (4) For communication with other people or friends. (5) To know when or where

something will take a place. (6) To know what is happening like reading newspaper. (7) For enjoyment.

e. The strategies of reading

There are some experts who have explanation about reading strategies. Like Poole (2009) divided reading strategies into three categories. *Global strategy*, this strategy is focuses on readers' plan on how to read and manage their comprehension in their reading activity. *Problem-solving strategy*, it is concern on readers' strategies to solve their problem in reading difficulties, like finding difficult vocabularies, finding the meaning of the sentence and many others. *Support strategy*, which concerned on the readers' techniques and devices to comprehend a text or to get the passage from the author of the text. In line with statement before, Sheorey and Mokhtari (2001) also stated that reading strategies has three categories. Metacognitive strategy, which is technique that planned by students to control or manage their understanding or comprehension intentionally and carefully. Cognitive strategy, this strategy is focused on the students' specific actions and procedures while reading the text. Support strategy, it is strategy that used by readers as a tool to understand a text in the reading activity, the tools its can be a dictionary, notes, underlining or marking the text.

The meaning of reading strategy is readers' actions to improve their comprehension and understanding in reading activity. As Afdaleni (2013) given the meaning of reading strategy is the process to improve reading comprehension, to read better, and to overcome the lack of comprehension that used by a learner. Furthermore, Mehrpour, Sadighi, and Bagheri (2012) explained the definition of

reading strategy is the method that used readers to conceive a task, to attend textual cues, to make sense what they read, and to do when they do not understand the meaning. Then, Chen and Chen (2015) defined reading strategies as readers' process to understand text consciously. Grabe and Stoller (2002) defined reading strategies as a set of abilities under conscious control by the reader because good readers always use strategy when they are interacting with a text. It can help readers to improve their comprehension. Carrell (1998) explained that reading strategies traditionally recognized reading behaviors as skimming, scanning, making contextual guesses, skipping unknown words, tolerating ambiguity, making predictions, confirming or disconfirming inferences, identifying the main idea of a text, rereading, and using cognates to understand a text.

Cognitive strategies can help students to process information that can help junior high school students. Through the guidance of strategies, students can be directed to control their own steps to organize, maintain and comprehend the content knowledge (Katims & Harmon, 2000). The use of effective strategies can help students actively engage in using this strategy (metacognition). the teacher not only introducing the strategies that can used to the students in the class, but also they know how to use it to approach, complete or modify a literacy task and solve their problem in comprehending the text given. Students must know the connection between the demands of recount text and the need to use the strategy that they have learned. Ultimate success of the implementation of a strategy is when students can modify the strategy to improve their learning (Day & Elksnin, 1994).

f. Reading and text

Texts in reading comprehension described as the set of sign in written or other forms and it can be seen by how it produced. Knapp and Watkins (2005: 14) add that a text is not only written but also could be any meaning-producing event, it can be a book, a film, an advertisement, a phone conversation and so on. They also explained that text can be seen from two key perspectives: a thing can be recorded, analyzed, and discussed, and a process of the outcome of a socially produced occasion. Most people think about texts as products, which is why the notion of a text type is quite prevalent in literacy studies. Snow (2002: 14) claimed text can be difficult or easy, depending on the factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is involved. That is why students must have adequate capacity and ability to read. Both can be a benchmark that skilled students in reading comprehension are not only motivated but they also must have the capacity and ability.

g. Reading comprehension process

While Klingner, Vaughn, and Boardman (2007: 9-12) argue that some processes involve reading comprehension. They are explained as follows:

1) Micro process

This process explains the beginning of the reader in knowing the words, sentences, vocabulary, and syntax that make a meaning.

2) Integrative process

In this process is the next level of the previous process which is about understanding the reader and concluding between clauses with one another in a text. In addition, the reader can identify the pronoun and conclude the cause and effect in the text.

3) Macro process

In this process about the choice of readers to choose key ideas in the text they read. They can manage important ideas coherently.

4) Elaborative process

This is a process of readers that is able to connect between the contents of the text and the experience or background of previous knowledge.

