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CHAPTER II

REVIEW OF RELATED LITERATURE

II.1. Reading Comprehension

II.1.1. The Nature of Reading

Reading is one of the major language skills that is learned by students of most education levels. Other three skills, listening, speaking and writing can be integratedly taught through reading. It is known that reading is both a sensory and mental process. It involves the use of the eyes and the mind. The eyes receive messages from the text and the brain processes the messages. It requires students to read for meaning. It means in reading, students not only read the text, but also understand the meaning of written text that is being read. In hence, Burnes and Page (1991:45), propose that reading is a process in which the reader engages in an exchange of ideas with an author via the text.

This idea is also reinforced by Nuttal (2000:2), who states that reading is a result of interaction between the writer's mind and the reader's mind. It is the way how the readers try to get the message or the intended meaning from the writer. Similarly, Zintz (1980:6) views that reading is decoded written words so that the readers can produce them orally.

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Reading is a basic life skill. It is a foundation for students to success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success will be lost. Reading is the ability to draw meaning from printed pages and interpret this information appropriately. Some purposes of reading proposed by Grabe (2008) are: reading to search simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write (or search information need for writing), reading for critique texts, and reading for general information.

Although at first glance reading may seem to be passive, solitary and simple, reading is in truth active, however, reading is a psycholinguistics process that starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs (Goodman in Carrel, Devine and Eskey, 1988). The reader must be able to translate the written words into meaningful language. In addition, Gibbons (1991) states reading is the process of getting meaning from print. It is not a passive, receptive activity, but requires the reader to be active and thinking.

Moreover, reading in a foreign language is essential not only for promoting the students' personal and cognitive development, but also for improving their study and job prospects in a civilized society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to deal with texts in a variety

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of contexts and to define purposes more intensively. Teixeira (2012:1) explains that reading is a key language skill that has a significant place in the teaching and learning of foreign language. Furthermore, he states that this skill allows students to have access to ideas that are communicated with people in different locations and eras, gives the opportunity to broaden their horizons and increase their knowledge.

Lems.*et.al.* (2010:33) states that reading is an interactive process that takes place between the text and the readers' processing strategies and background knowledge. It means that reading is a process that can make the readers use some strategies and also combines with their knowledge to comprehend something that they read. Reading skill depends on the efficient interaction between linguistic knowledge and knowledge of the world. According to Grimes (2006:5), reading as an active process of constructing the meaning of those who understand the better-librarians process, reading specialist, and researchers must make explicit and active what good readers do subconsciously and internally.

It is also known that Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to the spoken. In addition, Patel (2008:113) defines that reading is an active process which consists of recognition and comprehension skill. Furthermore, Wren (2000:13) states that reading comprehension is the ability to construct

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linguistic meaning from written representations of language. Pang et al (2003:3) states that reading is about understanding written texts.

Indeed, most educators would agree that the major purpose of reading should be the construction of meaning, comprehending and actively responding to what is read. Two of the most widely cited and agreed-upon definitions of reading are the following: (1) Reading is the process of constructing meaning from writing texts. (2) It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985 in Nunan, 2003). In addition, Wixson et.al. (1989) cite the new definition of reading for Michigan; reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation.

Furthermore, Izmi (2004) argues that the essence of reading is by deliberating three roles of reading in learning. Firstly, it supports students to learn the language by providing students with many opportunities to gain vocabulary, grammar, sentence structure, and discourse as they occur in real context. Secondly, students get the content, information by which they can broaden their knowledge of the subject they are reading. Lastly, the role of reading is related to cultural information: the students are given the insight and world views of the native speakers or users of the language they are studying.

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In short, reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing the information in the text with his or her background knowledge and prior experience (Mikulecky, 2008). In addition, Al-Issa (2006:1) states that reading is a multi-level and interactive process in which readers construct a meaningful representation of text using their schemata. Pang, Muaka, Bernhardt, and Kamil (2000) define reading is a complex activity which involves perception and thought. According to them, reading comprises two related processes, that is, word recognition and comprehension. The former refers to a process of perceiving how written symbols corresponds to the spoken language of someone while the latter means a process of making sense of words, sentences and connected text.

Based on the definition above, it can be concluded that reading is a complex linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning with text. Furthermore, reading is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class where reading in English is required.

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II.1.2. The Nature of Reading Comprehension

Reading comprehension is one of the pillars of the act of reading. It is the act of understanding what is read. While the definition can be simply stated, the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

In comprehending a text, there is a complex arrangement of cognitive processes. It simultaneously uses awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. In accordance with Simons in Burnes and Page (1991:62), reading comprehension process is a mental operation which takes place in readers’ heads while they are reading and stem from the high speed cognitive activity. This is a multi-dimensional process that involves factors related to the reader, the text, and the activity (Lehr and Osborn, 2005:6).

