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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is generally described as involving two skills: decoding and comprehension. Decoding is an isoble ability, which can be taught and assessed in straightforward ways. Comprehension is a complex skill that depends on a variety of factors, contexts, and reading goals. Comprehension requires inferences and inferences require knowledge. Hence, to understand text comprehension, readers must be able to understand how knowledge is used and how it is represented. Brassel and Rasinski (1998) define that reading comprehension is the construction of the meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. It means that reading comprehension relates to the readers' ability to understand the author's ideas and to get important points from their reading.

Tankersley (2013) points out that reading comprehension depends on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. It means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing

comprehension is that the reader has adequate background in the content and vocabulary being presented.

Comprehension also consists of three elements they are; reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part.

The reader's background knowledge and motivation are further factors in comprehension. In addition, motivation and interest influence comprehension, both directly and indirectly. Furthermore, Duffy (2009) stated that comprehension is the essence of reading because the goal of written language is communication of messages. Moreover, Scanlon states that comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text. There are five basic comprehension processes that work together simultaneously and complement one another:

a) Microprocesses

The reader's first task is to derive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. The initial chunking and selective recall of individual idea units within individual sentences can be called microprocessing. At least two processing skills are required for the understanding of individual sentences. The first is the ability to group words into meaningful phrases.

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And the second major skill required for microprocessing is the ability to select what idea units to remember.

b) Integrative Processes

Readers can recall what they read only if the individual ideas are connected into a coherent whole. This means that the relationships between clauses and/or between sentences must also be comprehended. The process of understanding and inferring the relationships between individual clauses and/or sentences can be called integrative processing.

Integrative processing requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

c) Macroprocesses

Ideas are connected and retained in memory more effectively if they are organized around an overall organizational pattern. The main topics in an organized text make up a kind of summary. The process of synthesizing and organizing individual idea units into summary or organized series of related general ideas can be called macroprocessing. At least two skills are necessary for macroprocessing. The first is the ability to select the general ideas and to summarize the passage. And the second major macroprocessing skill is the ability to use the author's general organizational pattern to organize one's own memory representation.

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d) Elaborative Processes

We often make inferences not necessarily intended by the author and not required for a literal interpretation. For instance, we may make a prediction about what might happen, we may form a vivid mental picture, or we may think about how the information relates to something similar we have experienced. The process of making inferences not necessarily intended by author can be called elaborative processing.

e) Metacognitive Processes

Metacognitive may be loosely defined as conscious awareness and control of one's own cognitive processes. This involves knowing when one does or does not understand something and knowing how to go about achieving a cognitive goal, such as successful comprehension or long-term recall. The process of adjusting one's strategies to control comprehension and long-term recall can be called metacognitive processing.

In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Understanding of text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategies.⁸ The teacher's role during reading comprehension instruction is to ensure that students participate actively prior to reading, have the strategies and skills to use when reading, and try to make sense of the text



by understanding the author's intention and bringing their own experiences to bear on the text.

Text can be divided into three types for comprehension purposes:

- a) Textually explicit, which requires little of the readers' background knowledge, stating information clearly so that the reader can refer back to text to obtain it.
- b) Textually implicit, which provides discrete information but requires readers to use their own knowledge and experience to assemble ideas.
- c) Implicit only, where information is not stated directly and readers are required to make inferences by combining information from previous experience and reading to the text.

In conclusion, understanding the text types above can help teachers determine the types of comprehension difficulties that are faced by their students. The teacher and students should keep in mind that reading must involve comprehension. By comprehension, the students are expected to be able to point out the author ideas, concepts and argumentations.

2. Reading Comprehension

a. The Concept of Reading Comprehension

Comprehension is a part of life. Every minute, our brain is busy in making sense of the world. The messages are constantly coming from what we see, smell, hear, touch, and taste. Then, our brain will receive the messages, interprets them, and sorts them. When we are reading, the

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text may seem like a mass information with no meaning. In order to read, the readers also must be able to comprehend the text. According to Snow (2002:11) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is dealing with the process of catching meaning and idea from the written text. In reference with this, Kuta defines the comprehension skills areas covered are previewing, asking questions, finding main ideas, using vocabulary, visualizing, making inferences, monitoring, connecting to text, synthesizing, and practicing fluency.

