



**The Impact of *Collaborative Strategic Reading* and *Questioning the Author* on
Students' Reading Comprehension with Different Ability Grouping and Self-
Efficacy in Universitas Dehasen Bengkulu**

Dissertation

**In Partial Fulfillment of The Requirements for a Doctorate Degree
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by

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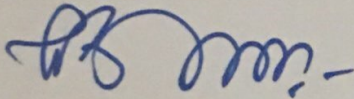
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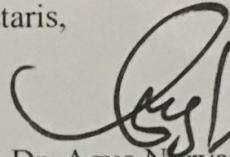
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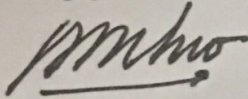
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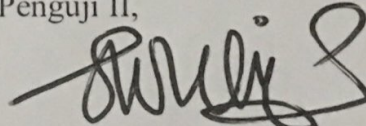
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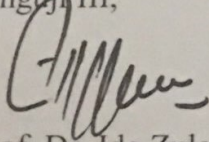
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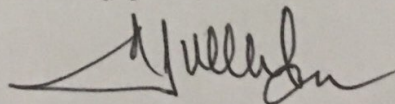
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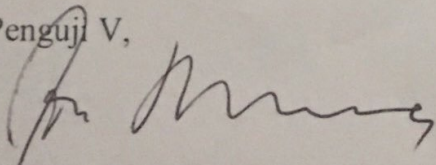
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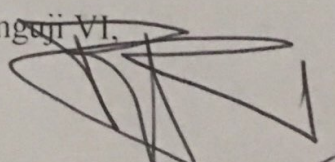
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ABSTRACT

Lina Tri Astuty Beru Sembiring. 2019. "The Impact of *Collaborative Strategic Reading* and *Questioning the Author* on Students' Reading Comprehension with Different Ability Grouping and Self-Efficacy in Universitas Dehasen Bengkulu." *Dissertation*. Language Education Program. Pascasarjana Universitas Negeri Semarang. Promoter: Prof. Dr. Dwi Rukmini, M.Pd., Co-Promoter I: Prof. Dr. Januarius Mujiyanto, M. Hum., Co-Promoter II: Dr. Issy Yuliasri, M. Pd.

Keywords: collaborative strategic reading, questioning the author, ability grouping, self- efficacy, reading comprehension.

A large number of students are getting difficulties in comprehending a reading text, including students in Universitas Dehasen Bengkulu. They need effective reading instruction that can help them during the teaching and learning process. They also need a positive learning environment; thus, they can be independent learners who are responsible for their learning. Moreover, giving attention to students' psychological factors, such as self-efficacy, is also needed to improve students' learning performance. For that reason, this study aimed to 1) explain the relation among Reading Instruction, Ability Grouping, and Self-Efficacy, 2) explain the relation between Reading Instruction, and Ability Grouping, 3) explain the relation between Reading Instruction and Self-Efficacy, 4) explain the relation between Ability Grouping, and Self-Efficacy, 5) explain the comparative effects between two kinds of reading instructions, CSR and QtA, 6) explain the comparative effects between two form of Ability Grouping, homogeneous and heterogeneous, 7) explain the comparative effects between two-level of students' self-efficacy beliefs, high and low, 8) explain students' perception toward the implementation of CSR and QtA in different ability grouping, 9) explain students' collaboration during the implementation of CSR and QtA in different ability grouping. For these purposes, a mixed-method study which adopted 2x2x2 Factorial Design was conducted. It took one hundred and twenty-one students of the Economics Faculty of Universitas Dehasen Bengkulu in the Academic Year 2016/2017 as the participants. The study administered a reading comprehension test and a reading self-efficacy questionnaire to measure students' reading comprehension and reading self-efficacy. Observation sheets, note-taking, and interviews were utilized to collect the qualitative data. The quantitative data obtained from the reading test were analyzed by using a t-test and a three-way ANOVA, whereas the qualitative data obtained from the observation sheets, note-taking, and interviews were analyzed by using thematic analysis. The findings from reading test revealed that 1) the relation among Reading instructions, Ability Grouping, and Self-Efficacy is significant 2) the relation between Reading instruction and Ability Grouping is significant, 3) the relation between Reading instruction and Self-Efficacy is significant, 4) the relation between Ability

Grouping and Self-Efficacy is not significant, 5) The difference on the impact of collaborative strategic reading instruction compared to questioning the author instruction on students' reading comprehension is significant, 6) The difference on the impact of homogeneous Ability grouping compared to heterogeneous ability grouping is significant, 7) The difference on the impact of high self-efficacy compared to low self-efficacy on students' reading comprehension is significant, 8) students showed various perceptions of the learning activities, 9) several aspects of collaboration occurred during students' group work in terms of Positive Interdependence, Individual Accountability, Equal Participation and Simultaneous Interaction. The results of this study are expected to give complete information on the effect of reading instructions, ability grouping, and self-efficacy on students' reading comprehension, especially at the university level. Finally, this study suggests that lecturers need to provide students with appropriate reading instruction and a form of ability grouping during the teaching and learning process. They also need to take students' psychological factors such as self-efficacy into consideration since this factor affects students' reading.

ABSTRAK

Lina Tri Astuty Beru Sembiring. 2019. "The Impact of *Collaborative Strategic Reading* and *Questioning the Author* on Students' Reading Comprehension with Different Ability Grouping and Self-Efficacy in Universitas Dehasen Bengkulu." *Dissertation*. Language Education Program. Pascasarjana Universitas Negeri Semarang. Promoter: Prof. Dr. Dwi Rukmini, M.Pd., Co-Promoter I: Prof. Dr. Januarius Mujiyanto, M. Hum., Co-Promoter II: Dr. Issy Yuliasri, M. Pd.

Keywords: collaborative strategic reading, questioning the author, ability grouping, self-efficacy, membaca pemahaman.

Dalam pembelajaran membaca teks bahasa Inggris, banyak siswa mengalami kesulitan dalam memahami isi bacaan. Hal serupa juga dialami oleh mahasiswa-mahasiswi yang berada di Universitas Dehasen Bengkulu. Untuk mengatasi hal ini, diperlukan adanya strategi membaca efektif yang dapat membantu siswa selama proses pembelajaran. Selain itu, dibutuhkan juga adanya lingkungan belajar positif yang dapat mendukung siswa menjadi pembelajar mandiri dan bertanggung jawab penuh terhadap hasil belajarnya. Perhatian juga diperlukan pada aspek psikologis siswa yaitu self-efficacy. Berdasarkan hal tersebut, penelitian ini bertujuan untuk: 1) menjelaskan hubungan antara penggunaan *Reading instruction*, bentuk *ability grouping*, dan tingkat *self-efficacy* dalam meningkatkan kemampuan pemahaman membaca siswa, 2) menjelaskan hubungan antara penggunaan *Reading instruction* dan bentuk *Ability Grouping* dalam meningkatkan kemampuan pemahaman membaca siswa, 3) menjelaskan hubungan antara penggunaan *Reading instruction* dan tingkat *self-efficacy* dalam meningkatkan kemampuan pemahaman membaca siswa, 4) menjelaskan hubungan antara bentuk *Ability Grouping* dan tingkat *self-efficacy* dalam meningkatkan kemampuan pemahaman membaca siswa, 5) menjelaskan perbandingan antara penggunaan *Collaborative Strategic Reading* dengan *Questioning the Author*, 6) menjelaskan perbandingan antara penggunaan bentuk *Ability Grouping* homogen dan heterogen, 7) menjelaskan perbandingan kemampuan siswa dengan tingkat *Self-efficacy* tinggi dan rendah terhadap kemampuan membaca pemahaman siswa, 8) mengetahui persepsi siswa terhadap penggunaan CSR and QtA dalam *ability grouping* yang berbeda, 9) menjelaskan bentuk kolaborasi siswa dalam penggunaan CSR dan QtA baik dalam kelompok belajar yang homogen maupun yang heterogen. Penelitian ini merupakan penelitian yang menggunakan metode gabungan dengan desain faktorial 2x2x2. Seratus dua puluh satu orang siswa dari Fakultas Ekonomi, Universitas Dehasen Bengkulu diambil sebagai sampel penelitian. Pada fase kuantitatif, peneliti menggunakan soal *Reading Comprehension* sebagai instrumen untuk mengetahui kemampuan pemahaman membaca siswa. Sedangkan untuk mengetahui tingkat

