



## CHAPTER I INTRODUCTION

### I.1 Background of the Study

English is officially stated as a language of international communication. As an international language, English is used by many people in many aspects of life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics (Fordham, 2006). English is also an important tool and needed for development in many sectors throughout the world. Johnson (2009:133) states that knowledge of the English language has indeed acted as a powerful tool for development and advancement throughout the world, and fluency constitutes a huge step forward in many people and countries.

English becomes a compulsory subject in Indonesian educational institution. It is academically taught from elementary school up to university level. The major purpose of teaching English in Indonesia prepares the students with sufficient knowledge. In learning English, there are four language skills that should be mastered. They are listening, speaking, reading, and writing. The four skills are classified into receptive and productive skills. Speaking and writing are stated as productive skills, while listening and reading are receptive skills. Reading becomes a great importance to students whose mother tongue is not English, because they almost do not have the opportunity to hear or to speak that language (Brown: 2001; Harmer:2001).

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Reading is very important for getting knowledge and improves language proficiency. Without reading, students could not be able to acquire knowledge. According to Linse (2005:69), reading is an essential skill which is a set of skills that involves making sense and deriving meaning from the printed word. So, we must be able to decode (sound out) the printed words and also comprehend what we read. It is important for the students to master reading because the goal of reading is to understand the texts and to be able to learn from the text. Reading is not only a process to identify text structure, vocabulary, and grammar, but also understand the meaning of the text contextually. The content of meaning is influenced by the text and by the reader's prior knowledge and experience that are brought to bear on it (Yatvin, 2000:232).

Reading is as the process of understanding a written text, means extracting the required information from it as efficiently as possible (Grellet, 1981:8). It is also supported by Pang, S. E., Muaka, A., Bernhardt, B. E., Kamil, L. M. (2003:15), a reader reads a text to understand its meaning, as well as to put that understanding to use. A person also reads a text to learn, to find out information, and to be entertained. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read. Therefore, it needs the appropriate way to understand a text. Long & Richards (1987) adds, reading skills required are understanding main ideas and supporting ideas, intended by the author, relating prior knowledge with those ideas, evaluating, and making inferences and flexible adjustment of strategies used to comprehend the reading text. In addition, King and Stanley (1989:30) state that there are five

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

aspects of processing of reading comprehension; finding main idea, finding factual information, finding the meaning of vocabulary in context, identifying reference, and making reference.

Reading consists of two related processes such as word recognition and comprehension, word recognition refers to the process of understanding how the symbols are written in accordance with one of the languages spoken. Comprehension is the process of making meaning of words and sentence of the text. The ultimate goals of learning, reading are meaning, learning, and pleasure. Knowing how to read words has ultimately little value if the student is unable to construct meaning from text (Klingner, Vaughn, & Boardman, 2007:2). Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Anderson, Hiebert, Scott, & Wilkinson, 1985). It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. Meanwhile, (Klingner, Vaughn, & Boardman, 2007:8) claim that reading comprehension is a multi-component and highly complex process that involves interaction between readers. The purpose of reading comprehension is to construct the meaning (Zwiers, 2010:3). The students will get information, knowledge and also ability in reading if they read a lot as much as possible.

One of the factors that can improve the students' reading comprehension is the strategies that used by the teachers in the classroom. Strategies can enhance students' performance in reading, composing, computation, and problem solving

(French, Ellsworth, & Amoruso, 1995). According to Scarcella & Oxford (1992) in Oxford (2003:2) remarks that learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task - used by students to enhance their own learning”. When the strategy applied in the classroom, it will be useful toolkit for active, conscious, and purposeful self-regulation of learning (Oxford, 2003:2). Learning strategies help to make language learning easier, faster, more self-directed, more effective, and more transferable to new situations (Oxford, 1990:8) in Zare (2012:164). More specifically, learning strategies are used to acquire or retain different kinds of knowledge.

In order to accomplish the need of reading, School Based Curriculum (KTSP) for the students states the standard competence of learning English, especially for reading refers to the capability of reading and comprehension of meaning of the text accurately, fluently, and contextually in the text; descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review (Departemen Pendidikan Nasional). In this research, it focuses on the narrative text. In narrative text, the students should be able to identify main idea of the text, meaning word of the text, the reference, and make inference of the text. It means that the students should be able to comprehend the text and get the information from the text.