When learners comprehend the reading materials, they interpret the ideas in text. It is pertaining to Blachowicz and Ogle (2008:1); reading comprehension is making sense of what is read. As a result, reading comprehension the process of the readers to construct the meaning from the text. Thus, it is clearly stated that reading is not merely recognizing the written symbols in a text but also comprehending that is getting the ideas explicitly and implicitly. Furthermore, Snow (2002:11) points out comprehension as three elements. Firstly, the *reader* who is doing the comprehending, secondly, the *text* that is to be comprehended, thirdly, the *activity* in which comprehension is a part.

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b. The Level of Comprehension.

According to Donna , there are three levels of comprehension. The three levels of comprehension are important and necessary to be fostered. They are:

1. Literal Comprehension

Literal Comprehension involves the understanding of information stated directly in the text. The primary step in reading comprehension is identifying facts directly stated in the passage. It is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. Questions assessing literal comprehension skills examine how well students can identify and understand information that is directly stated in a text. This idea is supported by Clymer who stated that literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text.

2. Inferential Comprehension

Inferential comprehension involves making inferences that bridge the information directly stated in the text with information that the reader already possesses. Effective readers draw on their knowledge to make inferences that fill in the gaps left by the author; ineffective readers fail to do, so It requires relating background

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knowledge to what is read or applying knowledge about text structure to aid comprehension It refers to the ability of a reader to take in information that is inferred or implied within the text.

3. Critical Comprehension

Critical comprehension involves evaluating the information in the text relative to what it means to the reader and relative to the intentions, expertise, and/or perspective of the author. Critical comprehension requires readers to make judgments about what they are reading based on an evaluation of several text-grounded factors, the determination that it is fact not opinion, the objectivity of the author, and whether the text is believable.

c. Teaching Reading Comprehension

Teacher should create enjoy and fun situation in the classroom in order to make students interested in reading and they will be motivated to read. As a result, their reading skills will develop. To be successful in reading comprehension, students need to actively process what they read. That processing skill requires that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge (Wilis, 2008:127). To comprehend the text, the readers must be able to decode words, access the text integration processes in order to construct the meaning, and retain the content. Then, their brain will be stimulated by the related information. In



addition, Nunan (2003:74) believes that the principles of teaching reading are as follows:

1) Exploit the reader's background knowledge

A reader background knowledge will influence the reader when comprehend the text. If students are reading on an unfamiliar topic, the teacher need to begin the reading process by building up background knowledge. It means that the students experience or what they know about the reading passage will influence them in comprehending the text.

2) Build a strong vocabulary base

Vocabulary is very important in comprehending the reading passage. The more the reader knows the meaning of the word, the easier they will catch the meaning of the text. In other words, the role of vocabulary in comprehending the text is very crucial for the readers.

3) Teach for comprehension

The teachers of reading demand their students to be able to comprehend the reading passage, but they do not teach them how to comprehend the text. Nunan (2003:75) believes that monitoring process is crucial to be successful in reading comprehension. It is related with verifying the prediction when the readers cannot obtain the meaning of the passage. It is done by the teachers, they should

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ensure that their students is making the correct prediction of the passage, otherwise, the teachers will help them.

4) Work on increasing reading rate

One great difficulty in the second language reading classroom is that the ability of the students read fluently. The effort of the teacher is very needed in this process. Teacher may not be impressed the students to read fast but also fluently. The teacher must work hard towards finding a balance between assisting students to improve their reading rate and develop reading comprehension skills.

5) Teach reading strategies

Strategies can be defined as a stimulation. In teaching reading comprehension, teacher must use strategies in order to stimulate students to comprehend the reading passage. Nunan (2003:76) proposes that strategies are “the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a single event, but rather a creative sequence of events that learners actively use”. It means that, the use of strategies is very important in teaching reading. In order to, achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching them how to do this should be a prime consideration in the reading classroom.