Self-Efficacy siswa, peneliti menggunakan kuesioner *Reading Self-efficacy* yang dikembangkan oleh Piercey (2013). Pada fase kualitatif, penulis menggunakan lembar observasi, catatan lapangan, dan wawancara. Hasil penelitian menunjukkan: 1. terdapat hubungan yang signifikan antara *Reading Instruction*, *Ability Grouping*, dan *Self-Efficacy* terhadap kemampuan pemahaman membaca siswa, 2. terdapat hubungan yang signifikan antara *Reading Instruction* dan *Ability Grouping* terhadap kemampuan pemahaman membaca siswa, 3. terdapat hubungan yang signifikan antara *Reading Instruction* dan *Self-Efficacy* terhadap kemampuan pemahaman membaca siswa, 4. tidak terdapat hubungan yang signifikan antara *Ability Grouping* dan *Self-Efficacy* terhadap kemampuan pemahaman membaca siswa, 5. *Collaborative Strategic Reading* memberikan pengaruh lebih besar terhadap kemampuan pemahaman membaca siswa dibandingkan dengan *Questioning the Author*, 6. *Heterogeneous Ability Grouping* memberikan pengaruh lebih besar terhadap kemampuan pemahaman membaca siswa dibandingkan dengan *Homogeneous Ability Grouping*, 7. tingkat *Self-Efficacy* tinggi memberikan pengaruh lebih besar terhadap kemampuan pemahaman membaca siswa dibandingkan dengan tingkat *self-efficacy* rendah, 8. siswa menunjukkan persepsi yang beragam terhadap penggunaan CSR dan QtA baik dalam kelompok belajar yang homogen maupun heterogen, 9. munculnya beberapa elemen penting dalam proses pembelajaran siswa dalam kelompok seperti *Positive Interdependence*, *Individual Accountability*, *Equal Participation*, dan *Simultaneous Interaction*. Berdasarkan hasil penelitian, diharapkan agar pengajar mampu menyiapkan strategi membaca serta menciptakan lingkungan belajar yang sesuai dengan kebutuhan siswa. Selain itu, pengajar juga diharapkan agar memberikan perhatian pada aspek psikologis siswa khususnya *self-efficacy* yang telah terbukti memberikan pengaruh pada hasil belajar siswa.

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CHAPTER I

INTRODUCTION

This chapter describes some aspects, including the background of the study, identification of the problem, the scope of the study, research questions, objectives of the study, significance of the study, definition of key terms, and also outline of the study.

1.1 Background of the study

In learning English, reading is an essential skill that must be mastered by EFL learners. As they need to interact with written academic text, a good comprehension skill will help them gain a good understanding of it. Kong, Powers, Starr, and Williams (2012) argued that there is a strong correlation between readers' comprehension skill and their academic achievement. A reader with an excellent comprehension skill will be able to interact and construct meaning from text and also find the information in it by using their prior knowledge (Pardo & Laura, 2004). With these abilities, it will be easier for students to acquire knowledge from the written texts, thus giving them a big chance to achieve success.

Indeed, many EFL learners find it difficult to read English texts. They need to struggle with vocabulary and grammar because they do not possess enough language background and knowledge in the target language. This process takes time and is very frustrating for the students. They can get demotivated to read, and later on, this situation can lead them to failure in Academic English classes. Another problem faces by students in comprehending a text is their low level of

reading strategy. Based on the study conducted by Dreyer and Nell (2003), it found that many undergraduate students have lack ability to choose an effective and efficient strategy for reading. This situation leads the students to become passive when facing a reading text. They also do not involve actively in class unless they are forced to engage in the learning process through activities or instruction. Setiyadi, Holliday, and Lewis (1999) also found that students who use ineffective strategies in learning English tended to be unsuccessful learners. They employed the strategies weakly during the teaching and learning process, which affected their learning results. Based on these problems, the lecturer needs to provide students with effective strategy instruction that enables the students to master reading. They also need to allow students to learn how to use the strategy while they are reading; therefore, the students can be an autonomous learner and a strategic reader who can independently apply the right strategy in reading an English text.

Nowadays, researchers have developed many studies regarding the exploration of effective reading instruction (Applebee, 2003; Goldman, 2012). However, those researchers admitted that only some of the instructions that have shown effectiveness. These instructions have completed some criteria that made them belongs to effective instructions. These criteria including; it teaches some difference instructional strategies completed with explanation on how to use those strategies based on the task, test, and the learning goals. It ensures students' engagement, and also gives opportunities for the students to make an ctive interaction with their peers and also teachers. Moreover, Applebee (2003) argued that practical instruction usually builds on prior knowledge and experiences, lets

students voice their understandings, and refines them through discussion with others. It also explicitly provides new insight and strategies that can be used by students to participate in the academic discussion. Based on those characteristics, Applebee (2003) and Goldman (2012) categorized these three approaches as promising ones; 1) Individual/ Multiple comprehension strategy-based instructions, 2) Content-based instruction, 3) Discussion-based instruction. Those approaches are considered effective in developing students' Reading Comprehension.

According to Pressley (1998), studies on strategy-based instruction have been intended to maintain the strategies on texts processing and to help the students to be aware of the vocabulary of texts together with its logical organization, clarification, and also questions. In its early emergence, strategy based-instruction is developed into a single strategy that is believed to enhance students' comprehension. However, even it has successfully increased students' reading comprehension, there were only limited maintenance overtime and a transfer to new and more difficult text. Based on those limitations, research then shifts its attention to develop a multiple strategy based-instruction. Through this approach, the concept of explicit strategy instruction, direct explanation, modeling, guided practice, and independent practice is maintained (Rosenshine & Meister, 1994; Pearson & Fielding, 1991). According to Ediger (2001) and Antoniou (2007), multiple reading instruction involving these concepts is recommended for having positive effects on second and foreign language readers' ability to comprehend text. The implementation of this strategy instruction makes

the learning processes more comfortable for students who do not have a language background and knowledge of the target language.

Moreover, the implementation of multiple-strategy instruction helps students to learn the material and also to adopt the strategy easily. As Oxford (1990) states that teacher's modeling of several reading strategies, explicit explanations, scaffolding, and self-regulated used on strategy instruction can help students enhance their reading comprehension. This explicit instruction model is believed to facilitate students in monitoring their learning and using a variety of strategies and skills so that they can be strategic readers.

A multiple-strategy instruction that is best known for its effectiveness is Collaborative Strategic Reading instruction (CSR). According to Klingner, Vaughn, Boardman (2007), CSR is a multiple reading strategy instruction that combines cooperative learning and reciprocal teaching. In this strategy instruction, the teacher has a considerable role in the teaching-learning process. He provides students with a model, gives sufficient examples for students, and also gives an overview to make sure all the students are mastering the strategy. The teacher then asks the students to form a collaborative learning group to demonstrate the implementation of the strategy in the classroom. Klingner, Vaughn, Boardman (2007) argue that there are two main objectives of CSR in the teaching and learning process. First, it is used to enhance students' comprehension and to increase their conceptual learning; thus students' participation in learning can be maximized. Second, it also developed to help struggling English language learners to become confident and competent readers. Four reading strategies are taught to students in this instruction, namely Preview (previewing and predicting),

Click and Clunk (monitoring to understanding and vocabulary knowledge), Get the gist (finding the main idea), and also Wrap-up (self-questioning and passage understanding).

Another teaching instruction that has increasingly become popular due to its effectiveness is Content-Based Instruction. Stoller (2004) argues that some characteristics have made this approach useful in language instruction. It is an approach that has the fundamental teaching of four language skills. Here, students' interest and engagement are stimulated and thus lead them to a higher comprehension ability and motivation to learn. Moreover, it also focuses on students' building meaning of the text by making an active relation. They identify specific information and relate it to their previous data and background knowledge (Graesser & Person, 1994). In this approach, students' comprehension is believed to improve through constructing the meaning of the text instead of focusing on using several specific strategies.

Several strategy instructions belong to content-based instruction. One of them who has been known for its effectiveness is *Questioning the Author* (QtA) instruction. Questioning the Author is considered as a reading instruction that focuses on the importance of students' active effort to build an understanding of the text ideas during reading (Beck & McKeown, 2002). In building an understanding of the texts, students need to pay their attention on the most crucial information on it and then connect it to other data. They can do this process through discussion with peers during the reading process. A teacher starts it by asking initial general queries to students to keep them focus on seeking and building a sense of author's idea, on helping them construct meaning from text

and also to get an in-depth response of them toward text. According to Beck & McKeown (2002), there are four main features in QtA, which make it an excellent and efficient teaching instruction. First, this strategy sees a text as a product created by imperfect authors. Second, it deals with the text through a careful examination of meaning. Third, it takes place in the context of reading as it initially occurs, and fourth, it encourages students' collaboration in the construction of meaning. With those main features, Questioning the Author is believed to enhance students' reading.

The last form of instruction is Discussion-Based instruction. This approach develops students' critical, analytic, and reflective thinking about text-embedded ideas (Wilkinson, Soter & Murphy, 2010). This approach centered on exploring ideas and developing an understanding of the text through discussion (Shen, 2013). A meta-analysis study conducted on some of its instructional methods found that this approach has successfully increased students' talk and students' literal and inferential comprehension (Murphy., Wilkinson., Soter., Hennessey., & Alexander (2009). It also involves students in articulating actual meaning and enhancing basic understanding of the meaning of text and inferences. However, the study was limited because it was established on a smaller scale of non-experimental interventions due to difficulties in developing a good classroom discussion on a larger scale. Indeed, for some instructions that had been evaluated, it was also not possible to look for its effects on content knowledge. Based on its characteristics, discussion based-approach has been widely used as a critical feature for teaching literature in English language art classes.