According to Barth (2012:4), reading is both directly and indirectly connected to later educational achievement and it is critically important to a student’s growth across all subject areas. Failure to achieve reading comprehension has also been linked to other factors that have an impact on academic success. The habit of reading can add the information available on various topics. It also helps the readers stay in-touch with contemporary

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information and makes them sensitive to global issues and helps them catch in hand what is going on around them. Generally, reading texts are good sources and wealth choices for self improvement and motivation. They have a great contribution towards proficient achievement. In addition, they are informative and reliable for what we may query for a long time without satisfactory answers.

Reading comprehension is a reading-thinking activity and as such relies for its success upon the level of intelligence of the reader, his or her speed of thinking, and ability to detect relationships. Moreover, Tierney (1984) points out three broad categories in reading comprehension; reader-related factors, author-related factors and text-related factors.

Furthermore, Barth also views that reading is essential to success in school, work, and society. A student's ability to make sense of grade level texts can ensure either success or failure in school, depending on the students' ability to comprehend. Comprehension is a complex process, in which many factors play a role, including the active process of the interaction between the reader and the text, the understanding of the language and vocabulary in the text, and the learning and use of specific strategies for comprehension.

Wooley (2011:15) defines reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain

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meaning from words or sentences. In addition, Cain and Oakhill 2007 in Wooley (2011:16) claim that comprehension involves the interaction of a wide range of cognitive skills and processes. There are many occasions where difficulties arise that may lead to comprehension failure. For example, during reading, the ability to derive meaning is normally enhanced when there is a reduction in the cognitive load in a reader's working memory, and the reader can decode the words and phrases fluently and bring meaning to the unfamiliar vocabulary encountered (Manset-Williamson and Nelson, 2005).

The indications are that successful readers are more efficient at gaining unfamiliar word meanings from texts because they have a greater existing vocabulary, more experience using context clues, and greater background knowledge (Goerss et al. 1999). In contrast, less skilled readers are considered to have more difficulties integrating reading text information (Goerss et al. 1999). Furthermore, due to the fact that strong contextual cues do not always find in many texts, less skilled readers may have more difficulty considering the writer's interpretations, and forming appropriate inferences from unfamiliar events or relationships (Goerss et al. 1999). Moreover, De Corte, *et al.* (2001) in Woolley (2011:17) point out that reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of readers-related, text-related, and situational factors. In addition, Fukkink and de Glopper (1998) and Lipson (1983) in Duke and Pearson (2002) state that meaning is formed in

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the reader's head, that is, a person's prior knowledge affects the kinds of meanings constructed from the text information.

Similarly, King and Stanley (1989:30) explain that there are five aspects in processing of reading comprehension, i.e. finding main idea, finding factual information, finding the meaning of vocabulary in context, identifying reference, and making reference. The theory above can be described as follows:

a) Finding main idea

Reading concerns meaning to a greater extent than it is to form.

An efficient reader understands not only the ideas but also their relative significance as expressed by the author; in other words, some of the ideas are super ordinate while others are subordinate.

b) Finding factual information/details

Factual information requires readers to scan specific details.

There are many types of question of factual information, among others, question type of reason, purpose, result, comparison, means, identify, time, and amount in which most of the answers can be found in the text.

c) Finding the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is unfamiliar with them by relating the close meaning or unfamiliar words to the text and the topic of the text

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that is being read. The words may have the same meaning as other words.

d) Identifying references

Recognizing references words or phrases to which they refer will help readers understand the reading passage. English students might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he, this, those, and so on.

e) Making inference

The importance of reading is to understand what the writer has written; it is expected that the reader can infer what the writer has written. In other words, a good reader is able to draw inference logically and make accurate predictions.

In brief, reading comprehension is an activity that involves greater levels of concentration and adds to the conversational skills of the reader which enhances the knowledge acquired consistently. The habit of reading also helps students to receive new words and phrases that they come across in everyday conversations. The habit can become an aid to the information available on various topics. It helps students to stay in-touch with contemporary writers as well as those from the days and makes students aware of global issues.

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II.2. The Nature of Visual Imagery

Reading comprehension strategies are conscious plans that can be designed to provide the readers to make sense of text they read. The comprehension strategy instruction helps students become purposeful and active readers who are in control of their own reading comprehension.

One of reading comprehension strategies which can be used in the classroom is Visual Imagery. It was firstly proposed by Clark (1984). This strategy was designed to facilitate reading comprehension by requiring students to read a passage and to create a visual images representative of the content of the passage. Carry (2010) points out that students need visual images to read and understand texts. Visual information can support reading and help make the meaning of the text. In addition, Smith and MacGregor (2001) state Visual Imagery are proposed as an interactive learning strategy that increases student's involvement with reading material and enhances reading comprehension.