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6) Encourage readers to transform strategies into skill

Nunan (2003: 77) informs the importance of distinction between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve certain goals or objectives, while a skill is a strategy that has become automatic. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

7) Build assessment and evaluation into your teaching

Every activity needs an evaluation. It is very crucial especially in the world of teaching. In teaching reading comprehension, the teacher must assess their students' reading in order to measure about the ability of a student or the quality or success of a teaching reading. Assessment may be done by test, interview, questionnaire, observation, etc.

8) Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom.



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d. The Components of Reading Text

There are some reading components that may help students to read. They are as follows:

1) Topic

According to Wassman and Rinsky (2000:114), topic is the subject of the entire paragraph. It is more general than main idea. The topic may be stated in a word or short phrase. The topic can be developed become main idea. So, it will help the reader to identify the main idea of the paragraph.

2) Generic Structure

This term refers to the way a text is organized to guide readers in identifying key information (Klingner, 2007:76). Texts are organized in different ways. This is very important to divide the text into some strands in order to ease the reader interpret the text. A key characteristic for all text types is the requirement to orient or introduce the character involved in the story, the time and place in the story (Knapp, 2005:222).

3) Language Features

The grammatically order of the text. Language feature is the rules in a language to look for the similarities of the words in the text.

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4) Reference

One of the aspect of comprehension is that the readers must be able to mention the particular object or thing that have been mentioned by author. Reference can be defined as a pronoun or noun-phrase that refers to a previous text.

5) Making Inference

One important aspect of comprehension involves making inferences while reading. The readers must look for clues and try to guess what the passage is about. It is called making an inference (Mickulecky and Jeffries, 1996:150). It means that, the readers must create the conclusion of what is being read. Making inferences can be defines as forming the readers conclusion.

3. Self-Explanation Reading Training (SERT) strategy

According to Chi and Bassok (1989), the starting point of SERT was a technique called self-explanation. Self-explanation refers to the process of explaining the meaning of text while reading. SERT aims to improve the quality of self-explanations, and hence, to promote active reading (McNamara, 2004:2).

McNamara (2004) also developed a reading strategy intervention called Self-Explanation Reading Strategy Training (SERT) based upon the concept of self-explanation. SERT builds upon previous self-explanation research by integrating a variety of empirically based reading strategies to



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scaffold students' ability to self-explain. McNamara (2004) also explained that in Self-explanation Reading Training (SERT) strategy the participants are given training that includes a description of self-explanation. In this case, the training that the researcher means is paraphrasing. After being introduced to and given example of the strategy, the participants then practice using self-explanation.

Paraphrasing is the process of restating the text in different words or in the reader's own words (McNamara, 2004). It doesn't go beyond the information in the text, so it's not an explanation of the text. In the reading strategy literature, paraphrasing is often not recognized as an effective strategy. However, it is an important part of the explanation because many readers often paraphrase the sentence to begin an explanation (McNamara, 2004; Todaro, Magliano, Millis, McNamara, & Kurby, 2004). Paraphrases are important because they help the reader, particularly less skilled readers, to better understand the explicit information contained in the words and sentences of a text. Thus, paraphrasing can help the less skilled reader improve the basic understanding of the text, or text base level understanding (McNamara, O'Reilly, Best, & Ozuru, 2006). Essentially, the act of paraphrasing externalizes the reader's understanding. This process can force the reader to fill in conceptual gaps and facilitates the activation of relevant concepts that are necessary to generate inferences (Best, Rowe, Ozuru, & McNamara, 2005).



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Syafi'i (2014) stated that a paraphrase can be defined as capturing or extracting ideas expressed by author in a short piece of writing, such as a sentence or a paragraph. Thus, the short sentence or paragraph should be expressed in your own words. In reference to this idea, Reid (1988) also gives the notion on the paraphrase as the act of extracting or capturing the author's ideas or statements to the writer's own words, but is still in the corridor of the author's ideas.

A paraphrase can be used in comprehending the text in English text book. Say for example when the students are asked to relay a message or meaning from the text. A paraphrase can often make a passage's meaning clearer and even often more concise.

