CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Reading Comprehension

Reading is one of the English skills which should be mastered by the students. According to Brown, there are four skills in English that should be mastered. They are listening, speaking, reading, and writing[1]. Reading is an important activity in life with which one can update his/ her knowledge. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language[2]. Lince says that reading is a set of skill that involves making sense and deriving meaning from the printed word[3]. In addition, Nunan states that reading is also a fluent process of readers combining information from a text and their own background knowledge to build meaning[4]. Reading is an

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[1] Brown H. Douglas .*Teaching by Principle :An Interactive Approach to Language Pedagogy*(Prentice Hall Regents: New Jersey,1994),p.217

[2] M.F Patel and Praveen M.Jain.*Language Teaching:Methods,Tools and Techniques*. (Vaishali Nagar,Jaipur:Sunrise Publishers and Distributors,2008),p.114

[3] Caroline T.Lince, and David Nunan.*Practical English Language Teaching: Young Learners*.(New York:McGraw-Hill Companies,Inc,2005),p.69

[4] David Nunan. *Practical English Language Teaching*(McGraw-Hill Companies:Boston,2003),p.68

active process which consists of recognition and comprehension skill[5]. The process of reading may be broadly classified into three stages:

a. The recognition stage. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For instance, he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

b. The structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

c. The interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure[6].

Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension[7]. The purpose for reading also determines the

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[5] M.F Patel and Praveen M.Jain.*Language Teaching:Methods,Tools and Techniques*. (Vaishali Nagar,Jaipur:Sunrise Publishers and Distributors,2008),p.113
[6] Ibid.,114
[7] David Nunan. *Op. cit.*

appropriate approach to reading comprehension[8]. Michael states that reading is a conscious, deliberate act prompted by a plausible purpose. Purpose is what motivates us, helps focus our attention, or gives us goal, something tangible to work toward. He also says that purpose also determines how a selection is to be read-quickly in order to get the gist of the text or slowly in order to really understand the material. Also, having clear purposes aids comprehension[9].

It means that the primary activity of reading is to comprehend what the text is about. Many readers cannot catch the idea or what the writer talks about. It is caused they do not know the exact meaning of the words that the writer uses.

Based on the definition of reading by the experts above, I conclude that reading is a reader activity having process and some purposes in reading a written language.

The goal of reading is comprehension. The meaning of "comprehension" has been defined by Gerald that comprehension is the essence of reading because the goal of written language is communication of message. If we do not understand the message, we are not reading[10]. Robert also agrees with this statement. He states that if readers can read the words

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[8] Kalayo Hasibuan and Fauzan Anshari. *Teaching English as a Foreign Language[TEFL]*. (Pekanbaru :Alaf Riau Graha UNRI Press, 2007), p. 114

[9] Michael F. Graves. *Teaching Reading in the 21st century*. (Virginia : A Pearson Education Company, 2001), P. 248

[10] Gerald G. Duffy. *Explaining Reading*. (New York: The Guilford Press, 2009), p. 14.

but do not understand what they are reading, they are not really reading. Reading, at same level, is involved in all academic courses. Students are expected to read a variety of texts and comprehend them in order to gain knowledge. While reading comprehension in school usually involves understanding textbook assignments, Reading comprehension skills can also influence a student's ability to understand written directions, homework assignments, and other literature[11]. Furthermore, Snow and Chair also states, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language[12].

Reading comprehension is the process of stimultaneously extracting and contructing meaning through interaction and involvement with written language. It is mentioned that comprehension entails three elements, such as:[13]

a. The reader who is doing the comprehension,

b. The text is to be comprehended,

c. The activity in which comprehension is a part.

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[11] Robert Reid. et. al. *Strategy Instruction for Students with Learning Disabilities*. (New York: The Guilford Press, 2006), p. 147.
[12] Cathrine Snow and Chair. *Reading For Understanding Toward an Research and Development Program in Reading Comprehension*.(Santa Monica, CA: RAND Reading Study Group,2002), p. 11.
[13] I*bid*

Comprehension is the mind act or power of understanding. When one reads something, he actively goes along to comprehend what the writer's intended message by predicting,evaluating,selecting significant details, organizing,etc. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only comprehension skill but also readers' experiences and prior knowledge.