The previous explanation has described that all the approaches involved

collaborative work between students and peers. This collaborative work is intended to enhance students' meaning-making of text which embodies through a small group discussion. As a part of cooperative learning, group discussion is believed to enhance students' language learning, including their reading comprehension ability. Henning (2008) argues that students who are engaged in meaningful discussions tend to perform a better comprehension of a text. The discussion process during group work has stimulated students' high-order thinking. It lets them to see and analyze many other perspectives that come from their peers (Anderson & Krathwol, 2001). Likewise, Langer (1995) states that conducting a meaningful classroom discussion is really crucial to develop students' understanding of a text. In discussion, students are allowed to mix their understandings and questions to previous knowledge and experiences. Moreover, group discussion as a tool for questioning and sharing ideas and knowledge is believed to increase students' intrinsic motivation and self-efficacy (Pressley & Hariss, 2006).

According to Alvermann in Fan (2010), there are three critical features of peer discussion. They are including 1) learners can receive different ideas and are ready to modify their perspectives, 2) Students in group discussion are allowed to interact with each other, 3) the length of verbal relation is long enough to exchange information. Moreover, Wolf, Crosson, and Resnick (2012) argue that the characteristic feature of peer discussion is that students and their peers engaged in meaningful dialogue where they take the responsibilities for learning the task. *Collaborative Strategic Reading* (CSR), as a multiple strategy instruction, involved learners in a small group discussion to co-construct meaning

and modified thoughts (Vaughn et al., 2011). In this collaborative work, learners internalize and challenge their strategic cognitive knowledge through small group discussions. Meanwhile, a collaborative discussion in Questioning the Author is promoted to encourage students' active response to a text. Students and peers work collaboratively to take ideas and build the meaning of text (Beck et al., 2002). Students find an alternative answer by discussing their ideas in a small group discussion. The ideas then challenged or refined by the group members during discussion.

Indeed, in implementing collaborative work among students in CSR and QTA classes, teachers need to pay attention to the way they arrange students in the classroom. The way teachers grouping the students will affect the learning process in the discussion. According to Gu (2003), many aspects should be considered by the lecturer before they started to group the students. They need to pay attention to students' language proficiency, interest, attitudes, gender, and personality to build a productive discussion among students. Nowadays, the kind of grouping that takes much attention from researchers in the decision to group students based on their ability (Thomas & Feng, 2014). Here, the students are formed based on their ability and achievement in a particular subject or based on their working relationship. It then allows a teacher to work together with students, supports collaborative work between students, and also reduces the chance of students being labeled (Ireson & Hallam, 2001). There are two categories in this ability group, a homogeneous and a heterogeneous ability grouping. Students' demonstrated performance, levels of prior knowledge, or the teacher's initial assessment of the students' level of readiness have determined each category.

(Ireson & Hallam, 2001; Tieso, 2005).

Nevertheless, there is another factor that affects students' reading called the personality factor. This factor is including students' motivation, attitudes, and self-efficacy. Many researchers found that personality factor plays a crucial role in students learning. Self-efficacy, as a part of the personality factor, is known as a critical process that has a big influence on students' learning and achievement. It is a psychological factor that belongs to a specific kind of activity or situation. It can also be affected by a more general kinds of attitude (Bandura, 1997). It is very challenging to observe students' self- efficacy beliefs, especially for reading comprehension, to find out how this aspect affects students' achievement. Researchers have developed research on self-efficacy by using some measurements such as Motivation for Reading Questionnaire (MRQ), Motivated Strategies for Learning Questionnaire (MSLQ), Program for International Students' Assessment (PISA), and Self-Regulated Learning Questionnaire (SRLQ).

Universitas Dehasen Bengkulu, as the best private university in Bengkulu province based on Unirank and webometrics version, commits to provide its students with high- quality education. To carry out this commitment, Unived offers students with programs that develop students' academic and social skill including their skill in English. The students must take a TOEFL test and follow an English class during their study. They take the TOEFL test to measure their level of proficiency in English and to help the students become familiar with the test. All of the students must take the test at two different times; in the first year of their enrollment in the university and before they completed their *skripsi*. Based

on the data of first-year students' TOEFL scores in the 2015/2016 Academic Year, the writer found that there were 54.7% of students got scores under 349 (UPT. Bahasa Inggris UNIVED, 2015). The results have indicated that most of the students struggled with the test. They got difficulties almost in all sections of the test; Reading Comprehension, Structure, and Listening Comprehension. In the Reading Comprehension section of the test, the number of correct answers done by students was moderate. Most of them can answer 30 questions out of 50 with 60% of correct answers. These scores showed that the students need more exposure to read so that they can perform better in gaining knowledge and information written in English. A lack of ability in reading brings them difficulties in comprehending the text and also takes them to the failure in completing the test. The students' TOEFL scores from all the faculties in Universitas Dehasen Bengkulu in 2015/2016 academic years can be seen in table 1.1

Table 1.1 Students Scores on TOEFL Test

| No | Faculties | < 349 | 350-399 | 400-449 | Total |
|----------------|--------------------------|---------------|---------------|--------------|-------------|
| 1 | Computer Science | 167 | 109 | 18 | 294 |
| 2 | Economics | 69 | 55 | 8 | 132 |
| 3 | Agricultural Engineering | 9 | 5 | 1 | 15 |
| 4 | Engineering | 2 | 5 | 0 | 7 |
| 5 | Social Science | 6 | 8 | 0 | 14 |
| Total | | 253 | 182 | 27 | 462 |
| Percentage (%) | | 54.76% | 39.39% | 5.84% | 100% |

Similarly, making English a compulsory subject for students is another program arranged to improve students' ability in English. All students in

Universitas Dehasen Bengkulu must take English I and English II as prerequisite subjects during their study. These subjects focus on developing students' reading comprehension ability since reading is considered as the skill that must be mastered by students at the university level. In English I, students are required to comprehend an expository text with a general theme. While in English II, students were asked to comprehend English text with a more specific topic related to their field of study.

Moreover, to get more information on the teaching and learning process in the classroom, the writer conducted an observation during students' learning in English class. She also interviewed some students and investigated the lesson plan made by the lecturer. Based on the result of the interview, the writer found that most of the students admitted that they got difficulties in comprehending the reading text. They said that reading became difficult because they did not know the meaning of most of the vocabulary in the text. They also mentioned that they did not use any specific strategy during reading because they do not know what kind of strategy to use and how to implement it. Students' incapability to comprehend the text and to use the appropriate strategy made them felt bored and frustrated during the learning process.

Moreover, the students also reported that sometimes the lecturer only gave them a text and asked them to answer the questions. There was no detail description from the lecturer on how to answer the question effectively and also what kind of strategy that can be used by the students. The students also argued that when the time was up, the lecturer seldom gave any feedback on their works.

In addition, based on the observation and the study on the lesson plan, the writer found that most of the time, the lecturer played a role as the center of the teaching and learning process. She became the one who explained everything to the students. In each meeting, she gave the reading material to students, asked them to answer the questions, and sometimes discussed the work at the end of the meeting. Since there were many students in the classroom, this kind of teaching and learning method seemed ineffective. The writer found that many students did not pay attention during the learning process. They looked bored and did so many off-task activities, such as playing with their cell phones or having a casual chat with their friends. Some of them even just copying their friend's work during the learning process.

Based on the explanation above, it is crucial to provide the classroom with effective reading instruction that can help both lecturers and students during the teaching and learning process. It is also essential to create a positive learning environment for the students; thus, they can be independent learners who are responsible for their learning. The writer then researched that modeling *Collaborative Strategic Reading* and *Questioning the Author* in two categories of within-class ability grouping; a homogeneous and a heterogeneous grouping, and also in two levels of students' self-efficacy belief; High and low. The purposes are to investigate the effectiveness of these two reading instructions in enhancing students' reading comprehension and also to find out how two categories of within-class ability grouping and two levels of students' self-efficacy beliefs benefit the students in the implementation process of CSR and QtA. Moreover, the writer also investigated students' perceptions toward the implementation of

CSR and QtA in homogeneous and heterogeneous Ability Grouping and students' collaboration during group discussion viewed from four elements of collaboration proposed by Kagan (2009) and Johnson & Johnson (1999), conveying positive interdependence, individual accountability, equal participation, and simultaneous interaction. Based on the writer's review of related literature, no research has compared the implementation of both instructions. Besides, no research has combined the use of Collaborative Strategic Reading and Questioning the Author with the form of students' ability grouping, and also with students' psychological factors such as self-efficacy. Finally, no research investigated students' collaboration during the implementation of both CSR and QtA in different ability grouping viewed from the elements of collaboration.

Based on the explanation above, an investigation was needed to bridge the gap and to enrich the knowledge on the effectiveness of reading instruction, ability grouping, and self-efficacy on students' reading comprehension. The writer then conducted a study entitled *The impact of Collaborative Strategic Reading and Questioning the Author in improving students' Reading Comprehension in different ability Grouping and self-efficacy in Universitas Dehasen Bengkulu* to get in-depth information about the phenomenon.

1.2 Identification of the Problem

This study was conducted to answer some problems related to the needs of the lecturer and students in Universitas Dehasen Bengkulu to find effective reading instruction and also to create a positive learning environment for improving students' reading comprehension. Moreover, this study also aimed to support the

crucial roles of personality factors such as self-efficacy on affecting students' learning.