Syafi'i (2014) also suggested several tips to make an effective paraphrase, they are:

1. Read the text slowly and carefully. You have to understand exactly what is said before you paraphrase the text.
2. As you read, focus on both exact meaning and relationships among ideas.
3. Begin paraphrasing sentence by sentence.
4. Read each sentence and identify its core meaning. Use synonyms, replacing the author's words with your own words. Look away from the original sentence and write in your own words what it means. Then,

reread the original sentence and add any additional qualifying information.

5. Do not try to paraphrase word by word. Instead, working with clauses and phrases of group ideas.
6. You may combine several original sentences into a more concise paraphrase. It is also acceptable to use a different order of presentation of ideas that in the original.
7. Compare your paraphrase with the original for a completeness or accuracy.

McNamara (2004) showed that SERT instruction helped readers to generate more effective self-explanations. In this study, all of the participants (SERT and control) were asked to self-explain a difficult text about cell mitosis. Those students who were prompted to self-explain (as in Chi et al., 1994) were compared to those who were provided with training to self-explain using the reading strategies (i.e., SERT). Those who received the additional training on reading strategies (i.e., SERT) showed significantly better comprehension than those who were merely prompted to self-explain. The effects of training on comprehension were also most evident for low-knowledge participants. Analyses of the self-explanations produced by the participants after training indicated that SERT's primary role was in helping the low-knowledge readers to use logic, common sense, or general knowledge to self-explain the text. Thus, the results showed that SERT

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helped the low-knowledge students to more effectively self-explain the text (using more effective strategies) and as a consequence they showed considerably better comprehension than the low-knowledge participants in the control condition who had not received training.

Moreover, low-knowledge participants who received SERT showed comprehension performance comparable to the high-knowledge participants. Notably, these benefits only emerged on the textbased questions. The low-knowledge readers did not have sufficient domain knowledge to generate inferences to support a coherent deep understanding of the text, or situation model. Nonetheless, the use of paraphrasing along with the generation of inferences based on logic and general knowledge helped the readers to understand the basic ideas in the text and form a more coherent textbase level understanding.

One important aspect of SERT is that it is tightly aligned with theories of comprehension and theories of knowledge and skill acquisition. Theories of knowledge and skill acquisition prescribe that the learner benefits from the active generation of the to-be-learned information (e.g., McNamara, 1995). Hirsch (2006) argues that there are few reading strategy programs of instruction that are well aligned with theories of text comprehension. He further argues that strategy instruction has become reductionistic and isolated skill building is not well matched with the demands of reading for knowledge building. Reading strategies cannot be

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trained in isolation of each other or in contexts separate from the target content. Self-explanation, in contrast, encourages the reader to use a combination of strategies, all of which are induced by the process of attempting to explain the text. Moreover, the process of explanation is a natural activity that externalizes the understanding of the text and at the same time has an overt purpose. The task is made quite simple to the reader—the reader’s objective is to understand the text to the level that it can be explained. This task in and of itself clarifies the purpose of reading. This is what successful comprehenders must do to learn from text. Importantly, self-explanation is not enough. Readers must also understand how to effectively self-explain. SERT explicitly spells this out for the reader and gives examples of the various types of strategies that can be used to improve their self-explanations. Moreover, SERT does not just give examples. The student also learns to identify the various strategies, and most importantly, practices the strategies. No skill can be learned without practice, and thus the student practices the strategies during SERT and is encouraged to practice the strategies after SERT.

The heart of the SERT training is that the students learn to self-explain text, particularly when the going gets rough, and that the students learn reading strategies that help this process. A teacher can implement SERT by explaining and demonstrating self-explanation and elaboration, and encouraging the students to use these strategies. Paraphrasing is also

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important because it helps the students to start the explanation. Elaboration, of course, helps the student construct a more coherent understanding. Elaborations can be generated using a number of sources: previous text, general knowledge or common sense, and topic-specific knowledge. It's not necessarily important that the student distinguishes between these sources, but it is important that the student learns that when topic-specific knowledge deficits are encountered, elaborations can be made using general knowledge, logic, common sense, and information from previous sentences in the text. These general sources of knowledge are essential to the success of SERT for lowknowledge readers (McNamara, 2004). It's also crucial that the students practice using the strategies. This could be achieved in a classroom in numerous ways. For example, the students could be placed in pairs and asked to take turns self-explaining a portion of the textbook. The teacher can also have the students self-explain as a class—calling on students to begin or continue self-explanations and asking the students to write out self explanations for selected sentences in text. These simple exercises may have important benefits, particularly for the struggling students. SERT is a relatively simple training that requires only a couple of hours. If the student then uses and practices the strategies, the potential benefit to performance in difficult, knowledge demanding courses is substantial. For many students, these strategies could translate to the difference of passing or failing the course.