There are main ways in reading as follows:

1. Skimming

   Skimming consists of quickly meaning one's eyes across a whole essay, article, etc. for examamination to get the gist. Skimming gives reading advantage of being able to preview the purpose of the passage, the main topic or massage and possibly someone's development or supporting idea.[14]

2. Scanning

   The second in the "most valuable" category is scanning or quickly thing for some particular piece or pieces of information in a text.

3. Extensive Reading

   Reading longer texts, usually for one's own pleasure, mainly involve global understanding.

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[14] H. Douglas Brown. *Teaching by principle: An Interactive Approach to Language Pedagogy*. (New Jersey:Principle Hall Regents, 1994), p. 115.

2. Intensive Reading

   Reading shorter to extract specific. This is more an accuracy activity involving reading for detail.

   As Larry and Smith state that there are five factors of reading comprehension. They are[15] :

a. Background experience

   In reading activity ,by having background experience the students will be easy to comprehend the reading text.

b. Language abilities

   In the process of reading comprehension,language ability is important. One that must have basic knowledge of the English language such as:syntax, semantic, etc. in order to read a reading text.

c. Thinking abilities

   Thinking is a basic component of comprehension, when students read a book, they have to see relationship to make comparisons, follow sequences of events,and engage in many number of simiar mental operations,so it should hardly seem necessary to persuade them that reading involves thinking.

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[15] Harris A Larry and Smith B Carl. *Reading Istruction*.(New York: The Guildford Press ,1986), p. 48.

d. Affection.

Affective factors are important to comprehend educators increasingly recognizing that the students' interest, motivations, attitudes, beliefs, and feeling are important factors that can not be taken for granted or ignored in educational process.

e. Reading purpose

The purpose of reading is important.The purposes may help some stundents focus on a key issue and a result for better understanding and important aspect of the story.

From the explanations of reading ways and factors of reading comprehension above, those show us that all of them will influence how students comprehend the text to become a good readers in comprehension.

In conclusion, comprehension is the process in order to understand and to get the message from the reading text. Besides, reading comprehension is a complex process by which a reader tries to reconstruct a message encode in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, the students should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

2. Strategies for Teaching Reading Comprehension

There are several instructional practices that the teacher can use to improve the reading comprehension of struggling reader. Reading comprehension is supported by integrating variety of instructional practices in teaching reading routines including reading strategies and skills. Report of National Reading Panel in Klingner *et al* [16] synthesizes reading comprehension intervention strategies. Though not specific to students with reading and learning disabilities, the panel was able to identify intervention practices, based on studies, associated with improved outcomes with reading comprehension. These include:

a. Teaching students to monitor their comprehension and to implement procedures when difficulties in understanding text arise,

b. Using cooperative learning practices while implementing comprehension strategies in the context of reading,

c. Providing graphic and semantic organizers that assist students in writing about, or drawing, relationship from the story,

d. Providing support for questioning strategy trough (1) structures that assist students in answering critical questions about the passage, (2) feedback to students regarding their answer to question about text, and (3)

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[16] Janette K. Klingner, et al. *Teaching Reading Comprehension to Students with Learning Difficulties*.(New York: The Guilford Press, 2007), p. 102.

opportunities for students to ask and answer their own the question about the text,

e. Teaching students to write important ideas about they've read and to summarize these idea after longer passage are read,

f. Teaching students to use multicomponent strategies that integrated and apply several strategies.

Next, Brown mentions there are ten such strategies, each of which can be practically applied to classroom. [17] These include:

1. Identify the purpose in reading

2. Use graphemic rules and patterns to aid in bottom-up decoding (for beginning level learners)

3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced level)

4. Skimming

5. Scanning

6. Semantic mapping or clustering

7. Guessing

8. Vocabulary analysis

9. Distinguish between literal and implied meaning

10. Capitalize on discourse markers to process relationship

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[17] H. Douglas Brown. *Teaching by principle: An Interactive Approach to Language Pedagogy.* (New Jersey:Principle Hall Regents, 1994), p. 291-296.

Then, in integrating and applying reading strategies, according Kalayo and Fauzan state that instructors can help students become effective readers by teaching them how to use strategies before, during and after reading.

Before reading: Plan for the reading task

a. Set a purpose or decide in advance what to read for,

b. Decide if more linguistic or background knowledge is needed,

c. Determine whether to enter the text from the top-down (attend to the overall meaning) or from the bottom up (focus on the word an phrases).

During and after reading: Monitor comprehension

a. Verify prediction and check for inaccurate guesses,

b. Decide what is and is not important to understand,

c. Reread to check comprehension,n

d. Ask for help.