In reading an English text, students in Universitas Dehasen Bengkulu get difficulties in applying the appropriate strategies to solve some problems in reading, such as getting the main idea, making inferences, finding details, and also dealing with vocabulary. In fact, there are many kinds of reading strategies that are claimed to be effective in improving students reading. Among those strategies, multiple strategy-based instruction and content-based instruction are considered useful in helping students become independent learners and strategic readers. In strategy-based instructions like Collaborative Strategic Reading, students are offered a set of strategies that can help them become more aware of the text. It is the most common strategy that is used to aid students in reading.

On the contrary, there is a content-based instruction or questioning strategy, such as Questioning the Author instruction that trained the students with some effective questions to improve students' responses to the text. There was no specific strategy on it. The writer then intends to find out the impact of CSR and QtA on students' reading comprehension in Universitas Dehasen Bengkulu. She also compares these two instructions to know which instruction is more effective in improving students' reading comprehension ability.

Moreover, scholars have found that grouping students based on their ability can enhance students' learning. By working with their peers, students can give and receive feedback that can help them in the learning process. Two forms of ability grouping; a homogeneous and heterogeneous ability grouping are employed in this study. The writer used these kinds of grouping to create a

positive learning environment for students in the classroom. She also compared the effect of homogeneous ability grouping and heterogeneous ability grouping on students' reading comprehension to know which one gives the most benefit on students' learning. Besides, the writer also paid attention to students' psychological condition called self-efficacy. It is another crucial aspect that is shaping students' behavior during learning.

Investigating the impact of reading instruction, Ability grouping, and self-efficacy on students' reading comprehension in Universitas Dehasen Bengkulu hopefully would be significant for the development of EFL course and reading course in Indonesia.

1.3 Statement of the Problems

This mixed-method study attempted to respond to the following studies:

1. How significant is the relation among Reading Instruction, Ability-Grouping, and Self-efficacy on students' Reading Comprehension?
2. How significant is the relation between Reading instruction and Ability-Grouping on students' Reading Comprehension?
3. How significant is the relation between Reading instruction and Self-efficacy on students' Reading Comprehension?
4. How significant is the relation between Ability grouping and self-efficacy on students' Reading Comprehension?
5. How significant is the difference between the impact of Collaborative Strategic Reading compared to Questioning the Author Instruction on students' Reading Comprehension?

6. How significant is the difference between the impact of Homogeneous Ability-Grouping compared to Heterogeneous Ability Grouping on students' Reading Comprehension?
7. How significant is the difference between the impact of students' High Self-Efficacy compared to low Self-Efficacy on students' Reading Comprehension?
8. How is Students' perception toward the implementation of CSR and QtA instructions in different ability grouping?
9. How is students' collaboration during the implementation of CSR and QtA in different Ability grouping viewed from the element of collaboration, including; 1. Positive Interdependence, 2. Individual Accountability, 3. Equal Participation, 4. Simultaneous Interaction

1.4 Objectives of the study

The objectives of this study are explained as follows.

1. To analyze the relation among reading instruction, ability grouping, and self-efficacy to find out whether the effects of Reading Instruction on Students' Reading Comprehension depend on the form of students' ability grouping and the level of students' self-efficacy.
2. To analyze the relation between Reading instruction and Ability grouping to find out whether the effects of Reading Instruction on Students' Reading Comprehension depend on the form of students' ability grouping
3. To analyze the relation between Reading instruction and self-efficacy to

find out whether the effects of Reading Instruction on Students' Reading Comprehension depend on the level of students' self-efficacy

4. To analyze the relation between Ability Grouping and self-efficacy to find out whether the effects of Ability Grouping on Students' Reading Comprehension depend on the level of students self-efficacy
5. To analyze the difference between the impact of *Collaborative Strategic Reading* instruction as compared to *Questioning the Author* instruction to evaluate their effects on improving students' Reading Comprehension
6. To analyze the difference between impact of homogeneous ability grouping as compared to heterogeneous ability grouping to investigate their effects on improving students' Reading Comprehension
7. To analyze the difference between the impact of students' high self-efficacy beliefs as compared to students with low reading self-efficacy beliefs to find out their effects on students' Reading Comprehension
8. To explain students' perception toward the implementation of CSR and QtA instructions in homogeneous and heterogeneous Ability grouping
9. To explain students' collaboration during the implementation of CSR and QtA in homogeneous and heterogeneous Ability Grouping viewed from four elements of collaboration.

1.5 Significance of the Study

Based on these facts, some significances can be drawn from this study:

Theoretically, this study can enrich the existing theories on the implementation of Collaborative Strategic Reading, Questioning the Author, Ability Grouping, and

self-efficacy on improving students' reading comprehension. Researchers have proposed theories about the kind of instruction that best-facilitated students' reading comprehension. They mentioned that strategy-based instruction and content-based instruction are effective for improving students' reading. Likewise, related to ability grouping, experts have shown that ability grouping benefits students' learning since it facilitated students' group work. Through grouping, students can give and receive feedback from their peers. Moreover, this study also included a psychological factor called self-efficacy which has been admitted to influence students' achievement. This study is expected to provide complete information on the effects given by the implementation of CSR, QtA, and also ability grouping when they are implemented on students with high and low self-efficacy in Universitas Dehasen Bengkulu.

Pedagogically, the information that is given in this study was expected to provide new insight for lecturers in choosing the most appropriate teaching instruction and also creating a positive learning environment during the teaching and learning process. By knowing the effects of reading instruction, ability grouping, and self-efficacy on students' reading comprehension and the relation among them, a lecturer can make use of the finding of the study to improve their performance in teaching reading. Moreover, they can also use it to enhance students' ability in mastering English reading.

1.6 Scope of the Study

This study limited its scope to General English Classes of Economics Faculty at Universitas Dehasen Bengkulu in the 2016/ 2017 academic year. It took four

classes as the subject of the study; two classes were taught with *Collaborative Strategic Reading* instruction while the others with *Questioning the Author* instruction. Each class was labeled as a homogeneous and heterogeneous class that consisted of students with high and low self-efficacy beliefs. This study then investigated the effects of CSR, QtA, ability grouping and also self-efficacy on students' reading comprehension. It also explained students' perception of the implementation of both reading instructions and the collaboration among students during group work viewed from four elements of collaboration proposed by Kagan (2009) and Johnson and Johnson (1999), namely; Positive interdependence, Individual Accountability, Equal Participation, and Simultaneous Relation.

1.7 Definition of the Key Terms

In order to get a better understanding of the study, the writer formulated the operational definition of the key terms as follows.

Collaborative Strategic Reading Instruction

Collaborative Strategic Reading (CSR) is a multiple reading instruction that combines reciprocal teaching and cooperative learning (Klingner, Vaughn, Boardman, 2007). This reading instruction has been developed to enhance student's reading comprehension and to help English language learners and students become more confident and independent of interacting with informational text. There are four specific strategies that students learn as a part of CSR, including Preview, Click and Clunk, Get the gist and Wrap up.

Questioning the Author Instruction

Questioning the Author (QTA) is a reading instruction that focuses on the importance of students' active efforts to build an understanding of text ideas during reading (Beck & McKeown, 2002). There are three sources that students used to develop their comprehension; text, queries, and discussion.

Ability Grouping

Ability grouping is the type of students' grouping that places students into a classroom or a small group for instruction by an initial assessment of their levels of readiness or ability (Slavin, 1987; Ireson & Hallam, 2001). In this study, students were grouped based on the result of their Reading Comprehension test that was conducted before the teaching and learning process.

-) **Homogeneous ability grouping:** It is a kind of grouping that puts students who had similar levels of test scores into a small group for instruction.
-) **Heterogeneous ability grouping:** It is a kind of grouping that puts students who had different levels of test scores into a small group for instruction.

Self Efficacy

Self-efficacy is defined as "a belief in one's capabilities to organize and execute courses of action required to produce given attainments" (Bandura, 1997, p. 3). It is a primary component of someone's motivation, which affects people's learning behavior, such as effort and persistence, achievement, and also the environment. In this study, students' self-efficacy is divided into two-level, high, and low self-

efficacy. Each level is categorized based on students' answers on Reading self-efficacy Questionnaire developed by Piercey (2013).

Perception

Students' interpretation about information that comes from their environment during the teaching and learning process in the classroom.

1.8 Outline of the Dissertation

This dissertation consists of five chapters including the introduction of the study in chapter one, literature review in chapter two, research methodology in chapter three, findings and discussion in chapter four, and also the conclusion, implication, and suggestion in chapter five. In chapter one, where the introduction of the study was explained, the writer describes some reasons that became the topic of her research. They are including the difficulties faced by students in comprehending reading text, the effectiveness of comprehension instructions for improving students' reading, the benefits of using ability grouping for students' learning, and also the important role of self-efficacy in affecting students learning. Based on those reasons, the writer then formulated nine research questions for the study. These are about the impact of reading instructions, Ability grouping, and self-efficacy on students reading comprehension, the relation among those variables, students' collaboration during the learning process, and students' perception toward the learning process. In this study, the writer also put the significance of her study in the development of theoretical and pedagogical uses.

She also explains the definition of key terms and the outline of her report to give clear information for the readers.