Imagery has been always and necessarily conscious: if something is not consciously experienced, it cannot be mentally imaged. From this theoretical perspective, to have a conscious visual experience is not to have a representation in one's brain, but a sort of experience. To visualize means to form a picture in your "mind's eye" of something you need to remember. Thomas (2008:4) defines visual mental imagery as a common form of experience, quasi-perceptual experience, experience that subjectively resembles the experience we have when we actually perceive something. He

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further explains that people are unlikely to be able to understand marginal consciousness unless they understand perceptual consciousness (or vice versa).

Knauff and Leird (2002) state that Visual Imagery is natural to suppose that it is important in human deductive reasoning, the evidence is equivocal. These studies have not distinguished between ease of visualization and ease of constructing spatial models. Rating studies show that these factors can be separated. Their results yielded four sorts of relations: (1) *visuospatial* relations that are easy to envisage visually and spatially, (2) *visual* relations that are easy to envisage visually, but hard to envisage spatially, (3) *spatial* relations that are hard to envisage visually but easy to envisage spatially, and (4) *control* relations that are hard to envisage both visually and spatially. Three experiments showed that visual relations slow down the process of reasoning in comparison with control relations, whereas visuospatial and spatial relations yield inferences comparable with those of control relations. In past research by Clark (1984) and Borduin (1994) cited by K.O Sullivan (2002), visual imagery training has shown to improve reading comprehension. Borduin (1994) found that the use of visual imagery training improved the inferential reasoning about writing texts.

Indeed, Clark et.al. (1984:146) proposed five procedures in applying the Visual Imagery Strategy:

1. **Read.** Read the first sentence of the text.

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2. **Image.** Try to make an image – a picture in mind.
3. **Describe.** Describe the image.

If the students cannot make an image, ask them to take a note why they cannot and continue to the next sentence.

4. **Evaluate.** Evaluate students' images for its completeness.

Everyone has unique background knowledge and/or prior experiences. The type of experiences each of us has difference but how these experiences are accessed is similar (McDonald, 1991:33). Sometimes each student has different memory or prior knowledge about something which can cause differentiation in drawing an image in his/her mind. The teacher can conduct a discussion about it and evaluate this problem by giving some help such as a common description about what the text talks about.

5. **Repeat.** Read the next text and continue step 1-step 4. (*Optional*)

II.2.1. Advantages and Disadvantages of Visual Imagery Strategy in Teaching Reading

Schumaker *et.al.* (1993:12) in their book entitled *The Visual Imagery Strategy* state the benefits of this strategy: enhance recall of key concepts, structure a visual approach to memory, extend memory duration, improve reading comprehension, and facilitate recall of information. These benefits have been shown in some studies such as

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Gambrell and Jawitz (1993), Gambrell and Bales (1987), and Sadoski (1983) who found that the use of visual imagery produced favorable results which could enhance, recall and improve reading comprehension.

However, in applying the Visual Imagery Strategy, teachers have to consider in some limitations of this strategy such as; not all students are visual learners – some of them might have difficulties in visualizing what they read. This strategy also can take more time, especially for new teachers.

II.3. The Nature of Self-Monitoring Approach to Reading and Thinking (SMART) Strategy

The goal of reading comprehension instruction is to help students understand written language. Students who comprehend well monitor their understanding as they read and use fix-up strategies, such as re-reading or summarizing when understanding breaks down. Self-monitoring also helps students relate new information to their prior knowledge and foster their better understanding.

In line with Vaughn and Estes in Buehl (2001) SMART strategy is one strategy that triggers students to think about how their reading is proceeding. SMART is based on the premise that successful reading begins

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with recognizing what is understood and not understood in a passage (Buehl, 2001). So, the use of this strategy is supposed to be able to make our learners comprehend reading passages better. SMART can solve the English and students' problem in reading comprehension.

Buehl (2009) describes how to apply SMART strategy that involves the following steps: (1) select a passage of four or five paragraphs that is found personally challenging and ask students to follow along as you think aloud about your reading; (2) after reading the entire passage, model to students how to paraphrase material in words that make sense to them, (3) introduce the SMART protocol to students; and (4) have students read a passage on their own using the check mark and question mark system.

Practically, the above steps can be elaborated as follows:

1. **Read.** Students read a text silently (can be individuals, in pairs, or in small groups)
2. **Mark.** At the end of each paragraph or page, students place a check mark (√) if they understand what they have read, and a question mark (?) if they do not. (Some teachers prefer the question mark only)
3. **Reread.** After they have completed the reading, students go back and reread the text with question marks. (Do they understand it now?)