After reading: Evaluate comprehension and strategy use

a. Evaluate comprehension in particular task or area,

b. Evaluate overall progress in reading and in particular types of reading task,

c. Decide if the strategies used were appropriate for the purpose and for the task,

b. Modify strategies if necessary[18]

2. The Nature of Narrative Text

Good comprehenders could be engaged in many different types of text[19]. Narrative text is one of the types of text in reading that should be mastered by students especially for the second year students of senior high school. Whether it tells a true story or fiction, a narrative text gives an account of one or more experiences[20]. This paragraph tells about a story to make a point or explains an idea or event that can be fun to read.

In this case, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get informations and the meaning of the texts. There were several kinds of narrative text such as fairytales, legends, plays, cartoon, and adventure stories[21]. All of the narrative paragraph types have the social purpose to entertain and instruct the reader. The generic structure of narrative text is consists of three parts: orientation, complication/problems, and resolution[22].

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[18] Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Op. cit*., p. 117.
[19] Catherine Snow and Chair. *Op. Cit.* p. 14.
[20] Syafi'i S, Fauzan A, et al. *The Effective Paragraph Developments, the Process of Writing for Classroom Settings.* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive: 2007), p.53.
[21] Kalayo Hasibuan and Muhammad Fauzan A, *Op Cit.* p. 130.
[22] *Ibid.*

Example of narrative text:

A Farmer and his Three Sons

A farmer had three sons. They were strong and young but never agreed with one another. They often quarreled among themselves. The farmer had given them a lot of advice. But they always turned a deaf ear. They disliked advice. The farmer felt very sad about it.

The farmer thought a lot and then he thought up a good plan. He called his sons and ordered them, "Bring me a few sticks." The farmer tied the sticks into a bundle.

"Each of you, break this bundle of sticks said!" said the farmer. They did so, but they could not break it. Then, the farmer untied the sticks and gave each of his sons a stick. Each of them broke the stick easily in the twinkling of an eye.

"There you are, my sons.", shouted the farmer. "If you remain united, you are strong. But if you quarrel with one another, you will be broken one by one easily. Do you understand what I mean?"

At last, the advice worked out. They lived in harmony and united ever after. The farmer felt relieved."Now I can die peacefully," he whispered.

Title	**A Farmer and his Three Sons**
Orientation	A farmer had three sons. They were strong and young but never agreed with one another. They often quarreled among themselves. The farmer had given them a lot of advice. But they always turned a deaf ear. They disliked advice. The farmer felt very sad about it.
Complication	The farmer thought a lot and then he thought up a good plan. He called his sons and ordered them, "Bring me a few sticks." The farmer tied the sticks into a bundle. "Each of you, break this bundle of sticks said!" said the farmer. They did so, but they could not break it. Then, the farmer untied the sticks and gave each of his sons a stick. Each of them broke the stick easily in the twinkling of an eye.
Series of Event	"There you are my sons." shouted the farmer. "If you remain united, you are strong. But if you quarrel with one another, you will be broken one by one easily. Do you understand what I mean?"
Resolution	At last, the advice worked out. They lived in harmony and united ever after. The farmer felt relieved."Now I can die peacefully," he whispered.

Syafi`i states that all narratives have certain elements in common, they are unfold over time, have characters that display some type of emotion and center on events more than ideas[23]. This statement emphasizes that narrative text is the text that built up by series of events that happened to characters in past time. According to this statement, the students can be called have ability in reading narrative that are the students should be able to find out main idea, characters, setting, recognize events, and cause and effect happened in narrative text. In other sides, the common grammatical features that used in narrative texts, they are[24]:

a.   Defined character

b.   Descriptive language

c.   Dialogue

d.   Usually pest tense

Structure of Narrative text:

a.   Orientation: this sets the scene, creating a visual picture of the setting, atmosphere and time of the story. Characters are introduced and clues are in place for coming complication.

b.   Complication: this revolves around conflicts or problems the hero is prevented from reaching his or her goals.

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[23] M.Syafii, at al. *Op. Cit.* p. 55.
[24] Kalayo Hasibuan and Muhammad Fauzan A, *Op Cit.* p. 130.

c.   Series of events: the story continues through a series of expected or unexpected event.

d.   Resolution: a solution is found for the problem or challenge[25].