5) Metacognitive process

In this process the mind of the reader to think about using a strategy to understand the text that suits him.

h. Teaching reading

Reading skills have principles in teaching that are different from teaching listening, speaking and writing. According to Harmer (1998: 70) there are six principles in teaching reading. There are the following:

1) Reading is not a passive skill

Reading is a very active activity from others. To do reading activities effectively, we must understand well what words mean, see images, appreciate arguments, and train ourselves.

2) Students need to be involved with the text they read

Students who are not involved with reading scripts are less likely to be interested in what they read. When they are truly interested in their topic or task, they will get more than what they read.

3) Students must be stimulated

It is important to study reading texts from the way language is used, the number of paragraphs they contain and the number of times they use relative clauses. But the meaning and content of the text is more important than that. The teacher's task is to give students the opportunity to respond to the content of the reading in several ways.

4) Prediction of important factors in reading activities

When we look at the covers of books, pictures, and headlines our brains begin by predicting what we will read and gaining what we will learn from the text. A good active reading process is ready to begin when expectations are set. The teacher must give students some media and instructions in the text or read parts so they can predict what will happen too. This will make them better and more involved readers.

5) Students integrate tasks with topics

After choices have been made about what reading texts students will read, we need to choose good reading assignments - the right kind of questions, interesting and useful puzzles etc. The most interesting text can be underestimated by asking boring and inappropriate questions; the

most common part of the place can be made very interesting with imaginative and challenging tasks.

6) Good teachers exploit reading texts in full

Every reading text is full of sentences, words, ideas, descriptions, etc. It makes no sense just to make students read it and then drop it to switch to another. A good teacher integrates reading text into interesting class sequences, uses topics for further discussion and assignments, uses language to study and then activates.

The principles above, instruct what students and teachers must do to get a better understanding than before about reading activities. Reading is an active skill that involves students to play an active role with what they read, and to respond to the contents of the reading text. Predicting activities in reading are the main things and matching tasks with topics. The last is the teacher can use the maximum reading text. Then, understanding the principles of teaching reading can help teachers design and practice reading activities well.

In the teaching reading there are three stages are pre-reading, while reading and post-reading. Toprak and Almacioglu (2009) assume that *pre-reading* invites students to activate their background knowledge and their scheme of the text they read. on this occasion, the teacher tries to facilitate students to predict the theme or instructions from the text that has been given. Furthermore, *while reading*, exercises are provided to help students develop the reading strategies they use, and students can better control the foreign languages they learn, and can also decode text problems. In addition, this

stage facilitates students to improve text comprehension skills by doing their activity sheets. *Post-reading*, students are facilitated to be able to improve the ability to analyze reading texts in depth and they are able to summarize the contents of the text and can discuss it in class. In line with previous statement, Deyuan and Yufen (2006) also suggested that teaching reading can be divided into three stages. *Pre-reading*, used to introduce a theme and activate background knowledge to help students maximize their abilities and skills to understand the text. *While reading*, used to help students to understand information in detail and analyze the structure of the text. *Post-reading*, used to review text content. In this last stage can be used to improve students' ability to share their opinions based on their responses to the text. Agree with Brown (2001) , there are three parts of teaching reading. Before reading, this section is used to introduce topics, skimming, scanning, predicting, and activating schemata. When reading, it is used to give students a sense of purpose in reading. The teacher can ask students to take notes when they read. After reading, it is used to give students activities of understanding questions. The activities can be in the form of writing exercises, learning vocabulary, identifying the purpose of the author, and discussion.

i. Successful teaching reading

Reading activities require students to be responsible for understanding and learning, and reading has many advantages of individual learning. This allows students to learn to read quickly by themselves, so that they are cleverer to go

further and deeper, and can take their time with personally selected texts to read. It also develops reading skills that are very important for learning, and all that can never be achieved without practice, it also helps students to increase their willingness to go to the library, search for books and read reading skills from the internet and also introduce students to important texts they need. Teaching reading comprehension is the teacher guiding students to achieve their reading comprehension of the text they read using certain strategies. The teacher can direct students to understand the text by using several strategies in reading comprehension such as THIEVES strategy and CSR.