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4. they are still confused, ask them to identify **Identify**. If what he or she thinks might be the problem (e.g., the word, the sentence).
5. **Evaluate**. The students try to check a variety of aids: glossary, appendix, dictionary, chapter summary. If they can't find what they are looking for, they may discuss the confusion with their friend or teacher.
6. **Remark**. Once the confusion is overcome, the students change the question mark (?) to a check mark (✓).
(Duke and Pearson, 2001)

II.3.1. Advantages and Disadvantages of Self-Monitoring Approach to Reading and Thinking (SMART) Strategy in Teaching Reading

Buehl (2001) shows that SMART offers a number of advantages as a teaching strategy: Firstly, Students are provided with a system that helps them actively monitor their reading success. Secondly, students learn to verbalize what they do and do not understand in a reading. Thirdly, students are encouraged not to be satisfied until an entire reading makes sense, and they are given specific steps to try to clear up trouble spots. Lastly, students become involved in putting the material into their own words thus helping them to remember as well as understand it. This strategy is adaptable to most subject areas and is appropriate for elementary through high

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school age students. It is especially effective in cooperative group or tutorial settings.

However, some limitations can also be addressed to SMART strategy. Firstly, the SMART strategy represents only one strategy which covers several activities for reading comprehension. Secondly, it can be difficult for a beginning teacher as it takes more time than other instructional model, and some students are not active and there are many activities, Finally, although the SMART strategy is relatively simple, it takes much time for students especially those who are low achievers to be proficient in using their reading tasks.

II.4. The Nature of Report Text

II.4.1. Genre of Text

The word genre comes from the French (and originally Latin) word for 'kind' or 'class'. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text (Chandler, 2000). Texts are classified into genres on the basis of the communicator. According to Gerot and Wignell (1994:190-219), there are thirteen types of genre; spoof, recounts, reports, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory, exposition, explanation, discussion, and reviews. Every genre has a number of characteristics and it has the

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specific purpose which makes it different from other genre. In this study, it is only focused on report text.

II.4.2. Report Text

In general, report text is one type of text that is classified into "factual texts" category. It has a purpose, generic structure commonly. Report Text is often called a "twin brother" as descriptive text so students are usually confused about how to distinguish between those two texts.

Actually, A Report Text is a type of document written by someone or a group of people to announce the result of an investigation or announce something to the proper authorities. The information given in a report text is very general information. Gerot and Wignell (1994: 196-197) state that report text 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 text means a text which describes things in general. It's a little bit different from descriptive text which describes specific thing. To tell the facts of the things described, the writer usually uses simple present tense except the things are extinct and simple past tense is used in the 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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Beside the explanation above, report text also has generic structures. Generic structures are the way in which elements of a text is arranged to match its purpose. This structure can be observed by readers. Gerot and Wignell (1994:194) point out the generic structure of report text as follows:

1. General Classification:

Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.

2. Description:

Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

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

1. Introducing group or general aspect
2. Using of Relational Processes
3. Using conditional logical connection, such as; when, so, etc
4. Using of simple present tense (unless the extinct object)
5. No temporal sequence

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Example of Report Text

Platypus

Many people call platypus duckbill because this animal has a bill like a duckbill. The platypus is a native Tasmania and southern and eastern Australia. Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus' eyes and head are small. It has no ears but has the ability to sense sound and light.

Platypus lives in streams, rivers, and lakes. The female platypus usually digs burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay.

<http://freeenglishcourse.info/platypus-a-report-text/>

Text Analysis:

Generic Structure analysis:

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

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Language Feature Analysis:

- a. Focusing on the group; the animal of platypus
- b. Conditional, logical connective
- c. Simple present tense pattern: Platypus lives in streams; Male platypus does not need any burrow, etc

II.5. Related Studies

According to Reyes (2014), related studies refer to research studies conducted by other researchers which serve as a foundation and give relevance to the current study. There are several researches which have relevancy for this study, especially in analyzing what the points that focus on, inform the design, and find the conclusion of the previous researches, as follows:

1. Jenkins, Margaret H. (2009) carried out a research entitled, *The Effect of using Mental Imagery as a Comprehension Strategy for Middle School Students in Reading, Science Expository Text*, which investigated the effects of Visual Imagery Strategy (which is also known as Mental Imagery Strategy) instruction used science expository texts on middle school students. This study used a quasi-experimental pretest-posttest design, four intact classes (56 students) were randomly assigned to either an experimental or comparison group. Students in the experimental group received instruction on visual imagery strategies while comparison group

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students received no visual imagery instruction. The findings of this study indicated that students who used lots of imagery scored best on comprehension and also had the best attitude towards reading. The correlation analyses of this study supported the findings of previous studies that good readers perform better when they have more vivid imagery. Good readers were also more motivated to read after visualizing the passage of the text in their mind.