However, as cited from ([mustafa.mustari@gmail.com](mailto:mustafa.mustari@gmail.com)), the research reports conducted in several cities in some provinces since 1995 in Indonesia, the

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

average reading habit of Indonesian people are still low. There were six provinces conducted the average reading habit score of respondents, they were: SULSEL (South Sulawesi), RIAU (Riau), KALSEL (South Kalimantan), SULUT (North Sulawesi), SUMUT (North Sumatera), and KALTIM (East Kalimantan).

As reported in The Jakarta Post (July 4<sup>th</sup>, 2014), based on a recent nationwide survey conducted by the United States Agency for International Development (USAID) in cooperation with the Education Ministry, Religious Affairs Ministry and Myriad Research, the reading ability of primary school students in Sumatra was 69 percent, or comparatively lower than those in Java and Bali, which had reached 78 percent. Only 5.9 percent of all second graders in Indonesia are placed in the category of not being able to read yet. It is found that many students are not able to read. If the primary students have a reading problem in their first language, undoubtedly university students also have difficulties in reading, especially for English text. Indonesian public interest in reading was still low compared to that of several neighboring countries. Head of RI Library Sri Sularsih disclosed the Indonesian public's interest in reading is very minimal and the latest data of the Central Statistics Agency (BPS), i.e. 17 percent, while 91.68 percent of the Indonesian people prefer to watch television (Republika, May 13<sup>th</sup>, 2015). In addition, Indonesia ranks 60<sup>th</sup> out of 61 countries in terms of reading interest, a study by Central Connecticut State University in the US has revealed. It showed that students' interest and scores were still low until 2016 (The Jakarta Post, August 29<sup>th</sup>, 2016).





#### Hak Cipta Diindungi Undang-Undang

brainstorming, predicting, clarifying difficult words and phrases (*preview*), understanding the meaning of the text (*click and clunk*), finding and summarizing the main idea and important detail (*get the gist*), and asking-answer questions and reviewing key ideas (*wrap up*). CSR also provides students with the opportunity to work in small cooperative groups (approximately four students per group) in which each student plays a critical role associated with the effective functioning of the group and the implementation of strategies (e.g., *leader, clunk expert, gist pro*) (Klingner & Vaughn, 1996).

Another reading strategy considered to overcome the problem of students' reading comprehension is GIST strategy. It is considered useful to improve students' reading comprehension and involves students' prior knowledge, synthesizing and generalizing cognitive operation is Generating Interaction between Schemata and Text (GIST) strategy, which is proposed by Cunningham in 1982 (Cecil and Gipe, 2003). Frey (2003) states the GIST is a strategy that can be used to improve students' abilities to comprehend the gist or main ideas of paragraphs. Gist reading strategy is one of the strategies in which require students to pare down the information into summary. The ability to summarize has significant benefits for comprehending and ultimately retaining and recalling information. Teaching students summarizing strategies, like 'Get the GIST', helps students learn to synthesize information, a higher-order thinking skill which includes analyzing information an identifying key concepts. The process helps students better comprehend content material. These strategies are expected to

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

solve the problem and bring good improvement in students' reading comprehension achievement.

The teacher will use these strategies in teaching reading at the second year students of Junior High School 27 Pekanbaru. Revealing all of these, it is necessary to carry out a research entitled **“A Comparison between the Effects of Using Collaborative Strategic Reading (CSR) and GIST Strategy on Students' Reading Comprehension at SMPN 27 Pekanbaru”**.

## **I.2 The Statement of the Problem**

Based on the background, many problems were found in teaching and learning process especially in reading. Reading is a very important skill and should be mastered by the students in learning English. By reading, students can get information and knowledge. They can use reading to learn and to get information and also for pleasure. However, those problems are considered to solve immediately. First, most of the students failed to determine the factual information of text, such as, a topic, main idea, moral value, reference and inference. Second, the students' vocabulary was not sufficient. It made them difficult to understand the words, phrases, and sentences in English text. The lack of vocabulary was also one of the big problems for the students. Third, most of the students could not answer the questions correctly. It also influenced to the students' ability to catch the ideas and the message of the text deeply. The Last, the students had low motivation in teaching and learning process.