Learning activities are activities that produce personalized meaning for the information presented to students. So, correct reading is an active process, where students focus on the text to understand the message in the text. According to Petty (2014: 270-271), there are several ways teachers can use to maximize students' opportunities to learn from the reading they read, this can be done by:

- a. Reading text that is interesting and fun activity

The challenge of finding answers to puzzles, problems, and interesting questions is more motivating. This also ensures students try to understand rather than just finish it and do it.

- b. Requires students to read their own notes

Ask students to make notes, summaries, mind mapping, a set of key points or even a complete set of notes they took from reading text. This must be done with the students' own words.

c. Design material into a different form

Text is a very important learning tool in a learning process and it can be reorganized so that students can easily understand it.

d. Reading for information

The teacher asks students to search for specific information, such as answers to specific questions.

e. Reading for criticism

Ask students to respond critically to the text they read.

f. Presentation of reading

The teacher asks students to read the text with the group and make conclusions and finally they have to present it in class.

g. Discussion activities

The teacher asks students to read a text then, the teacher gives a problem that must be solved by discussion with classmates. In this activity helps students to respond and express opinions.

2. THIEVES Strategy

a. Description of THIEVES

THIEVES is a reading strategy used to review textbooks, created by *Suzanne Liff Manz.*, A therapist and educational instructor at Nassau Community College

in Garden City, NY. Manz (2002) explains that to help readers especially students read comprehension by giving them the opportunity to see the structure of the text in an organized and orderly manner. He also added that THIEVES can be presented as individual learning tools for students. This pre-reading strategy will allow students to "steal" information before they actually start reading text. The Acronym (THIEVES) stands for:

1. *Title*, Students sometimes skip the title, but it provides valuable information by establishing the topic and the context of the chapter.
2. *Heading*, Headings indicate the important sections of the chapter. They help students identify the specific topics covered.
3. *Introduction*, The introduction provides an overview of the chapter. It may come after the title and before the first heading.
4. *Every first sentence in a paragraph*, first sentences are often the topic sentences of the paragraph, and by reading these a student can get an idea of the information that will be contained in the chapter.
5. *Visuals and Vocabulary* – Students should look at all pictures, charts, tables, maps and graphs contained in the chapter. They need to read the captions and labels on each. This enables students to learn a little about the topic before they begin to read. Then, vocabulary term help unlock the meaning of the chapter. Highlighted words are keys to important concepts. Their integration and use enable students to comprehend and to express their understanding in a meaningful and intelligent way.

6. *End of Chapter Questions*- Many texts contain a summary at the end of the chapter. Students can read the summary to activate prior knowledge and give them an idea of the important concepts contained in the chapter.
7. *Summary*- enhances comprehension and retention of the information and ideas encountered during reading or viewing media.

In addition, Manz (2002) also added that THIEVES is a pre-reading strategy that has a clear purpose for reading by using an acronym that is easy to remember. with this strategy, students learn how to "steal" information from the title, title, introduction, every first sentence, visual / vocabulary, ending and summary. That this strategy can be used by teachers in teaching reading is not only simple in procedures but also can help students to activate their background knowledge in other ways to understand the reading texts they read. THIEVES are one of the strategies to activate the background of students' knowledge.

Strategy is one of important elements for the teacher in order to get success in learning process. There is a strategy that can be used by the teacher in teaching reading such as THIEVES; this will give contribution for students in learning process. As stated by McAndrews (2008:151) the strategy to provide background knowledge and organizational structure for reading texts by surveying parts of a text. This definition emphasize that THIEVES makes the reading that much easier. After reading the main body of the text, the students will *steal* the most important information that they need to understand from text because they know how to be a *thief*.