The similarity of her research and this research was both studies used the Visual Imagery as the strategy to improve students' reading comprehension. The students in the experimental group received Visual Imagery Strategies for the treatment, while the other group did not receive any Visual Imagery Instruction. This study showed that by applying the Visual Imagery Strategy in the classroom, the students could comprehend the text better. In addition, Pressley (1982) in Jenkins (2009) stated that the main effect of imagery was to increase memory for the sentence imagined. On the other hand, imaginations could encourage active reading and keep children interested. The difference of these studies was on the research design. Jenkin designed a quasi-experimental research for her study, while this current study focused more on comparative quasi-experimental research. Both studies had a pretest and posttest to identify whether there was a significant difference in students' reading comprehension before and after being given the treatment or not.

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2. McDonald, Shanon (1981) conducted a research entitled, *Experiences and Pictures: Using Visual Imagery and Background Knowledge to Improve Reading Comprehension*. The purpose of this study was to improve students' reading comprehension by using Visual Imagery and Background Knowledge. The participants of this study were the fourth grade boy who was reading independently at a mid-grade two level. The study consisted of 26, one-hour sessions conducted twice a week after school. Background knowledge and visual imagery were taught to improve students' reading level as measured by Alberta Diagnostic Reading, 1986. The discussion brought forth the student's background knowledge. A semantic web of the plot, characters, and the setting were drawn before reading of the text. Throughout the story, the student were asked to keep a movie of the story going in his head. Oral retelling, predicting and influencing took place throughout the story with a full retelling of the story at the end. Character comparisons were made between the books and experiences the student had. A fully developed movie of the story was created by using experiences the student had and combining the sensory and emotional events with the story to make it come alive and be more meaningful. The finding of this research was the boy's reading comprehension improved from a mid-grade two to beginning grade five level.

On the other hand, the difference between McDonald's research and this research was he conducted two strategies to increase the

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students' reading comprehension level; Visual Imagery and Background Knowledge, in the same group of participants. In contrast, this current study compared two strategies in different groups of participants to identify whether these two strategies gave significant differences in reading comprehension or not. Another difference of this study was only focused on the male students of the fourth grade who had low ability in reading comprehension, while this current study was focused on both male and female students. Both of the strategies were used in the same classroom twice a week after school. The result of this study was by applying Visual Imagery combine with the students' background knowledge; it was found that the students could play a "full movie" of the story going in their head. In addition, the students' reading comprehension increased almost three levels.

3. Morgan, S. (2004). *Self-monitoring Approach to Reading and Thinking Versus Self-Monitoring of Attention on Students' Reading Comprehension: A Comparison of Two Techniques*. A dissertation submitted to the Faculty of the Graduate School of the University of Maryland, College Park. This study examined the comparative effectiveness of Self-Monitoring Approach to Reading and Thinking (SMART) and Self-Monitoring of Attention (SMA) in the area of reading comprehension. Eight second-grade students with reading comprehension problems participated in this study. A multiple-choice question design was implemented to examine the differential effects of SMART and

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SMA. Observational data were collected by the experimenter and consisted of observing and recording each of the following behaviors during reading comprehension sessions: on-task behavior and number of minutes spent in reading. The results of this study found that SMART gained more 21% points in increasing students' reading comprehension.

Based on the findings of this research, it can be concluded that the use of Self-Monitoring Approach to Reading and Thinking (SMART) Strategy can develop students' reading comprehension. The difference of Morgan's research and this research was on the population. There were only 16 students participated in the Morgan's study, while this current study was participated by 63 participants. The research design of both studies was similar, that was comparative quasi-experimental research that would be a good reference to write this current research. The research procedures were also similar; the participants were divided into two groups; one group received SMART Strategy as the treatment, and the other group received SMA Strategy as the treatment. Before the treatment, each group was given a pre-test, and after the treatment the groups faced a post-test to identify the significant differences between these two strategies. The results of this study found that SMART Strategy could improve students' reading comprehension better than SMA Strategy. But smaller number of participants may affect the generalization of the research findings.

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4. Suryaningsih, Ruliq (2013) conducted a research entitled, *The Effectiveness of Self-Monitoring Approach to Reading and Thinking (SMART) to Teach Reading Viewed from Students' Self-Esteem*. The purpose of this research was to find the significant difference of students' achievement in reading comprehension before and after being taught by using Self-Monitoring Approach to Reading and Thinking strategy. The sample of this research was the second grade students of MTs Al-Huda Kedungwaru which consisted of 24 students; there were 12 boys and 12 girls. Based on the statistical analysis, the mean score of pre-test was 62.50 and the mean score of post-test was 74.17. So, the difference mean was 11.67 which means that the mean score of post-test was higher than the mean score of pre-test. On the other hand, there was a significant difference of students' achievement in reading comprehension before and after being taught using Self Monitoring Approach to Reading and Thinking strategy at second grade of MTs Al-Huda Kedungwaru.