Moreover, efficient comprehension required the ability to relate the textual material to one's own knowledge. Comprehending a narrative text was an interactive process between the reader's background knowledge and the text. It is involves more than just relying on one's linguistic knowledge.

3.   The Concept of Strategy

In the context of learning, there is familiar terms, that is "strategy. But many students do not understand deeply, so it cannot explain what is it. It is caused there are some terms that also including in language learning, such as approaches, methods, and techniques .

Strategy is under the learner's conscious control; they are operations which a learner chooses to use to direct or check his or her own comprehension.[26] Thus, strategy is about students perform a few steps in learning process.

The language learning strategies are not something new in learning process. It have been used by ancient storytellers thousands of years ago.

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[25] Cliff Watt, Targeting Text: Narrative, Poetry, Drama, Upper Level, (Singapore: Blake Education, 1999), p 4-5

[26] Antony, E. M. Approach, method, technique. *English Language Teaching, 17* (1963), p. 90

Sometime it was used to help them remember the narrative. And nowdays the students use this and other strategies to develop communicative competence.

There are two kinds of language learning strategies, they are : [27]

a. Direct Language Learning Strategies

This strategies is used directly to help students in using a new language and understanding it. Kinds of this strategy are :

1. Memory strategies. This is based on simple principles like laying thing out in order, making association, and reviewing. For example : Someone can memorize a song to add the vocabulary.

2. *Cognitive strategies.* It can be done by *practicing* (which can be achieved repeating, working with sound and writing, and using patterns), *receiving and sending mesages* (through skimming and scanning), *analyzing and reasoning, and creating structure for input and output.* For example : A students who practices with sound that have letters "ough" like through, though, tough, and trough but have different sound, they may make own phonetic spelling : throo, thow, tuff, and troff.

3. *Compensation strategies.* This strategy is used for comprehension when they have insufficient knowledgeaf the target language. It

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[27] A.D. Cohen. *Strategies In Learning And Using A Second language.* (London : Longman : 1998), p. 85.

also contains vocabulary and grammar. When the learners do not know new words and expressions, they can guess the meaning by bringing their own life experience to get the comprehension of the text. For example : When a learner recognizes the word showel, grass, mower in a conversation, it can be understood that is about gardening.

These three kinds of strategies will be important to understand moreover as a beginner in English language.

b.   Indirect Language Learning Strategies

This strategies help learner regulate the learning process that support and manage language learning without engagement. Kinds of these strategy are : [28]

1.   Metacognitive Strategies. Three sets of tis strategy are : Centering Your Learning, Arranging and Planning Your Learning, and Evaluating Your Learning. The aim of centering learning is to give a focus to the learner so that the attention can be directed toward certain language activities or skill. Arranging and planning learning help learner to organize so they they may get maximum benefit from their energy and effort. Evaluatin learning helps learners with problems like monitoring errors and evaluation of progress. For example : A learner who wants to listen to the news

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[28] *Ibid.,* p. 87.

in the target language can plan by first determining what topics may be covered in the program.

2. Affective Strategies. Three sets of strategis are including in this group : Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature. Good learnrss will control their attitudes and emotions about learning because they understand it will retard learning. The teacher can help them by giving responsibility, increasing natural communication, and teaching affective strategies.

3. Social Strategies. Three sets of strategies are including : Asking question, Cooperating with others, and Empathizing with others. Asking question will create a good atmosphere between the learners that appear new idea in investigating a topic. A cooperation brings a group spirit and increase a confidence. Sometimes competition brings a strong wish to perform better than others, so that is very important to help learners change their attitudes from confrontation and competition to cooperation.

From the explanations above, it can be understood that strategies are very important to learn to support our language learning process to get the better. By understanding it, the students

will do more focus to search which strategy that suitable to increase their language learning skill.

Then, the strategy that will be explained in this research is Coop – Dis – Q strategy that is including as Indirect Language Learning Strategies that is Social Strategies, because in Coop – Dis – Q strategy is done the discussion and questioning as a part of social strategies. It will be benefit for the students and the reader who are interesting in language learning.