THIEVES is one of the most appropriate strategies for activating students' background knowledge. In this strategy students learn to see per chapter or part of the chapter to find out chapter information when they read it (Kinberg, 2007). In this definition emphasizes that THIEVES make reading much easier to understand text in reading activities. Students will find the main part of the text after reading using this strategy (Gear, 2008). It makes easy for students to get the most important information they need about text, because they know how to steal information from text. One of the failures of students in reading is not knowing how to use their textbook resources, or they might know how to use the text but do not understand it properly. So, the teacher can directly train students on how to use what is available in the textbook. One way to train students to understand the source of textbooks is to use a strategy called THIEVES.

b. Procedure of THIEVES

There are many strategies which can be applied in teaching reading process. According to McAndrews (2008:151) before reading a text, the students preview each element in the acronym and then write or think about each of the questions. These procedures are represented by acronyms in which the learners represent the various procedures to apply in the classroom. In addition, Zwiers (2010:87) states that there are three steps of THIEVES in learn: Firstly, tell the students something that we can “steal” from the text before we actually read it. Secondly, model how to go through each of the items in acronym THIEVES. Use in overhead to write down the information. Students can use the reproducible THIEVES practice with

boxes for each letter and can give students a THIEVES bookmark to fill in as they read. Finally, after going through steps 1 and 2 students can use the THIEVES strategy in reading process.

Moreover, Brunner (2012:175) explains that there are three steps of THIEVES in learning process: the first step is tell students to preview the chapter prior to reading it. Next, explain the THIEVES acronym. Title (look at the title, and think about what will be included in the chapter. Think about what is already known about the topic). Heading (look at the heading. What are the heading topic? Think of ways to turn the heading into a question). Introduction (read the introductory paragraph and think of what is most important. Anticipate what will be included in the chapter). Every First Sentence (read every first sentence for each paragraph). Visual and Vocabulary (look at photograph, maps, and other graphics. What do they illustrate? Look for important vocabulary words, and define them in the context of the chapter content). End of Chapter Questions (find the question in the margins at the end of each section and at the end of the chapter. Keep these questions in mind while reading the text). Summary (read the chapter summary or recall what was read). Finally, facilitate student learning by modeling how to use this strategy until such time as they are comfortable with the steps in the process. In conclusion, THIEVES strategy is very important to students in reading comprehension. There are three procedures in THIEVES, it will be enough reluctant for the teacher to apply in teaching reading in order to get information and knowledge from the text.

c. The elements of THIEVES

The elements of THIEVES strategy are as follow:

1. Title

What is the title? What do I know about this topic?

Does the title reveal a point of view?

What do I think I will read?

2. Heading

What does this title say to me that I will read?

What is the topic of the paragraph below?

3. Introduction

Is there an opening paragraph, maybe italics?

Does the first paragraph introduce this chapter?

What will my introduction say I will read?

Do I know about this topic?

4. Every first sentence in a paragraph

What is the content of first sentence in the paragraph?

Is the sentence a main idea of the paragraph?

5. Visual and vocabulary

Does this chapter include photos, pictures, maps, charts or graphs?

What can I learn from visuals in the chapter?

How does the information help me understand its meaning better?

Is there a list of key vocabulary terms and definitions?

Are there important words in bold throughout the chapter?

6. End of chapter questions

What are the questions asked?

What information do they allocate as important?

What information do I learn from these questions?

Let me remember the final question of the chapter so I can spell out my text where related information is located.

7. Summary

8. What do I understand and remember about the topics discussed in the summary?

9. Summarizing involves putting the writer's ideas into a very short form. To summarize a passage, you must really understand it.

d. THIEVES strategy in teaching reading comprehension

This reading activity using THIEVES strategy will help students to comprehend by allowing them to preview the structure of the text in an organized manner before they actually read it. This pre-reading strategy will try to “steal” the main point of the text before they read all of the text.

There are the procedures of using THIEVES strategy in teaching reading comprehension in the class: the students will read the text individually not in group, the teacher will select type of text which appropriate with student, in this study will choose reading text that appropriate which is eight grade based on the curriculum. Then, the teacher writes component of THIEVES strategy on board and begin with explaining the THIEVES acronym, those are ;(1) Title: in this

activity, teacher will guide the student to look at the title and think or predict about the topic what will they read in the text.(2) Heading: Then, student will look at the heading and think how to turn the heading into a question and try to find the answer for that question later.(3) Introduction: student will read the introductory paragraph in the beginning and think of what is important information because in the introductory paragraph student find what is the text going to talk.(4) Every First Sentence: student will read every first sentence for each paragraph because the topic sentence of the paragraph usually in the first sentence of the paragraph, in the topic sentence student will get the information about that paragraph before they read all sentences in the paragraph.