Based on the problem mentioned above, in order to avoid biases, it is needed to address some questions. The problems are addressed in questions as

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

follows: Why do the students get difficult in comprehending the text? Why do the students get difficulties in identifying a topic in the text? Why do the students get difficulties in identifying the main idea in the text? What makes the students not able to find out the moral value of the narrative text? Why do the students get difficulties to determine inference? Is CSR or GIST strategy able to solve students' problem with reading comprehension? Which strategies between CSR and GIST give more improvement?

Klingner, et al (2007:8) pointed out reading comprehension is a multicomponent, highly complex that involves many interactions between readers and what they bring to the text. In other words, the reader can read the text through background knowledge, the strategy which they use in the reading passage, so the readers can understand what they read.

Collaborative Strategic Reading (CSR) is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies for use with informational text (Klingner and Vaughn 1996). GIST is a reading strategy that involves summarizing while you read (Cunningham, 1982). GIST provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into a summary statement to show the gist of reading.

It can be recognized that CSR and GIST strategy are intended to enhance students' reading comprehension. CSR and GIST can be considered as strategies that can solve the problems above.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### I.3 Limitation of the Problem

Based on the background and statement of problems about students' reading comprehension above, the study focused on comparing the strategy used between Collaborative Strategic Reading (CSR) and Generating Interaction between Schemata and Text (GIST) toward students' reading comprehension in narrative text. The population of this research was the second year students at SMPN 27 Pekanbaru.

The sample was divided into two experimental groups and one control group, one group was taught by using Collaborative Strategic Reading (CSR) strategy, one group was taught by using Generating Interaction between Schemata and Text (GIST) strategy, and another one was taught by using conventional strategy.

### I.4 Purpose and Objectives of the Study

The purpose of this study was to compare the use of Collaborative Strategic Reading (CSR) and Generating Interaction between Schemata and Text (GIST) strategy on students' reading comprehension of the second year students at Junior High School 27 Pekanbaru. Specifically, the study was conducted to fulfil the objectives that can be stated as follows:

1. To find out the significant difference of students' reading comprehension before being given a treatment between an experimental group 1 and a control group.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. To find out the significant difference of students' reading comprehension before being given a treatment between an experimental group 2 and a control group.
3. To find out the significant difference of students' reading comprehension before being given a treatment between an experimental group 1 and an experimental group 2.
4. To find out the significant difference of students' reading comprehension after being given a treatment between an experimental group 1 and a control group.
5. To find out the significant difference of students' reading comprehension after being given a treatment between an experimental group 2 and a control group.
6. To find out the significant difference of students' reading comprehension after being given a treatment between an experimental group 1 and an experimental group 2.
7. To find out the significant difference of students' reading comprehension before and after being given a treatment in the experimental group 1.
8. To find out the significant difference of students' reading comprehension before and after being given a treatment in the experimental group 2.
9. To find out the significant difference of students' reading comprehension before and after being given a treatment in the control group.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 1.5 Research Questions

Based on the limitations of the problem above, the research questions were formulated as;

1. Is there any significant difference of students' reading comprehension before being given a treatment between an experimental group 1 and a control group?
2. Is there any significant difference of students' reading comprehension before being given a treatment between an experimental group 2 and a control group?
3. Is there any significant difference of students' reading comprehension before being given a treatment between an experimental group 1 and an experimental group 2?
4. Is there any significant difference of students' reading comprehension after being given a treatment between an experimental group 1 and a control group?
5. Is there any significant difference of students' reading comprehension after being given a treatment between an experimental group 2 and a control group?
6. Is there any significant difference of students' reading comprehension after being given a treatment between an experimental group 1 and an experimental group 2?



#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

7. Is there any significant difference of students' reading comprehension before and after being given a treatment in the experimental group 1?
8. Is there any significant difference of students' reading comprehension before and after being given a treatment in the experimental group 2?
9. Is there any significant difference of students' reading comprehension before and after being given a treatment in the control group?

### 1.6 The Significance of the Study

The study aimed to improve a new strategy in teaching English to English Language learners as a research contribution to EFL teaching and learning. It expected that Collaborative Reading Strategy (CSR) and Generating Interaction between Schemata and Text (GIST) strategy would generate future EFL/ TESL research in future. Those strategies helped the students to consciously control how they learn reading comprehension so that they could be more efficient and motivate.