In chapter two, the writer makes a review of some previous studies, some related literature, and some theoretical framework. Based on the review of the previous studies, the writer provides the novelty of this study. She presents new information on the kind of instructions, the form of grouping, and psychological factors that best-affecting students' reading comprehension. She compared those variables and also found out the relation among them by using a research design that has not been used by other researchers. Further, the writer provides information on students' collaboration during the learning process viewed from four elements of collaboration to strengthen her findings. At the end of chapter II, the writer shows the framework of the study, and also the hypotheses of the study. The theoretical framework is presented to show the phenomena dealt with this study whereas the null hypotheses are developed for statistical analysis.

Chapter three in this study presents the research methodology that includes the research design, research population, and sample, technique of data collection, data analysis, the role of researcher, credibility, and trustworthiness. First, the writer explains the design of the study. She uses a mixed-method research design where she can collect both quantitative and qualitative data. Second, the population of this study was 149 students from Economic Faculty Universitas Dehasen Bengkulu. The writer took 121 of them as the sample of the study. Third, in this study, the writer used a reading comprehension test, reading self-efficacy questionnaire, observation sheet, and interview to collect the data on students' reading comprehension ability, students' self-efficacy beliefs, students' perception

and collaboration during the learning process. Fourth, in analyzing the research data, the writer used two techniques of data analysis. She used a statistical analysis for analyzing the quantitative data. While for the qualitative data, she used thematic analysis for analyzing the transcription. Fifth, in this study, the writer took dual roles as a lecturer trainer and data collector. As a lecturer trainer, she asked two lecturers to help her teaching the treatment classes. While as the data collector, she administered the reading self-efficacy questionnaire and reading comprehension test for the students. She also conducted observations and interviews to collect qualitative data for the study. Sixth, the writer used member checking, triangulation, detailed transcription, and coding to get the credibility and trustworthiness of the study. Chapter four in this study discussed findings and discussion. In this chapter, the writer provides the result of the data analysis, which showed the impact of reading instruction, ability grouping, and self-efficacy on students' reading comprehension. She also explained the comparison and relation among those variables and then related it to the literature. Finally, the writer presented students' perceptions and collaboration toward the learning process.

In chapter five, the writer presents the conclusion, implication, and suggestion. She mentioned in conclusion about the final result of the study and also the relation among all of the variables. She then mentioned the implication of the study in terms of theoretical, and pedagogical for giving complete information for readers. Finally, the writer wrote suggestions for lecturers, university, and also for future research.

The writer has discussed the background of the study, identification of problems, statement of problems, objectives of the study, significance of the study, the scope of the study, definition of key terms, and also outline of the study in this chapter. It is hoped that this chapter gives clear information for readers about the circumstances which suggest the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section focuses on the reviews of literature as the source of the research study conducted by the writer. It consists of review of previous studies, review of theoretical studies, theoretical framework, and hypotheses.

2.1 Review of Previous Studies

In this section, the writer reviewed some research related to the implementation of Collaborative Strategic Reading instruction and Questioning the Author instruction. Moreover, the writer also described some studies that focused on the use of ability grouping in the classroom and the effect of self-efficacy on students' reading comprehension. Lastly, the writer also explained about several studies that examined students' collaboration during group work.

2.1.1 Studies on Collaborative Strategic Reading

Researchers have conducted numerous studies for investigating the effectiveness of *Collaborative Strategic Reading*. They explored the strategy quantitatively and qualitatively from many aspects to find out its effects on learners' reading comprehension, vocabulary acquisition, and motivation. In this study, the writer examines research related to the impact of Collaborative Strategic Reading on Students Reading (e.g., Rozak, Ngadiso & Asib, 2012; Nosratinia, Mirzakhani & Zaker, 2013; Karburaga & Kaya, 2013; Fan, 2009; McCown, 2013; Al Roomy, 2013; Beckers, 2006; Ziyaemehr, 2012; Khonamary

& Karimabadi, 2015; Rosari & Mujiyanto, 2016; Karimabadi, Khonamri & Mahdavi, 2015).

Rozak, Ngadiso and Asib (2012) have examined the effectiveness of Collaborative Strategic Reading for teaching content area reading through a study entitled “The Effectiveness of Collaborative Strategic Reading (CSR) to Teach Content Area Reading Comprehension Viewed From Students’ Intelligence.” They conducted the study to find out the effectiveness of CSR compared to standard lecturing in teaching content area reading comprehension. Moreover, they also tried to find out student's ability in reading viewed from their linguistic intelligence. Lastly, they also wanted to find out the interaction between teaching strategies and students’ intelligence in teaching reading. This experimental research used Factorial design to find out the relationships between those variables. The finding of this study showed that Collaborative Strategic Reading (CSR) was effective in improving students’ content-area reading comprehension compared to the lecturing strategy. In the correlation with the level of intelligence, it found that there was an interaction between teaching strategies and students’ intelligence. Students who have high intelligence tend to have better content area reading comprehension than those who have low ones. The findings showed that CSR is an effective strategy for enhancing students’ content area reading comprehension. Moreover, CSR has been found successful in making the students encouraged and motivated in learning.

Another study on CSR was conducted by Nosratinia, Mirzakhani, and Zaker (2013). Before doing the research, they found that most students got difficulties to read effectively, especially for second or foreign language text. Moreover, most of

the students also did not get enough exposure to any strategy instruction. The lecturer or teacher seldom taught them how to use an effective strategy to improve their reading comprehension. It is then crucial for the students to change their view of reading into a concept-driven, top-down approach, which has been considered to have a strong influence on students' reading. Based on these facts, the writers are curious to find out whether teaching an explicit strategy instruction such as the Collaborative Strategic Reading Approach (CSR) can have any statistically significant impact on EFL learners' reading comprehension. The results showed that there is a significant impact of CSR on students' reading comprehension. Moreover, there was also an increase in learners' performance in reading comprehension based on the result of an independent t-test. It can also be inferred from the findings that CSR instruction has a positive impact on EFL learners' autonomy.

Karabuga and Kaya (2013) also conducted another study on the effectiveness of Collaborative Strategic Reading instruction. They intended to find out the effect of Collaborative Strategic Reading on adult EFL learners' Reading Comprehension and Reading related problems by using a descriptive, experimental research design. They took a prep-class of adult EFL learners as the sample of the study. The result showed that most adults EFL learners believed that CSR is effective in improving their Reading Comprehension. They admitted that CSR could overcome their problems related to vocabulary and affective factors such as feeling incompetent and uncomfortable. Most of the students also liked the idea of collaboration and group discussion in CSR because the activities in it made the process of comprehension becomes more accessible and more

comfortable for them. Finally, the study concluded that CSR is effective in helping the students increasing their vocabulary mastery during their reading process in EFL classes. Besides, based on the observation it also encouraged the students to learnt from their peers and supported each other learning during the group work. It also facilitates learning autonomy among students since they were not depending too much on the teacher during the learning process.

Students' collaboration during the implementation of Collaborative Strategic Reading is an important aspect that got much attention from the researcher. One of them is Fan (2009), who conducted a study on the impact of Collaborative Strategic Reading (CSR) on Taiwanese university students' reading comprehension. In this study, he explores the process of students' collaboration for text comprehension and examines their perspectives of the CSR intervention by using a mixed-method research design. He also uses a pre- and post-tests reading measure, a questionnaire survey, field notes, recordings of group discussions, and group interviews to obtain the data. The result showed some positive findings; first, the students had made a significant improvement in their Reading Comprehension skill after 14 weeks of treatment, especially on their ability to get the main idea and to find the supporting details. Second, the students held a positive view of the implementation of CSR by saying that this strategy had a positive impact on their English learning. However, they also revealed that several problems occurred during the process of learning, such as unfamiliar vocabulary, complicated syntactic structures, and the absence of some members.

Another study on Collaborative Strategic reading was conducted by McCown (2013). She was interested in examining the effectiveness of CSR on

informational text comprehension and metacognitive awareness. The sample of the study was a heterogeneous group of fifth-grade students, including regular education students and students with learning disabilities who were asked to join this quasi-experimental research. The QRI-5 and Georgia's CRCT were used as instruments for measuring students' ability in Reading, while the MARSII was used to measure students' metacognitive awareness. The findings showed a difference in QRI-5 expository reading comprehension scores between fifth-grade students who receive CSR instruction compared to students who do not receive CSR instruction. There was also no significant difference between reading comprehension scores on CRCT total reading comprehension and CRCT reading domain among fifth-grade students who receive CSR instruction compared to students who do not receive CSR for the last question about students' metacognitive awareness, it was found that the MARSII MANOVA did not show any statistical difference between the experimental and control groups on any of the three MARSII subscales.

Many different methods have been used to find out the effectiveness of Collaborative Strategic Reading on students' Reading Comprehension. In 2013, Al-Roomy conducted a study on CSR by using action research entitled "An Action Research Study of Collaborative Strategic Reading in English with Saudi Medical Students." In this study he is interested in finding the effectiveness of CSR to increase the reading ability of the first-year students at the Riyadh College of Medicine. He conducted an action research and implemented three different stages in a cycle to see the change during the learning process. He also took thirty first-year medical students of Riyadh College of Medicine as the sample of the

study. There were 15 students taken from a remedial English course, and the other 15 students were come from the pre-professional program. In order to collect the data, he used some instruments including a post-intervention test, questionnaires, semi-structured interviews, and also an audio-visual recording of student group sessions. He also utilized an action research cycle- with the two interventions. The results of the study showed that both the qualitative and quantitative findings reveals the positive impact of CSR on students' reading. It helps the students to improve their reading comprehension in, during, and after phases in the study.