4. **Coop – Dis – Q Strategy**

Comprehension takes a very important role in reading. It is because by comprehending the text can help the readers to understand the content of the text. Coop-Dis-Q strategy is one of the strategies that can improve student`s comprehension of the text in reading. Explained in Yulia' journal that Coop- Dis- Q is developed by Lane Roy Gauthier of the University of Houston that is designed to improve reading comprehension. It is meant to help struggling readers find meaning in stories and novels through discussion with peers in a safe and supportive environment. Lane Roy Gauthier developes this strategy by incorporating the elements of

cooperative learning, discussion, and questioning into one strategy. [29] William N. Bender, in his book, explained Coop – Dis – Q strategy is a strategy that incorporates three different strategies into one strategy where each strategy supporting and enhancing the effectiveness of the other while increasing reading comprehension. By combining these three strategies, it will be beneficial for the readers by working with others to make meaning of a reading. It emphasizes the importance of the sharing and that two or more heads can be better than one. He states that a combination of these three elements will enhance each tactic in increasing reading comprehension. Quotation in Bender's book from Johnson and Holubec, explained that cooperative learning helps students maximize their learning through the use of small instructional groups. Brown et al. note that cooperative learning can help students recognize that many roles often are needed to solve authentic problems and also help them identify ineffective problem solving strategies. [30] Furthermore, Robinson states that cooperative is a set of instructional which employs small teams of pupils to promote peer interaction and cooperation for studying a subject. students must work together to accomplish a coomon goal or to receive a reward. Cooperative learning

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[29] Goncharova Yulia, *Reading Comprehension Strategies.* (Ukraina: Dnipropetrovs'k University, 2003) p.
[30] William N. Bender and Martha J. Larkin, *Reading Strategies for Elementary Students with Learning Difficulties.*(California : Thousands Oaks , 2009), p. 178.

models recommend heterogeneous ability or achiement grouping strategies for the bulk of the instructional time. [31]

Then, in Bender's book, Gambrell states that group discussions strengthen students` recall and understanding of text material read. Alvermann et al. caution that the teacher must provide explicit instruction, modeling, and numerous practice oppurtunities for effective discussion to occur. If the teacher demonstrates respect for students` ideas and perspectives, then the students will be more likely to participate in classroom discussions. Discussion activities can enhance interpersonal communication skills and social interactions, which are precursors to cognitive growth.

Next, Strother explains that questioning is an instructional facilitator that can aid reading comprehension . Questions help students make meaning from text because they are guided with choices to accept or reject. Evaluative questioning can assist the teacher in determining the amount and type of comprehension acquired by the student. Rosenhlatt suggest that questions that are a representative mixture of instructional, evaluative (i.e., informative, expository), and aesthetic (i.e., feelings) are the most effective way to develop students multidimensional comprehension. [32]

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[31] Ann Robinson, *Cooperative Learning and The Academically Talented Student.* (Arkansas : University of Arkansas, 1991), p. 9

[32] William N. Bender and Martha J. Larkin, *Op. cit*, p. 178.

Furthermore, because of Coop-Dis-Q strategy consists of three elements, Yulia explains that a synergetic instructional effect is attained by strengthening of one separate element. As a result, it can be concluded the benefits of the other two. [33]

In conclusion, based on the explanations above of three elements of each strategy, it can increase students` comprehension toward reading text. It means that Coop-Dis-Q strategy is well to improve students` comprehension of the text because for each strategy has benefits and supporting each other to help the students in reading text.

5. **Teaching Coop – Dis – Q Strategy**

In teaching Coop – Dis – Q Strategy the teacher asks the students to read together in group, discuss the material, and ask questions and answer each other to get a comprehension about the text. It is very useful in reading class because when students read sometimes they are not able to get a comprehension. Yulia in *Reading Comprehension Strategies* states that working in group gives an oppurtunity to practice variety of skills. It is also a reflective practice that stimulates personal growth. Students taking part in

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[33] Goncharova Yulia, *Op. cit*, p. 1

discussions, can test their values and attitudes while developing self - esteem and self – confidence. [34]

This strategy is good to improve students` comprehension because for each elements of the strategy has benefits and is able to increase comprehension. [35]

The following are the procedures to teach it:

1. The teacher creates the groups that consist of six students.

2. The teacher formulates the questions; these questions should reflect the different processed involved in comprehension.

3. The teacher asks the groups to discuss the story and divides questions, the group should be divided into two triads.

4. The teacher asks the triads to discuss, answer, and add questions.

5. The teacher asks the triads to present and discuss their answers to each other (The teacher should participate in discussion). [36]

Regarding to the above explanations, the writer concludes that teaching Coop – Dis - Q strategy is teaching students in cooperation in learning by using discussion and question to comprehend a text where the

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[34] *Ibid.*

[35] Tania Fitriani. "Teaching Reading Comprehension in Narrative Text Though Coop – Dis – Q Strategy For Junior High School*". (Sumatera Barat : STKIP PGRI, 2011), p. 3.