Then, (5) Visual and Vocabulary: in this activity, the teacher provide the text that include some picture or photograph, vocabularies of difficult word, and many others that can help student to get the information about the text they going to read. Then, student look at photograph, maps, and other graphics provided. Student guided directly to think what do they illustrate and look for important vocabulary words, and define them in the context of the chapter content in the text.(6) Ending Read the last paragraph and think of what is most important because in this sentence usually will conclude the content of the previous paragraphs in the text.(7) Summary: after doing all those components, in the end of this activity student will try to make summary from them in their note. In the last, to know about student comprehension the teacher gives students THIEVES worksheet and ask them to do the worksheet based on text. The teacher guides

students to complete the components of THIEVES individually. With this strategy students complete the worksheet given without read all of body of the text.

e. Advantages of THIEVES strategy

There are several advantages in using the THIEVES strategy; first, it makes it easier for students in the learning process, especially learning to read text and can get information from the text. Second, it can help students have general information of the text that will be read even before they read the text given. Third, it helps students make connections and predictions of the contents of the text based on prior knowledge according to what is found in the text. Fourth, this strategy is effective in improving students' understanding of the main ideas and information from the text before they read and can contribute to students in the learning process, especially in learning to understand text (Dina & Yuli. 2012).

Alfaki & Siddiek. (2013) also stated that preview text found to benefit students through THIEVES strategy. This strategy enhances communicative abilities and increases students' motivation to read and understand texts, especially in teaching and learning activities. Prior knowledge activation has role by using text preview in improving student's understanding of the text. It can be concluded that text preview is an effective strategy in activating learners' initial knowledge in reading text and improving their reading comprehension.

The advantage of the THIEVES strategy based on the THIEVES concept, the advantages of this strategy are: (1) Let students organize what they read (2) reading time is more efficient. (3) Students can understand text with good

comprehension. (4) Link what students with what they read. (5) Provide students with active reading scaffolding to read independently. (6) Help students to understand the content of the textbook based on the THIEVES component. (8) Student can identify the important concepts, determine the context for reading, and predict what ideas from the text they read.

3. CSR Strategy

a. Definition of CSR

Many researchers conducted research on CSR. CSR is an acronym of *Collaborative Strategic Reading*, which is written as CSR. According to Vaughn et al (2002) CSR is a strategy of teaching reading comprehension which combination of two elements both reciprocal teaching and cooperative learning strategy. Supporting to this idea, Abidin, Z,M.J and Riswanto (2012: 194) also agree that CSR is the strategy for teaching reading comprehension which modification of combination of *Reciprocal Teaching* and *Cooperative Learning strategy* that the implementation of this strategy is inviting students to study in small groups cooperatively among 3-5 students and apply four steps in reading strategies there are called by; *Preview, Click and Clunk, Get the Gist* and *Wrap Up*. In addition, Klingner, et al. site in Puspita (2012) argued that CSR was a modification teaching learning strategy to provide reading comprehension for learners with reading, learning, and behavior problems included in overall teaching in the classrooms that it is built with the foundation of reciprocal

teaching with many effective instructions like collaborative in group work, dialogue with students' interaction, technical strategies.

Furthermore, Klingner, et al. cite in Puspita (2012) also add that CSR is a development teaching strategy to explore the potentials of collaboration for teaching learning language especially reading skill in the classroom with the in various level and achievement of students can work together in small group, cooperative groups to facilitate student to apply four steps reading strategies in CSR there are; *Preview*, *Click & Clunk*, *Get the Gist* and *Wrap Up* to help their comprehension to read the text.

Klingner and Vaughn (1998) explain CSR is a reading comprehension strategy that combines both *Reciprocal Teaching* and *Student Pairing*. In Reciprocal Teaching, between teacher and students are discuss and dialogue about key features in the text through *summarizing*, *questioning*, *clarifying*, and *predicting* together to help students with their difficulties in reading comprehension of the text. In the CSR student will do the discussion about the text in the small group and the teacher stands as a facilitator.