This study was conducted using a quasi-experimental pretest-posttest research design which is almost similar to this current study, which was conducted in comparative quasi-experimental research. There were two independent variables (Visual Imagery Strategy and SMART Strategy) and one dependent variable (Students' Reading Comprehension), while this study was focused on one independent variable (SMART Strategy) and two dependent variables (Students' Reading Comprehension and Self-esteem). According to the results of the

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study, it can be concluded that SMART Strategy improved the students' reading comprehension. Besides, this strategy also brought positive effect on students' self-esteem in reading. This study can be a good reference for this current study since it identified the effect of SMART Strategy in students reading comprehension but it has to be limited since this current study does not discuss about students' self-esteem. In addition, the similarities of these studies were both studies had a pretest and posttest to identify whether there was a significant difference of students' reading comprehension before and after the treatment or not.

5. Cromley, Grace J. (2005), carried out a research entitled, *Reading Comprehension Component Processes in Early Adolescence*. This current dissertation study replicated a comparison of the Construction-Integration (CI), Verbal Efficiency (VE), and Inferential Mediation (IM) models of reading comprehension, the latter model based on an extensive literature review. It then tested the fit of four variations on the IM model. Ninth-grade students ranging from 1st to 99th percentiled on comprehension completed measures of background knowledge, inferencing, strategies, vocabulary, word reading and comprehension. Researcher-developed measured of background knowledge, inferencing and strategies. This study validated and refined a new model of reading comprehension. Results suggested that both the direct and indirect effects of the components are important for comprehension. Results also suggested that vocabulary and background knowledge might first be targeted for

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interventions with 11th grade students who struggle with reading comprehension. The implications for future research were also discussed.

The difference between these studies was that their study had three models in improving reading comprehension, while this current study was only focused on two strategies; Visual Imagery and SMART Strategies. Another difference was the participants of this study were chosen by simple-random sampling, which was based on individual ability, while this current study was used cluster-random sampling which both of the groups had homogenous ability. In addition, this study was mostly discussed about reading comprehension processes in early adolescence which was very suitable with the participants of this current study, the early adolescent students. This study also showed that there were six reading comprehension components: background knowledge, inferencing, strategies, vocabulary, word reading and comprehension – but there were two components which were the first target of 11th grade students who struggled with reading comprehension, i.e. vocabulary and background knowledge. According to the findings of this study, it could be said that there were some overviews to be considered to conduct this current research related to the grade of the students and the appropriate reading comprehension component targets to the students' level.

6. Tugman, Holly (2010) conducted a research entitled, *Literature Discussion Groups and Reading Comprehension* to fulfill the requirements for his master degree in Northern Michigan University,

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Michigan. The purpose of this study was to determine the impact literature discussion groups had on reading comprehension targeting upper elementary grades levels. Literature reviewed illustrated literature discussion groups change student dialog, move from teacher-lead instruction to student-lead instruction, allow students to connect to the text during small group interaction, and developed cognitive comprehension strategies to deepen internal links with the text. Implementing literature discussion groups in classrooms enhanced reading comprehension strategies for 4th through 8th grade students. Further research was needed on a long-term scale to determine the how effective literature discussion group interaction had towards comprehension over time.

The research which was conducted by Tugman (2010) was very useful for this current study especially in applying Visual Imagery and SMART Strategy in the classroom. These both strategies allowed students to connect to the text in a small group interaction or pair, and developed cognitive comprehension strategies to deepen internal links with the text. Student-lead instruction was also applied during the treatments. The difference of these both studies was; this current study was only focused on functional report text while this study was focused on both functional text and dialogue.

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7. Stanfield, Gayle M. (2010) investigated a research entitled, *The Effects on Reading Attitude and Reading Behaviors of Third-Grade Students of Senior High School*. The purpose of this study was to find whether the third grade literacy students who received incentive rewards as part of their instruction would exhibit significantly higher reading habits and attitudes toward recreational reading than they did before the incentives were introduced. The study examined 19 third grade students with fairly high intellectual abilities. Weekly data were kept on the number of Accelerated Reader (AR) books read as well as scores on the AR tests. Baseline was the first four weeks of school, the incentives (prizes) were given the next four weeks. The findings indicated that students' attitudes became worse over the entire length of the study. Prizes included certificates, food, books, pencils, bookmarks, or anything that might be attractive to the recipient. The conclusion was that the reading incentives were counterproductive even though the number of books read and the scores on the test remained the same.

Referring to the process of the collecting data of this study, there were some inspiring ideas which could be applied during the class, such as giving some incentives (prizes) to the students who can achieve the goal of the lesson. Although this current study was limited on reading comprehension, but this idea can be used as a tribute to students who are succeed with their lesson. The difference of these studies was that this study focused on the psychological factors in students' reading attitude

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and behaviors, in contrast, this current study only focused on students' reading comprehension. Another difference was the participants of this study were chosen by using simple-random sampling which was based on individual ability, while this current study is used cluster-random sampling which both of the groups had homogenous ability.