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The training was delivered in three main phases: introduction, demonstration, and practice (McNamara, 2004). During the introduction phase, participants were provided with a description and example of self-explanation. The instructor defined and provided examples for the strategy which is paraphrase and the example of paraphrase. During the demonstration phase, participants will work in pairs to practice self-explanation while reading a chapter from their textbook. In the practice phase, the participants were given another report text and they had to paraphrase the text into their own words.

e. Report text

1. Definition of Report text

Gerot and Wignell (1994: 196-197) state that report is a text which functions to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment. Report means a text which describes things in general.

It's a little bit different from descriptive text which describe specific thing. To tell the facts of the things described, the writer usually uses simple present tense. Except, the things are extinct, simple past tense is used in report. Report text contains the class or subclass of the topic described, and then followed by telling the shape, parts, behavior, etc in details.

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2. The purpose

A report presents information about a subject. It is a result of an observation and analysis. Within writing report text, students have to write something decent to report by researching and analyzing something.

3. The generic structure of Report text

According to Gerot and Wignell (1994:194), the generic structure of report text includes two main parts, they are general classification and description.

- a) General Classification: Stating classification of general aspect of thing; animal, public place, plant, etc, which will be discussed in general.
- b) Description: Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

4. Language Features of report Text

Gerot and Wignell (1994: 196-197), language features of report text:

- a) Introducing group or general aspect
- b) Using of Relational Processes
- c) Using conditional logical connection; when, so.
- d) Using of simple present tense (unless extinct),



e) No temporal sequence.

5. Example of report Text

On the Hop

The first kangaroos in Australia lived in rainforests, ate only insects and were about the size of large rats. They developed from a type of possum that came down from the trees to search for food on the forest floor. Today, the 500 g musky rat- kangaroo- our smallest kangaroo- still has things in common with the ancient possum: for example, a big toe that can grip and grooved pads on its feet.

There are many types of small kangaroos in Australia, even though most people have only seen and heard of the big ones. A lot of the smaller kangaroo species, such as the burrowing and brush- tailed bettongs, are in danger of extinction because sheep, cattle and rabbits ate their food and the tall grasses they use to shelter from predators like foxes and feral cats.

Some of the larger kangaroos, such as the 90 kg big red, have been helped by farming- the dams and bores put in by farmers mean that they can live in drier parts of the country, and they love the nice short grass that grazing cattle leave behind. These kangaroos are in no danger of extinction.

The kangaroo hop is a very unusual way for a large animal to move. If you tried hopping up the street in the same way, you'd get very tired, very quickly! There are a couple of reasons why kangaroos don't get tired, even

when they hop as fast as 65 km/h: they have powerful hind legs that can store a lot of energy, and when they hop, their innards flop to and fro, pumping air in and out of their lungs and saving their muscles a lot of work.

Kangaroos are marsupials, which mean they rear their young in a pouch- like koalas and wombats. In good conditions the females of some kangaroos (for examples, the red) are almost always pregnant. A day or two after a joey is born, she mates again.

She can produce different milks from different teatsfor the older and younger joeys. And when there's a bad drought these kanfarooos stop breeding untill the rains come and the food suply improves.

6. Analyzing on the Text:

Generic Structure analysis:

- a) General classification; stating general classification, the animal of kangaroos.
- b) Description; describing in detail characterization of kangaroos' body and habitual life.