In relation to cooperative learning or student pairing, Johnson & Johnson (1989) argues that students who learn with groups will get better results and can understand information longer than those who study individually. According to Burns et.al. (1996) also added that cooperative learning can help students activate their prior knowledge and also learn from previous knowledge from their group friends in the class, this will make them play an active role in the learning process and increase attention. Klingner et al. (2001) found that cooperative learning in

understanding learning can improve learning opportunities of students who have learning difficulties. He also found that peer interaction increased the opportunity to communicate meaningfully about a lesson.

Vaughn argued that CSR was designed for three very important issues in the teaching English language especially in reading comprehension. The first issue is the diversity of ability each student in the classroom, in this case in Indonesia, because English is become a foreign language in Indonesia. Second, CSR provided strategy to improve students' comprehension of the text and can transfer their new knowledge to others. Third, CSR gave the opportunity to the student to study collaboratively with their partner in the class room to solve some difficulties (Vaughn et al., 2001).

Based on the description above, it can be concluded that CSR is a strategy used for teaching reading comprehension which applied for student with various level and achievement of reading work together in the small cooperative group to understand the text with four reading steps which include *Preview*, *Click & Clunk*, *Get the Gist* and *Wrap Up* to give opportunity for the students to read and learn included in general education classrooms.

b. The implementation of CSR

In Collaborative Strategic Reading (CSR) students learn how to read a text comprehensively in a group work. In this strategy students do 'previewing' text; then finding click and clunk words of each paragraph; getting the gist is the most important strategy to find the main idea of each paragraph; and wrapping up key

ideas of text. This collaborative strategy can help students apply read a text comprehensively in a small group (Abidin & Riswanto, 2012).

Initially, according to Abidin and Riswanto (2012), the teacher applies the strategy (preview, click and clunk, get the gist and wrap up) to the whole class. Then, when the students are ready to apply the strategies themselves after teacher facilitated activities, the students then can form a heterogonous group, where each student accomplishes distinct role as students collaboratively implement the strategies.

Essentially, CSR is used to enhance students' reading comprehension and improve their conceptual learning which is maximizing the students' involvement. The CSR strategy is also useful for producing positive outcomes in average and high average achieving students for both students with learning disabilities and students at risk for reading difficulties (Klingner & Vaughn, 1996; Klingner, Vaughn, & Schumm, in press).

In addition to the steps of this strategy, CSR activates four strategies; they are preview strategy, click and clunk, get the gist and wrap up. This CSR strategy is started by preview strategy. This first strategy is designed to active students' background knowledge. The next strategy is click and clunk. It is designed to assists the students in monitoring their reading and enriching the students' vocabularies during reading. The third strategy, get the gist, lead students to find the main idea of each paragraph of the text while they are reading. The fourth strategy, wrap up, ask the students to write a summary of the text and to encounter some questions based on the text they read (Vaughn et al, 2001).

The first step in this CSR reading strategy is preview strategy. In this first step, students activate their background knowledge and encounter predictions about the text by scanning the pictures, captions, graphics, title, heading, subheadings and key words. The purpose of this preview strategy is to encourage the students' prior knowledge about the topic, encourage intention and enthusiasm to read the text, to make prediction about the text, to set aim for reading and to share and to learn each other in a small group of work (Vaughn & Klingner, 1999; Vaughn et al., 2001).

Having previewed the text, the students begin reading as they apply the click and clunk strategy. This strategy is a device for students to monitor themselves during reading activity. When the students click, they know and understand the meaning of the text. When the students find a word which they do not understand, they are in a clunk. The students then write the clunk words found on their learning log. After the students finish a section of the text, they then solve their clunk words; it is termed de-clunking in CSR and includes four fix-up strategies. The students in their group work solve the words include prefixes or suffixes using fix-up strategies led by the teacher (Klingner et al., 2001; Vaughn et al., 2001).