The researcher also hoped this study could be useful to develop the teacher teaching techniques at SMPN 27 Pekanbaru, so that the students were more motivated to use the language. In addition, this strategy was expected to help the teachers to improve their performance during teaching and learning process.

As the student's concerns, this study would be able make them to understand how to comprehend a text, to increase their achievement in reading

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

narrative text, and also to encourage them to be more active and highly motivated students.

For the next research, this study could be used to give us evidence about implementation theory based on the problem that faced above that was improving reading comprehension through CSR and GIST strategy. Furthermore, the results of this study were expected to enrich theories and could be a reference for future studies related to CSR and GIST strategy in improving reading comprehension at the high school students.

### **I.7 Rationale of the Study**

This research was conducted to find out which strategy was better to be implemented in teaching and learning process of reading comprehension between CSR and GIST strategies. In reading comprehension, it was very important to use some appropriate strategies in instruction and learning process in order to achieve the learning goals.

Swarbrick (1994:190) states that reading is one of the fruitful skills to teach, the majority of the students may never speak much in English, but most of them will have to read English in order to complete their studies. Applying appropriate learning strategies can help students to make language learning easier and effective for new situations.

Moreover, teachers are as a facilitator in the class and should be selected to determine what strategy is appropriate to class situation. The students will discover or gain the knowledge facilitated by the teachers. It is known as a student center. When the students get high achievement, it means that the students get

**Hak Cipta Diindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

success in achieving or gaining their goal. When the students gain, low achievement, it shows that the students do not get success in reaching their goal.

The phenomena about achievement above some problems appear especially for the students. The students must have good motivation as well as strategy in learning to get good result and to gain the best achievement in English.

Both CSR and GIST are the strategies that can be used in increasing students' reading comprehension. CSR is one of strategy used to teach reading comprehension to students by guiding them to use comprehension strategies while working cooperatively. This strategy would build and explore readers' prior knowledge and promote the reading comprehension. According to Klingner, Vaughn, & Schumm (1996), initially, the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the whole class using modeling, role playing, and teacher think-aloud. The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize the students' involvement during the learning process.

According to Frey, Fisher, & Hernandez (2003), GIST summaries require students to pare down the information into a thirty word summary. The process helps students better comprehend content material. In addition, Richardson, Morgan, & Fleener (2009:378) say GIST is a great tool for scaffolding the difficult skill of summarizing.

## **1.8 Definition of Key Term**

Based on the key terms of this research, three definitions are explained to avoid misunderstanding and misinterpretation. The title of this research is "A

Comparative Study between the Use of Collaborative Strategic Reading (CSR) and GIST Strategy on Students' Reading Comprehension at SMPN 27 Pekanbaru". The definitions of key term are as follows:

#### 1. CSR (Collaborative Strategic Reading)

Collaborative Strategic Reading (CSR) is a reading comprehension practice that combines two instructional elements: (a) modified reciprocal teaching (Palincsar& Brown, 1984), and (b) cooperative learning (Johnson & Johnson, 1987) or student pairing. Collaborative Strategic Reading (CSR) is a set of instructional strategies designed to help students with diverse abilities acquire and practice comprehension strategies to use with informational text. In CSR, four reading strategies are taught: preview (brainstorming or background knowledge), click and clunk (identify the difficulty and understanding material), get the gist (find out or identify the main idea(s) and information(s), and wrap-up (ask and answer questions) (Klingner and Vaughn 1996).

#### 2. GIST (Generating Interactions between Schemata and Text)

GIST (Generating Interactions between Schemata and Text) is a comprehension strategy that is used both during reading and after reading. It is one approach to summarize a text. This strategy can help the students to understand the content of the text easier and prioritizing the information in a way that relates directly to how they are asked to use the information (Richardson, J. and Morgan, R., 2000).

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### 3 Reading comprehension

Reading comprehension is a fluent process of readers, combining information from a text and their background knowledge to build meaning (Nunan, 2003:68). Reading comprehension requires an interaction between the text and the reader's knowledge. In addition, reading comprehension is determined by readers' access to language, prior knowledge and reading ability.

#### Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.