Beckers (2006) has conducted a study on Collaborative Strategic Reading with the title "the effects of a multistrategy reading comprehension intervention on the reading skills of university athletes with reading deficits." This study examined the effectiveness of Collaborative Strategic Reading Instruction on academically underprepared college students' Reading. It took Sixteen college students as the sample of the study who were divided into eight experimental and eight control groups. It also used some instruments, such as a pretest-posttest reading comprehension that adopted from a standardized test (*Gates-MacGinitie Reading*) and an informal reading inventory test (*Qualitative Reading Inventory-4*). The finding showed that Collaborative strategic reading was significant to enhance students' reading skills for the QRI-4 test result. But for the GMRT test, it was found that there was no enhancement of the students' posttest results.

Ziyaeemehr (2012) conducted research entitled "The efficacy of Collaborative Strategic Reading on the Reading Comprehension of ESP learners" to improve ESP learners Reading Comprehension. She took forty students majoring in electronics of the Islamic Azad University of Mahshahr as the

participants. She then divided the students into two groups; an experiment and a control group and gave them different instructions. The experimental group was taught by using CSR during the learning process while the control group got the Translation method as the learning instruction. In this study, the researcher administered a pre and post-test to the students in order to find out the impact of the implementation of CSR on students' reading. The pre-post reading comprehension test consists of 5 reading comprehension passages with 25 multiple-choice questions. The result of the study showed that there was a huge differences between the scores of the students in the experimental and control groups with $(t(38)=3.390 ; p<.05)$. This result indicated that difference between students' scores in experimental and the control group was significant. It can also be inferred from the result that Collaborative Strategic Reading is crucial in improving ESP learners' Reading Comprehension.

Another study that examines about CSR and its effects was conducted by Khonamary and Karimabadi (2015) entitled "Collaborative Strategic Reading and Critical Reading Ability of Intermediate Iranian Learners." This study aimed to investigate the effect of Collaborative Strategic Reading in improving Intermediate level students' critical reading ability. In this study, the researchers took forty English language literature students at Mazandaran University as the sample of the study. They divided the students into two groups which received different instruction. In the experimental group, the students was taught by using CSR instruction, while in the control group the students got traditional teaching method as the instruction. The researchers used a pre and post-test of the reading comprehension test, a questionnaire and an interview question for the instruments

of the study. They used those instruments to find out students' achievement and attitude toward the instruction. The findings showed that CSR is more effective in improving students' critical reading ability compared to students' in the traditional class. Moreover, the result of the questionnaire and interview showed that students' had a positive attitude toward the implementation of Collaborative Strategic Reading.

Study on Collaborative Strategic Reading was also conducted by Rosari and Mujiyanto (2016) with the title “ The Effectiveness of Know-Want-Learned and Collaborative Strategic Reading Strategies to Teach Reading Comprehension to Students with Positive and Negative Attitudes.” This study intended to examine the effectiveness of Know-Want-Learned compared to Collaborative Strategic Reading strategies on students' Reading Comprehension with positive and negative attitudes. The sample of the study was eleventh-grade students in SMAN 2 Mranggen, Demak, who were asked to fill a closed-ended questionnaire and to take a Reading Comprehension test. Moreover, to get more in-depth information on students' activities, the writers used an observation checklist and also interview questions. The findings showed three main results related to the implementation of Collaborative Strategic Reading. First, it found that students with positive attitudes mostly benefit from Collaborative Strategic Reading instruction. Second, for students with negative attitudes CSR was also more effective compared to KWL instruction, and third, the result showed that there was no significant interaction between the strategies and attitudes on students' Reading Comprehension. In short, it can be inferred from the study that KWL and CSR

were effective in improving students' reading comprehension with positive and negative attitudes.

A Study on the relationship between CSR instruction and students' attitudes was also conducted by Karimabadi, Khonamri, and Mahdavi (2015). They had investigated The Iranian students' attitude toward Using Collaborative Strategic Reading in their Reading Course. Thirty-four students majoring in English literature at the University of Mazandaran were taken as the sample of the study and were taught by using Collaborative Strategic Reading in 10 sessions of the meeting. They were also asked to fill a Questionnaire and took a semi-structured interview after the study. The result showed that students had a positive attitude and perception toward the implementation of CSR. They argued that the learning process in CSR had stimulated their active participation in learning.

Based on the results of the research above, it has been known that collaborative strategic reading was beneficial in improving students' reading comprehension. This instruction has increased students' ability to comprehend a reading text. It also helps students to overcome their problems related to unfamiliar vocabulary, main idea, and supporting details. Moreover, students also held a positive view of the implementation of CSR. They admitted that using CSR instruction made the process of learning became more comfortable. They can work together with their teammates and support each other learning. Unfortunately, many things have not been addressed in previous research. First, related to the duration of the implementation of the research. Most of them only conducted in a short time fewer than three months except for the study conducted by Fan (2009). It has been considered that the length of time is crucial because it

affects the ability of students to internalize the skills. Second, no study compared the effectiveness of CSR with other approaches. Based on the reviewed, most of the previous research only found out the effectiveness of CSR without comparing it with other effective instruction. By examining this instruction with others, the result can show complete information on the strength and weaknesses of the strategy. Third, all the previous research has been conducted in heterogeneous ability students. Thus, further research is needed to find out the impact of CSR on homogeneous ability grouping. Moreover, comparing both ability grouping can also give more information for the reader on the form of students' grouping that best facilitates the implementation of CSR.

2.1.2 Studies on Questioning the Author (QtA) Instruction

Researcher has conducted studies to examine the effectiveness of Questioning the Author instruction on students' reading (Beck & McKeown., 2002.; Beck, McKeown, Sandora, Kucan., & Worthy, 2010; Baleghizadeh, 2011; Bernadowski, 2006; Ziyameher, 2012). They found that Questioning the Author is an effective strategy to improve students' reading Comprehension.

The first study in QtA was conducted by Beck, McKeown, Sandora, Kucan, and Worthy in 1996. They researched the development and implementation of Questioning the Author as a teaching instruction in fourth-grade students of reading classes through a study entitled "A year-long classroom implementation to engage students with text author(s)." In this study, the researcher described the students' interaction with the text. Moreover, they also explained the students' meaning-making of the content of the text. They used

several instruments including videotaped, classroom observation and interview to collect the data. The result of the study showed that QtA had successfully increased the quality of the teacher's talk. During the learning process, the teacher had delivered questions; thus, students can learn how to construct and extend the meaning of text through discussion. The study also found that there was a change in students and teacher talk during the implementation of QTA. Teacher talks were decreased in terms of quantity, while Student-initiated questions are increased in the number and complexity. Finally, there was also a piece of evidence found on the development of students' collaboration during the learning process.

Beck and McKeown (2002) had made a theoretical review on Questioning the Author strategy through an article entitled " Questioning the Author: Making Sense of Social Study," In this study, they tried to describe the use of QTA in the field of social study as a content area where the reader can easily be distracted by facts. Questioning the Author instruction has successfully improved students' Reading Comprehension through several steps such as building understanding, planning for understanding, focusing on understanding, and also expanding knowledge. In building understanding, QTA teaches students to catch the ideas of text while they are reading. It asks students to get involved in the text by making sense of the ideas. In planning for understanding, teachers need to provide their students with a framework by establishing goals for understanding. This framework guides the teacher to decide the position in where they must stop in the course of reading, what to ask, how to follow up students' initial response, and which responses to emphasize. Lastly, in focusing and expanding understanding,

teachers give direction on what they want students to learn from text and what might interfere with that understanding. They also need to consider students' background knowledge and the associations students make while reading. In QTA, students' activity in building meaning can help them become good readers.

In another study, Baleghizadeh (2011) conducted research using Questioning the Author to enhance students' reading comprehension through research entitled "The impact of students' training in Questioning the Author technique on EFL Reading Comprehension." The participants of the study were ninety-eight adult students from three experimental groups and one control group. The first experiment group is given a reading text and is asked to answer multiple-choice comprehension questions. The second and third groups are asked to read the same text and then solve the same problems. The differences were that the second group had been taught by using QTA technique while the last group or the control group in this experiment got the same text but with simplifications on its content. The result showed that participants in experiment groups outperformed those from the control group. Students in the experiment group who have been trained by using QTA outperformed students in the other groups. This finding indicated that QTA has a positive effect on students' Reading Comprehension.

Bernadowski (2006) had also conducted a study with the title "The effects of middle school social studies teachers' questioning patterns on learners' outcomes." This study aims to find out the effects of teachers' questioning patterns by using Questioning the Author strategy on students' comprehension. The sample of the study was two social studies teachers from a middle school in western Pennsylvania. They were trained in implementing QTA so that they can

improve their classroom questioning and also can increase students' responses to the text. Through a case study method, the writer did an observation and audiotaped each lesson. The data was transcribed and categorized by using tables and descriptive narratives. Moreover, the writer asked the participants to keep reflective teaching journals, which were also categorized and analyzed. Additional instruments used to gather the data were teaching questioning survey and interviews. The survey was conducted before the study to find information about the participants' general knowledge of questioning strategies. The study concluded that the use of *Questioning the Author* strategy in the classroom enhances students' engagement with the text. Students' positive engagement with the text also elevated their levels of comprehension.