[36] Goncharova Yulia, *Op. cit*, p.2

students will sit in a group, discuss a content of the text and ask question

each other to get the content or message from the reading text.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself[37]. Besides, researchers have to analyze what the point is focused on, informing the designs, finding and conclusion of the previous research.

1. Khairani (2007), in her research, she focused on the correlation between teaching reading activities and students' reading achievement in answering questions based on reading text at the second year of SMA Negeri 2 Rambah Hilir Pasir Pengaraian. She found that based on the analysis data, it had proved that the teaching reading activities in the classroom was good. The average percentage after calculating was 76.9%, and the students' reading was enough showed by the average percentage was 62.75%. Moreover, the data analysis had proved that there was no correlation between teaching reading activities and students' reading achievement at the second year student of SMA Negeri 1 Rambah Hilir. The null hypothesis was accepted with at 5% significant level was 0,273 or at 1% significant level was 0,354.

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[37] M. Syafi'i, Fauzan Anshari and Jonri Kasdi. *From Paragraph to a Research Report: a Writing of English for Academic Purposes.* (Pekanbaru: LBS, 2007). p, 122

The coefficient of observation in correlation between teaching reading activities and students' reading achievement was 0.015.[38]

2. Fiwi conducted a research entitled "The Effect Of Using Question Answer Relationships (QAR) Strategy Toward Reading Comprehension At The Second Year Students Of SMPN 1 Kampar Kiri Hulu Of Kampar Regency". These research are equivalent with this topic because there is Question Answer to increase students' reading comprehension. She insisted that Question Answer to increase students' comprehension in reading is effective. [39]

C. The Operational Concept

In order to avoid misunderstanding about this study, it is necessary to explain about the variables used in this study. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept.[40] There are two variables of this research, X and Y variable. X variable is Coop – Dis – Q Strategy and Y variable is Students' Reading Comprehension. X variable is independent variable and Y variable is dependent variable.

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[38] Khairani. "*The correlation between teaching reading activities and students' reading achievement in answering questions based on reading text at the second year of SMA Negeri 2 Rambah Hilir Pasir Pengaraian*". (Pekanbaru : UIN SUSKA, 2007), p.52.

[39] Fiwi. "*The Effect Of Using Question Answer Relationships (QAR) Strategy Toward Reading Comprehension At The Second Year Students Of SMPN 1 Kampar Kiri Hulu Of Kampar Regency*". (Pekanbaru : UIN SUSKA, 2007), p.52.

[40] M. Syafi'i. *Op.cit.*

X variable (Coop – Dis – Q Strategy) can be seen in the following indicators :

1. The teacher creates the groups that consist of six students.

2. The teacher formulates the questions; these questiosn should reflect the different processed involved in comprehension.

3. The teacher asks the groups to discuss the story and divide questions; the group should be divided into two triads.

4. The teacher asks the triads to discuss, answer, and add questions.

5. The teacher asks the triads to present and discuss their answers to each other (The teacher should participate in discussion).

And Y variable (Students` Reading Comprehension) can be seen in the following indicators[41] :

1. The students are able to answer the question of main idea of narrative text.

2. The students are able to answer the question of meaning of vocabulary in narrative text.

3. The Students are able to identify the information from a narrative text.

4. The students are able to answer the question of word reference on narrative text.

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[41] Syllabus for the Second Year Students of MA Al-Kautsar Pekanbaru.

5. The students are able to answer the question of generic structure of narrative text.

D. The Assumption and the Hypothesis

1. The Assumption

In this research, the writer assumes that the Coop – Dis – Q Strategy strategy can effect students' comprehension of the text by incorporating three different strategies into one strategy where each strategy supporting and enhancing the effectiveness of the other while increasing reading comprehension.

2. The Hypothesis

Ho: There is no significant difference of result between using and without using Coop – Dis - Q strategy on reading comprehension of narrative text of the second year students at Islamic Senior Boarding School Al- Kautsar Pekanbaru.

Ha: There is significant difference of result between using and without using Coop – Dis - Q strategy on reading comprehension of narrative text of the second year students at Islamic Senior Boarding School Al- Kautsar Pekanbaru