B. Relevant Research

Relevant research is previous researches conducted by the other researchers (Syafi'i, 2013:94). It is necessary to observe some previous researches conducted by other researchers that are relevant to our research in

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order to avoid plagiarism. Besides, we have to analyze the designs, findings, conclusions, and recommendations drawn by the previous researchers:

1. The research from Tenaha O'Reilly, Rachel Best and Danielle S. McNamara.

The title of the research is “Classroom Based Reading Strategy Training: Self-explanation vs a Reading Control”. This study examined the effects of a reading intervention called Self-Explanation Reading Strategy Training, (SERT) on high school students’ comprehension of science text. Students ($n = 465$) in 19 classrooms from three high schools were randomly assigned to either SERT or a Control condition. Science comprehension was assessed immediately after training with a science passage about the origin of viruses. The results indicated that participants who mastered SERT strategies outperformed control participants. However, further analyses revealed that the effects of condition depended upon the school in which the students were tested.

2. The research from Danielle S. McNamara

The title of the research is “SERT: Self-Explanation Reading Training”. This study examined the effects of providing reading strategy instruction to improve the effectiveness of self-explanation (explaining the meaning of information to oneself while reading). The effects of the reading strategy instruction, called Self-Explanation Reading Training (SERT), were examined both in terms of comprehension scores and self-explanation

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quality. Half of the participants ($n = 42$) received SERT, which included reading strategy instruction and self-explanation practice with 4 science texts (SERT condition). The remaining participants read aloud the 4 science texts (control condition). During this training phase, self-explanation, as compared to reading aloud, only improved comprehension for the most difficult of the 4 texts. Prior domain knowledge consistently improved comprehension performance, whereas reading skill and reading span had minimal effects. After training, both SERT and control participants self-explained a difficult text about cell mitosis. SERT improved comprehension and self-explanation quality only for participants with low domain knowledge. However, the effects of SERT on low-knowledge participants' comprehension emerged only for text-based questions and not for bridging-inference questions. Protocol analyses indicated that SERT helped these participants to use logic, or domain-general knowledge, rather than domain-specific knowledge to make sense of the text.

It can be concluded that the first previous research examined the effects of a reading intervention called Self-Explanation Reading Strategy Training, (SERT) on high school students' comprehension of science text. And the second previous research examined both reading comprehension and the quality of self-explanation. But, in this research the researcher focuses on the students' reading comprehension in report text.



C. Operational Concept

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing (Syafi'i, 2013:94). This is very crucial because operational concepts are used to avoid misunderstanding and misinterpreting in scientific research. In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. In analyzing the problem in this research, there are two variables used, variable X is the use of Self-explanation Reading Training (SERT) strategy in teaching reading comprehension as an independent variable and variable Y is students' reading comprehension in Report text as a dependent variable. The indicators are operationally conceptualized as follows:

Variable X: (Self-explanation Reading Training (SERT) Strategy. Was taken from McNamara, D.S. (2004) SERT: Self-Explanation Reading Training. *Discourse Processes*, 38, 1-30.

1. In introduction phase, teacher defined and provided the examples of paraphrase.
2. During the demonstration phase, participants worked in pairs to practice self-explanation while reading a chapter from their textbook.
3. In the practice phase, the students were given another report text and they have to paraphrase the text into their own words and understanding.



Variable Y: (the indicators of reading comprehension). Was taken from the syllabus at the eleventh grade of MA Darul Hikmah Pekanbaru.

1. Students are able to identify the topic of report text
2. Students are able to identify the main idea report text.
3. Students are able to identify the specific information of report text.
4. Students are able to identify the purpose of report text.
5. Students are able to identify the reference of report text.

D. Assumption and Hypothesis

1. The Assumption

There were some assumptions before coming to the hypothesis of this research. They are:

- a) The students who were taught by using Self-Explanation Reading Training (SERT) strategy have better reading comprehension.
- b) Self-Explanation Reading Training (SERT) strategy can be an appropriate strategy in teaching reading.

2. Hypothesis

Based on the assumption above, there are two hypotheses in this research, they are:

H₀: There was no significant difference of using Self-Explanation Reading Training (SERT) strategy on students' reading comprehension in report text between conditions.

Ha: There was significant difference of using Self-Explanation Reading Training (SERT) strategy on students' reading comprehension in report text between conditions.

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