The previous studies on Questioning the author have shown that this strategy instruction has been effective in developing students' reading comprehension. It builds students' understanding of the text, expands their knowledge, and also helps the students to catch the ideas of the text while they are reading. However, some limitations occurred in those studies. First, even though the studies informed about the effectiveness of QtA, but none of them has compared QtA with other kinds of instructions. It can be additional information for the reader about the feasibility of QtA before they implement it in a different context. Second, those previous studies had not described the interactions among students during the learning process. They did not survey how students collaborated and worked together to comprehend the text. There should be information about this process for knowing what factors that existed during students' collaboration in the learning activities.

2.1.3 Studies on Ability Grouping

There were some studies have been conducted to reveal the impact of Ability Grouping on students learning (Zamani, 2016; Maftoon & Ghafoori, 2009; Heltemes, 2009; Tieso, 2005; D'souza, 2017; Henry, 2015; Thomas & Feng, 2014; Adodo & Agbayewa, 2011; Hooper, 2003; Betts & Shkolnik, 2000; Zakelj, 2013).

A study conducted by Zamani (2016), entitled "Cooperative learning: Homogeneous and Heterogeneous grouping of Iranian EFL learners in a writing context." The writer attempts to investigate the impact of homogeneous and heterogeneous groupings on Iranian students' writing ability. The study used a standardized preliminary English test and writing test as a pre and post-test, which has been given to 66 high and low proficient learners. The learners then divided into three groups, including heterogeneous, homogeneous high, and homogeneous low groups. The result showed that the performance of learners is improved, whether they work with stronger or weaker peers in the group. It also found that the scores of students in Heterogeneous ability grouping are higher than the score of students in Homogeneous ability grouping, especially at a low level. Moreover, the low ability students in the heterogeneous grouping are found to gain more achievement compared to high ability students in the same class.

Likewise, Maftoon and Ghafoori (2009) have conducted their study entitled "A Comparative Study of The Effect of Homogeneous and Heterogeneous Collaborative Interaction On The Development Of Efl Learners' Writing Skill." This study explores the effect of homogeneous and heterogeneous peer interaction on the development of students' writing skills. It took sixty female Iranian EFL

learners who joined a TEFL class as the sample. The students were divided into homogeneous and heterogeneous ability groups based on their English proficiency test scores. The homogeneous group consisted of 14 students with a similar English proficiency test scores, while the heterogeneous group consisted of 16 students who had different test scores. They learned in pairs and made interaction before carrying out three types of writing tasks. In this study, repeated-measures ANOVA was used to compare the student writers' pretest writing scores with their post-test scores. The findings revealed that the post-test scores of students in Heterogeneous ability groups were significantly higher in all three writing tasks of all the groups.

Heltemes (2009), in her study with the title "Social and Academic Advantages and Disadvantages of Within-class Heterogeneous and Homogeneous Ability Grouping," investigates the effects of within-class ability grouping on middle school student's academic achievement and motivation to learn. The population was four seventh grade science classes, which were divided into heterogeneous and homogenous ability groups. The findings showed that students with high ability were success in both ability grouping form, whether it was homogeneous or heterogeneous ones. For average ability students, they showed better group performance during the implementation of homogenous ability groups. However, in relation to the test performance, they got better scores when learning in heterogeneous grouping. Finally, the study reveals that low ability students got more advantages from heterogeneous ability grouping. It can be seen from their much higher academic achievement when they studied in heterogeneous ability groups.

Tieso (2005) conducted research entitled “The Effects of Grouping Practices and Curricular Adjustments on Achievement.” He examined the effects of curricular (textbook, revised, and differentiated) and grouping (whole, between, and within-class) practices on the achievement of intermediate students in studying mathematics. For the method of the study, he used quasi-experimental study by using a pretest-posttest design. There were 31 teachers and 645 students taken as samples. The result from repeated measures analysis of variance showed that there were significant differences between the grouping practices and the curricular design with $F(5, 246) = 22.618$.

D’Souza (2017), in her article “Mixed Ability Grouping: Making Differences Count.” This study attempted to compare the effectiveness of mixed ability and non-mixed ability grouping on students’ academic achievement in different subjects of the curriculum. There were 493 students of the secondary section of a private-aided school in Mumbai taken as samples. The study was conducted in two phases; first, the students were assigned to groups of five by the teacher based on mixed ability and second, they were permitted to form groups of five based on their preferences. As the instruments, the researcher used an achievement test in each phase before and after the topic was taught. The results indicated that there are significant differences in students' performance of the pre-test and post-test scores in the mixed ability groups.

There were many other studies related to ability grouping that found different results. The first study was conducted by Henry (2015) with the title “The Effects of Ability Grouping on The Learning of Children from Low-Income homes: a systematic review. This study aims to investigate the relationship

between socio-economic status, ability grouping, and children's educational outcomes on their cognitive and behavioral learning. It used a systematic review to examine available evidence-based articles that were taken from a specific set of inclusion criteria. The results showed that children from lower socio-economic status tend to be placed in lower ability groups, which has an impact on their cognitive and behavioral learning. Based on these facts, it can be concluded that ability grouping does not have a positive effect when it is used for students with lower socioeconomic status, especially in primary classrooms.

The next research was from Thomas and Feng (2014) entitled "Effects of Ability Grouping on Math Achievement of Third Grade Students." This study aims to investigate the effects of the use of heterogeneous and homogeneous ability grouping on third-grade students' mathematics achievement. Sixteen students were taken as samples and followed the classes for seven weeks. A pre-test and a post-test were given to students to analyze the effects of both ability grouping. The result indicated that there was no significant difference between students' mathematics scores in homogeneous and heterogeneous ability groups.

Adodo and Agbayewa (2011) explore the use of Ability Grouping in their research with the title "Effect of homogenous and heterogeneous ability grouping class teaching on student's interest, attitude, and achievement in integrated science." This study explored the impact of homogeneous and heterogeneous ability grouping on students' learning in Integrated Science classes. The samples were 60 students from 2 schools in the junior secondary class 3. They have been taken randomly and assigned to high, average, and low learning groups. For the instruments, this study used Achievement Test in Integrated Science (ATIS),

Science Oriented Attitudinal Scale (SOAS), Science Vocational Interest Inventory (SVII), and students' questionnaire on preference for grouping types. The findings showed that homogeneous ability level grouping is more significant compared to heterogeneous ability grouping in promoting students learning. Moreover, students in homogeneous ability grouping class showed a change in their attitude and interest in the learning activities.

Hooper (2003) conducted research entitled "The effects of persistence and small group interaction during computer-based instruction." This study intended to compare the effects of grouping students with different levels of ability in cooperative learning groups. There were 138 sixth grade students taken as samples, which were then grouping as high, average, and low groups based on their persistence. In this study, the researcher utilized a workshop on small-group interaction methods, a computer-based tutorial, a posttest, and a survey as the data collection. Results showed that the average students made more interaction compared to students with high or low abilities. Moreover, it also revealed that the achievement of students increased when they made a promotive verbal interaction since it has increased the partner liking among students.

Betts and Shkolnik (2000) have conducted a study on Ability Grouping and its impacts on students' achievement through a study entitled "The effects of Ability Grouping on students' achievement and resource allocation in secondary school." They found that Ability grouping has little or no differential effect on high, average, and low-achieving students. It also finds little or no differential effects of grouping for high-achieving, average, or low-achieving students. The researchers mentioned that the result could be related to the same treatment they

gave to all classes such as teacher education, teacher experience, and also the sum of students in each class.

On the contrary, Zakelj (2013) investigated the form of ability grouping that has been implemented in mathematics and Slovenian language in the ninth year of primary schools by using descriptive and causal – non-experimental research method. There were 1454 students in their ninth grade from Slovenian primary schools taken as samples. The result showed that almost three-quarters of schools had implemented ability grouping. They used three-level of ability grouping for ranking the students based on their scores and social-cultural background. Finally, it concluded that ability grouping is useful for the teaching and learning process if the teachers can adjust their teaching methods and teaching materials based on the students' needs.

From the previous studies, the readers can gain information that ability grouping whether it was homogeneous or heterogeneous gave impacts on students' learning. Research conducted by Zamani (2016), Maftoon and Ghafouri (2009), Heltemes (2009), and D'Souza (2017) have found that the scores of students who learned in heterogeneous ability grouping outperformed students in homogeneous ability grouping. The students in heterogeneous ability groups tended to gain more achievement. They also had a better performance during the teaching and learning process. Meanwhile, Thomas and Feng (2014), Adodo and Agbayewa (2011) found that a homogeneous ability grouping is more significant in improving students learning outcomes compared to a heterogeneous ability grouping. According to Betts and Shkolnik (2000) and Zakelj (2013), the advantages given by each kind of grouping depend on several factors such as the

teaching methods, teaching materials, teacher education, teacher experience, and also the sum of students in the classroom.

Based on the previous research, the writer is interested in finding out the impact of both form of ability grouping when they are implemented together with two reading instruction; Collaborative Strategic Reading and Questioning the Author. Since those two reading instructions come from different approaches, the result can give in-depth information on the effects of ability grouping when they are implemented in different reading instruction.