The next is get the gist. This is also known as finding the main idea which is practiced while reading the text. The students identify the most important idea of each paragraph of the text. The students then should paraphrase the main in ten words or less. The students also prompt the main idea while filtering out unnecessary details (Vaughn et al., 2001).

Having read the text, the students are in wrap-up strategy. In this step, the students recognize some questions about the text from a set of questions stems that were modified from Rosenshine and Meister (1992). The questions should identify the important ideas of the whole text and help understanding the text. The students in their group may answer these questions or bring them to the whole class (Klingner et al., 2001; Vaughn et al., 2001).

When the instructions of CSR strategy is complete the students then make heterogeneous group of four or five. In their cooperative group, the students are asked to accomplish two tasks. The first is that they must finish the assigned expository reading task. And the second, they must confirm that all members of the group also finish the task. The students then work with joint goal in cooperative group to exploit their learning well (Klingner et al., 2001).

In the CSR learning logs are incorporated to help individual accountability for doing a task. Learning logs are used in every step of CSR and provide valuable information for teacher to give feedback and follow-up activities. In the Preview, students record their brainstorm and predictions the content of the text by writing on it. When Click and Clunk, students write their clunks and later write the definitions after discussion. When Get the Gist, students write their gist stating the main idea of the text. Finally, in the Wrap Up, students write their questions and review, finding the most important main idea from the passage (Klingner et al., 2012b).

c. The role in CSR

In the CSR there are two roles are teacher's role and student's role. in this paragraph will explain the role both of them to apply CSR strategy in the teaching and learning process.

In accordance to the teacher's role in CSR, the teacher's initial role is to teach each of the strategies and students' roles to the entire class prior to reading. This activity may take place over several days and includes identifying in advance the vocabulary words from the reading materials which students will probably not be able to figure out through the group process. Once the students are ready to implement the CSR process, the teacher introduces the materials to be read to the entire class. Then, taking on the role of facilitator, the teacher monitors small group process. After each day's reading assignment is completed, the teacher leads a wrap-up involving the entire class (Klingner and Vaughn, 1998).

Next is student' role, CSR has guidelines in using it to give roles to each student in the group so that the strategy can run optimally. Before students use CSR, they must have time to discuss with group friends related to that role. there are six roles that can be divided into groups that use CSR strategies: leader, clunk expert, gist expert, encourager, announcer and timekeeper. In CSR leader, clunk expert and gist expert are essential role than because the other three can be combined. Each of the role has their own specific responsibilities (Klingner & Vaughn, 1998).

There are some students' roles in applying the CSR strategy. The first role for students in CSR is the leader; he/she guides the group members when to do their

jobs and helps the group members to stay focus on the task. The announcer gives opportunity of group members share an idea and make sure that all group members have same opportunity to share their idea. The clunk expert analyzes clunks and figure out the clunks meaning with all group members then they write it in learning logs. The gist expert discusses with all group members to decide the best gist and write it in the learning log. The encourager remains and checks the group members know when they have worked together well. Finally, the timekeeper sets the time can be spend to do the task and also remain the group member to begin and end (Klingner & Vaughn, 1998; Klingner et al., 2001).

d. The elements of CSR

According to Johnson and Johnson (1989), there are five elements that included in this strategy to be cooperative. 1)The first element is positive interdependence, it is about students' belief on their role that their work give benefit to the group and the other group members' work also give benefit to them. The specific students' roles in the CSR can foster their work benefit the group. 2) The second element is promoting interaction among students because the work in group, then they can cooperate and communicate with one and others. 3) The third it is about individual accountability, students' performance in the group is assessed. All group members must carry out their respective roles effectively for the good of the group because if there are group members who work with less good then the group is not maximal, which can be achieved by asking other friends who are able, completing individual learning notes or group evaluation. 4)

Fourth, social skills must be taught, Group members must work cooperatively with others by discussing the difficulties they get when reading and solving together. Teachers must define what students should practice in the simulation and role-play. 5) Finally, at the end of the session, students should evaluate their work together (Klingner et al., 2001).