8. Frances Lenro Gonzales-Garcia (2014) entitled An Impact Evaluation of Active Learning Literacy Charts on Student Reading Outcomes. He evaluated the impact of Active Learning Literacy Charts as an instructional approach to student reading achievement and motivation in Grades K-3. The data were gathered using norm-based, criterion-based, standardized assessments as well as a survey, background questionnaire and additional archival data. Multiple statistical analysis, including multiple regression and logistic regression, were conducted to gain insight into the students' reading achievement and motivation of elementary students using multiple data. The study included 78 K-3 elementary teachers and 1,429 K-3 students from six Title-I elementary campuses in a South Texas school district. Three intact campuses received training on Active Learning Literacy Charts and utilized the approach, while comparison campuses implemented a different instructional literacy approach. Results indicated that the implementation of Active Learning Literacy Charts had a positive impact on both student achievement and motivation in Grades K-3. Findings from this study confirmed the need for a systematic instructional approach for

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comprehension, such as an Active Learning Literacy Chart, that encompassed the fundamentals of active literacy, balanced instruction, interactive learning and social collaboration to enhance the developmental growth of early readers in the primary grades.

Frances conducted an experimental research which was about the impact of an active learning literacy chart on student reading outcomes. His research talked about the use of the charts in active learning. Active learning literacy charts had a positive impact on both student achievement and motivation. This research used different strategies with Frances's, but the similarity was on variable Y, reading comprehension.

9. Maryam, Hossein and Ahmad (2012) carried out a research entitled "The Effects of L1 Translation vs. Paraphrasing the Literary Texts on Female and Male Students Reading Comprehension". The data for this study were collected through two comprehension tests and a personal questionnaire from 40 English students who studied at the University of Isfahan. The findings of the present study would help teachers and teacher trainers to construct and implement L1 and paraphrase in literature classes more effectively.

Referring to the research design, both of these studies had the same design; comparative method. But actually, the background of the participants was different. The participants of this current study were 63 senior high school students, not English students.

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10. Lee and Von Colln (2003) conducted a single-case quasi-experimental study using an ABAB reversal design (baseline, RAP Paraphrasing Strategy, baseline, RAP Paraphrasing Strategy) to measure the effects of the RAP Paraphrasing Strategy on the reading-comprehension skills of a 12-year-old, African-American student (an extremely small sample size). The instructional steps included describing, modeling, and engaging in verbal practice for the first phase of the intervention, and participating in controlled practice and feedback, engaging in advanced practice and feedback, and post-testing and making commitments for the second phase of the intervention. Relevant data for this study were based upon a paraphrasing score in a researcher-designed assessment (based upon the recommendations of Schumaker, Denton, and Deschler, 1984) and a comprehension score in a researcher-designed assessment, given multiple times during the study.

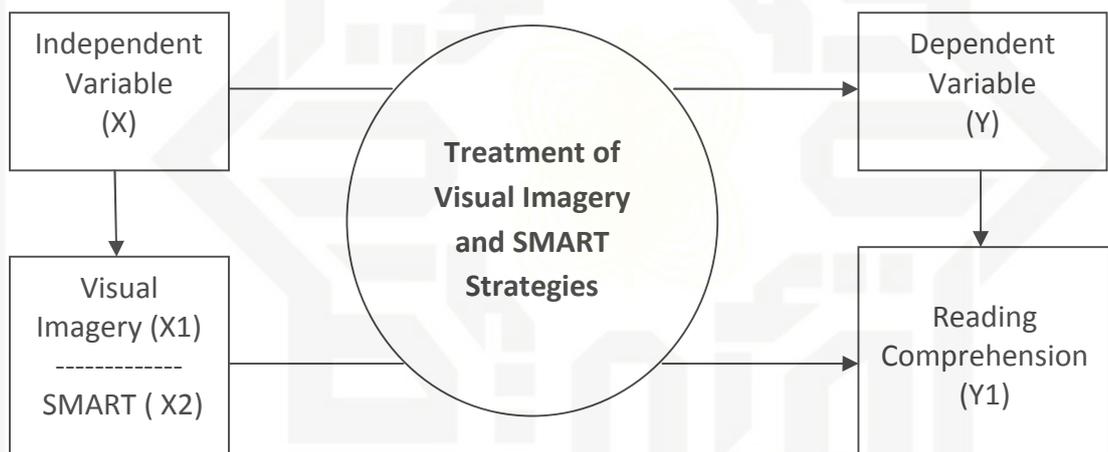
Single-case quasi experimental study was used in Lee and Von Colln's study, while this current study used a quasi-experimental method which meant two strategies were used. Another difference is this study was focused on paraphrasing, while this current study was focused on reading comprehension.