e. The advantages of CSR strategy

In the CSR strategy include some students to work together in small group cooperatively, so each student has same opportunity to cooperate and share the ideas in the discussion among the members of the groups to develop their social skills. (Johnson & Johnson, 1987., Slavin, 1995) said that, there are some advantages of cooperative learning in the CSR such as; 1) this strategy can promote students' achievement academic achievement, 2) it can improve students' retention, 3) it can Increase students' satisfaction in the learning experience, 4) it can help student to develop their oral communication skill, 5) the students' social skills will be developed, 6) it can promote students' self –esteem, 7) it help student to promote their positive race relation. Those all advantages can be achieved in CSR because cooperative learning concept in CSR promotes students to be active, collaborative as well as cooperative in achieving similar learning goals.

B. Previous Studies on THIEVES and CSR

1. Suzanne Liff Manz (2002)

Manz is a person who develops this strategy. He applies this strategy on his student in Nassau Community College; Reading and Basic Education Department at North Hall New York. This strategy helps students as their independent strategy. As the impact, student can past the exam with good result.

2. Klingner and Vaughn (1996)

The first study on CSR was conducted by Klingner and Vaughn in 1996. It was conducted with 26 seventh- and eighth –graders with learning disabilities who used English as a second language. In this study the students learned to use modified reciprocal teaching method which in cooperative learning group. The result of this study showed that CSR was an effective strategy in improving reading comprehension of students with disabilities.

3. Klingner, Vaughn and Schumn (1998)

Klingner, Vaughn and Schumn in 1998 investigated the effectiveness of a CSR with fourth grade with wide range of reading levels. Students in the CSR group significancely showed the improvement of reading comprehension than those in control group.

C. Theoretical Framework

Reading activity is the active process when it involves guessing, predicting, checking, and asking questions. However, the reading process is meaningful and helps students to get the information from the text if the teachers are able to improve students' comprehension, and involve them in challenging, creative, and

enjoyable activities. Therefore, teachers are must give solution with some reading strategies that can apply by students to solve their difficulties in comprehending the text in order to enhance students' experiences on it.

THIEVES strategy which is known as individual activity for reading comprehension has also positive effect in increasing reading comprehension skill. Manz as lecture has an experiment to apply THIEVES strategy in his college and the result the student really increases their reading comprehension of the text material given.

In previous studies, many experts stated that CSR is a good instruction for reading comprehension skill. Klingner, Vaughn and friends conducted some studies on CSR to both students with disabilities and students with wide range of reading level, the result showed that CSR was effective strategy to improve reading comprehension of the students.

Therefore, in this study the researcher wants to know the effectiveness of the CSR for reading comprehension skill. The researcher also wants to know the effectiveness of THIEVES strategy for reading comprehension skill. Those two strategies will be administered for student in junior high school level Jepara regency it is MTs N 2 Jepara Grade VIII.

D. Hypothesis of the Study

Based on the previous studies conducted by some experts and the theoretical framework, the researcher draw hypothesis on this research; First, the hypothesis must be changed to the null hypothesis (H_0) before we determine that the

hypothesis is rejected or accepted. to predict that the hypothesis does not affect students is the function of changing hypotheses into a null hypothesis (H_0). For the second, alternative hypothesis (H_a) is made for each of null hypothesis.

1. The first hypothesis

H_a = The use of THIEVES strategy is more effective than conventional strategy to improve students' reading comprehension.

H_0 = The use of THIEVES strategy is not more effective than conventional strategy to improve students' reading comprehension.

2. The second hypothesis

H_a = The use of THIEVES strategy is more effective than conventional strategy to improve students' reading comprehension.

H_0 = The use of THIEVES strategy is not more effective than conventional strategy to improve students' reading comprehension.

3. The third hypothesis

H_a = The use of CSR strategy is more effective than THIEVES strategy to improve students' reading comprehension.

H_0 = The use of CSR strategy is not more effective than THIEVES strategy to improve students' reading comprehension.

4. The fourth hypothesis

H_a = The use of CSR strategy is most effective strategy to improve students' reading comprehension than all.

H_0 = The use of CSR strategy is not most effective strategy to improve students' reading comprehension than all.