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II.6. Operational Concepts and Indicators

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operating in an abstract from the research, planning which should be interpreted into particularly words in order to be easy to measure. The operational concept in this research can be seen in the table below:



II.7. Indicators

There are some indicators that teacher has to do in applying Visual Imagery and Self-Monitoring Approach to Reading and Thinking (SMART) Strategies by following the procedures of each strategy;

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II.7.1 Visual Imagery Strategy

1. The teacher introduces Visual Imagery Strategy.
2. The teacher prepares the instruction of using Visual Imagery Strategy.
3. The teacher distributes a report text to the students and gives a brief explanation about report text.
4. The teacher asks the students to read the text individually.
5. The teacher asks the students to draw a visual image in their mind about what they have read in each paragraph individually until the last paragraph. The students also can draw a simple image to visualize what they draw in their mind.
6. The teacher asks the students to jot down the vocabulary(ies) or sentence(s) that they do not understand and cannot draw the visual image in their mind.
7. The teacher asks the students to retell the text with their own words individually.
8. The teacher asks the students to go back to each unfamiliar vocabulary(ies) or sentence(s) and see whether they already can make sense of the text by drawing a visual image in their mind or not.

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9. The teacher asks students to form groups which consist of 3 or 4 students.
10. The teacher asks the students to discuss each unfamiliar vocabulary or sentence (s) that they do not understand yet until they can draw their own visual image and understand the whole text well.
11. The teacher asks the students to do a task related to the text given.
12. The teacher monitors the students and gives them necessary assistance.
13. Finally, the teacher guides the students to take a conclusion of the lessons that they have learned.

II.7.2. Self-monitoring Approach to Reading and Thinking (SMART) Strategy

1. The teacher introduces SMART Strategy.
2. The teacher prepares the instruction of using SMART Strategy.
3. The teacher distributes a report text to the students and gives a brief explanation about report text.
4. The teacher asks the students to read the text individually.

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5. The teacher asks the students to place a check mark (√) next to each paragraph that they understand and place a question mark (?) next to each paragraph that contains something they do not understand individually.
6. The teacher asks the students to retell the text with their own words individually.
7. The teacher asks the students to go back to each question mark (?) and see whether they already can make sense of the question mark (?) paragraph by using SMART protocol or not. It includes read, self-translate, and troubleshoot. If the question mark (?) paragraph has been solved, the teacher asks them to change the question mark (?) into a check mark (√).
8. The teacher asks students to form groups which consist of 3 or 4 students.
9. The teacher asks the students to discuss each question mark (?) paragraph that they have not understood yet until they can understand the whole text well.
10. The teacher asks the students to do a task related to the text given.
11. The teacher monitors the students and gives them assistance.
12. Finally, the teacher guides the students to take a conclusion of the lessons that they have learned.

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II.7.3. Indicators of Students' Reading Comprehension.

The indicators of students after applying the strategies. The students are able to identify:

- 1) The main idea of each paragraph
- 2) The detailed information about the text
- 3) The meaning of vocabulary in context
- (4) The reference of nouns in the text
- 4) The inference of statements in the text

King and Stanley (1989:30)

II.8. Assumptions and Hypotheses

II.8.1. The Assumption

It is known that there are a number of strategies which teachers can use in teaching and learning process to build the students' ability in using English, especially in reading comprehension. In this research, it is assumed that using Visual Imagery and Self-Monitor Approach to Reading and Thinking (SMART) Strategies are suitable to teach the reading comprehension for students to increase their ability in reading comprehension. According to Carry (2014), Visual Imagery can support reading and help the students to interpret the text. Moreover, Syafi'I (2015) states that SMART Strategy can help students in encouraging their capability in reading comprehension.

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II.8.2. Hypotheses

Ho1 : There is no significant difference of students' pre-test reading comprehension mean score between the experimental group 1 and the experimental group 2 at SMK Keuangan Pekanbaru.

Ha1 : There is a significant difference of students' pre-test reading comprehension mean score between the experimental group 1 and the experimental group 2 at SMK Keuangan Pekanbaru.

Ho2: There is no significant difference of students' reading comprehension pre-test and post-test mean score by using Visual Imagery Strategy of the experimental group 1 at SMK Keuangan Pekanbaru.

Ha2: There is a significant difference of students' reading comprehension pre-test and post-test mean score by using Visual Imagery Strategy of the experimental group 1 at SMK Keuangan Pekanbaru.

Ho3: There is no significant difference of students' reading comprehension pre-test and post-test mean score by using SMART Strategy of the experimental group 2 at SMK Keuangan Pekanbaru.

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Ha3: There is a significant difference of students' reading comprehension pre-test and post-test mean score by using SMART Strategy of the experimental group 2 at SMK Keuangan Pekanbaru.

Ho4: There is no significant difference of students' post-test reading comprehension mean score between the experimental group 1 and the experimental group 2 at SMK Keuangan Pekanbaru.

Ha4: There is a significant difference of students' post-test reading comprehension mean score between the experimental group 1 and the experimental group 2 at SMK Keuangan Pekanbaru.