2.1.4 Studies on Students' Self Efficacy

Some research have been conducted to find out the impact of reading self-efficacy on students learning (Ketelhut, 2007; Koseoglu, 2015; Habibian & Roslan, 2015; Lee & Mendlinger, 2011; Solheim, 2011; Boakye, 2015; Tiyuri, Saberi, Miri, Shahrestanaki, Bayat & Salehiniya, 2016; Betoret, 2015; Carroll & Fox, 2017; Huang, Gu, Yao & Zheng, 2017; Yogurtchu, 2013; Piercey, 2013).

The study conducted by Ketelhut (2007) entitled "The Impact of Student Self-efficacy on Scientific Inquiry Skills: An Exploratory Investigation in River City, a Multi-user Virtual Environment." aimed to investigate the data-gathering behaviors of students who participated in a scientific inquiry-based curriculum project delivered by a multi-user virtual environment (MUVE). There were 100 seventh-grade students involved as participants. In this study, the writer examined the relationship between students' self-efficacy with their longitudinal data gathering behaviors while they conducted authentic scientific activity. The result of the study revealed that the level of students' self-efficacy correlated with their

data-gathering behaviors. Moreover, students with high self-efficacy were indicated to have more participation in data gathering compared to students with low self-efficacy.

Almost similar to that study, Koseoglu (2015) conducted a study with the title “Self-Efficacy and Academic Achievement – A Case From Turkey”. He made an investigation on the correlation among motivational inclinations, cognitive and meta-cognitive approaches, and resource management toward the achievement of university students. For this study, he took First-year university students to filled Motivated Strategies Learning Questionnaire, the Implicit Theories of Intelligence Scale, the Achievement Goal Inventory Scale. He then used a multivariate analysis of covariance to analyze the data. The finding of the study showed that students with high self-efficacy showed more positive attitudes toward learning. They were curious in new knowledge and challenges compared to students with low self-efficacy. For students with low self-efficacy, they tended to believe that someone’s intelligence can not be changed since it was something that they inherent. Finally, it was found that academically students with high self-efficacy outperformed students with low self-efficacy belief. They were more stable in completing tasks and also better in analyzing and controlling their behaviours.

A Study from Habibian and Roslan (2014) is in line with those previous ones. This study entitled “The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among ESL Learner’s.” In this study, they investigate the relationship between self-efficacy in reading with language proficiency and reading comprehension. For the sample of the

study, 64 postgraduate students were asked to fill the Scale of Belief Self-Efficacy Comprehension and to answer a reading comprehension test. The sample was taken from two universities in Malaysia. The result indicates that there is a significant correlation between reader self-efficacy and reading comprehension. Moreover, it finds that there are some differences in readers' self-efficacy based on the levels of their foreign language proficiency. A reader with high level of proficiency completed reading tasks better compared to readers with high self-efficacy belief. In short, it is known that self-efficacy and language proficiency had a crucial position in determining students' academic achievement,. Students who have high self-efficacy performing the task better compared to students with low self-efficacy. Moreover, students who possess a high level of language proficiency also found to be more successful in the process of reading.

Almost similar, research from Lee and Mendlinger (2011) entitled "Perceived Self-Efficacy And Its Effect On Online Learning Acceptance And Student Satisfaction" investigated the effect of self-efficacy on students perceptions toward the use and usefulness of online learning systems. There were Eight hundred and seventy-two students from online classes in the United States and Korea taken as the sample. The data then were analyzed by using factor analysis and structural equation modeling techniques. The research found that students' perceived self-efficacy determines their online learning acceptance and satisfaction.

Another study is from Solheim (2011) with the title "The Impact Of Reading Self-Efficacy And Task Value On Reading Comprehension Scores In Different Item Formats." The writer tried to find out the correlation between

students' perceived reading self-efficacy and their reading comprehension scores. The sample was fifth-grade students who were asked to fill two different formats of reading comprehension tests: multiple-choice reading comprehension test and constructed-response comprehension. The findings showed that reading self-efficacy was significant in predicting students' reading comprehension score especially for students with low self-efficacy beliefs.

Boakye (2015), in her study entitled “ The relationship between self-efficacy and reading proficiency of first-year students: An exploratory study,” tried to investigate the relationship between self-efficacy and reading proficiency. She takes first-year students in a South African tertiary institution as the sample. She also asked them to fill a questionnaire and do a reading proficiency test through the Test of Academic Literacy Levels (TALL). The result indicated that there was a strong relationship between reading self-efficacy and reading proficiency. Moreover, the result of the Regression analysis showed that students' reading proficiency was best predicted by using self-efficacy.

Tiyuri (2016) conducted research entitled “Research self-efficacy and its relationship with academic performance in postgraduate students of Tehran University of Medical Sciences in 2016”. This study aimed to find out the relationship between self-efficacy and academic performance of 320 postgraduate students of TUMS. It used Phillips and Russell's research self-efficacy questionnaire, demographic questions, and grade point average (GPA) which were analyzed by using independent t-tests, ANOVA, Pearson's correlation, and multiple linear regressions in SPSS 18. Based on the analysis, results indicated that the relationship between research self-efficacy scores and the student's

academic performance is significant. It was also effective in increasing students' academic performance.

Betoret (2015), through his research with the title "Self-Efficacy, Satisfaction, and Academic Achievement: The Mediator Role of Students' Expectancy-Value Beliefs" aimed to investigate the relationship among academic self-efficacy, students' expectancy-value beliefs, teaching process satisfaction, and academic achievement. He used a socio-cognitive perspective of motivation to reveal the problems. It also identifies how the motivational processes on students' self-efficacy gave effects on the achievement and satisfaction of students during learning. There were 797 Spanish secondary education students were taken as samples. They came from 36 educational settings and three schools in Spanish. The result has indicated that students' expectancy-value beliefs including their Subject value, Process expectancy, Achievement expectancy, and Cost expectancy affected the relationship among students' academic self-efficacy, their achievement and also satisfaction.

Carroll and Fox (2017), through their research "Reading Self-Efficacy Predicts Word Reading But Not Comprehension in Both Girls and Boys." investigated the relationship between self-efficacy, word reading, and reading comprehension. It took 86 males and 93 females students with age range between 8 and 11 years old with total 179 students as samples of the study. In order to collect the data, several instruments such as a self-report measure of reading self-efficacy, reading comprehension and word reading, working memory, auditory short-term memory, phonological awareness, and vocabulary were used. The result shows that the attainment and reading self-efficacy between boys and girls

were at a similar level. However, the reading self-efficacy of boys and girls was not associated with their reading comprehension.

Another study on self-efficacy was from Huang, Gu, Yao, and Zheng (2017) entitled “The Relationship between Self-Efficacy, Perceived Use of Listening Strategies, and Listening Proficiency: A Study of EFL Learners in China”. This study investigated the relationship between listening self-efficacy, self-efficacy for self-regulation, metacognitive awareness for listening strategies, and listening proficiency of EFL learners. Participants were 501 students from five universities in southwest China and central China. As the instruments, this study used Listening Self-Efficacy Scale and Appraisal for Self-Regulated Learning, and Metacognitive Awareness Listening Questionnaire to measure students’ metacognitive awareness of listening strategies, and listening proficiency. The results indicated that students’ listening self-efficacy was the most significant predictor of listening proficiency compared to other variables. There is also a strong correlation between students’ English listening self-efficacy and their listening proficiency in China. Finally, the result showed a complicated relationship between listening self-efficacy, self-efficacy for self-regulation, the five subscales of listening strategies, and listening proficiency among students.

Another study was conducted by Yogurtchu (2013) with the title “The impact of self-efficacy perception on reading comprehension on academic achievement.” In this study, the researcher used random sampling that takes 556 students as the sample of study from preparatory class students of the High School of Foreign Languages in Kyrgyzstan-Turkey Manas. For measuring students’ self-efficacy, he also used the self-efficacy beliefs scale developed by Bandura as

For analyzing the data, the researcher used multivariate statistical techniques. Finally, the result revealed that the correlation between students' high achievement and their level of self-efficacy beliefs was significant on improving students' reading comprehension.

Piercey (2013), with his research entitled "Reading Self-Efficacy in Early Adolescence: Which Measure Works Best" had investigated the relationship between self-efficacy and reading achievement. He also examined the predictive validity of a variety of reading self-efficacy measures and the mean differences in self-efficacy through gender. There were 364 students in Grades 4 to 6 taken as samples. Results indicated there were not any mean differences in students' scores based on their gender or ethnicity. It also found that Reading self-efficacy can be used to predict students' reading performance. It measured students' performance through four different outcomes such as language arts grades, scores on a standardized reading test, and also teacher ratings of students' reading competence.

Based on the review of the previous research, it can be inferred that self-efficacy has effects on students' learning. It correlates with students' behavior and performance. In terms of performance, students' level of self-efficacy facilitates their cognitive process, whereas in terms of behavior, self-efficacy associated with students' level of confidence, self-esteem, motivation, and perseverance. Self-efficacy then becomes a factor that can be used to predict students' achievement in learning. The research showed that students with high self-efficacy tend to participate actively in the classroom compared to students with low self-efficacy. They showed more interest in new knowledge and ready to face new challenges.

Students with high self-efficacy also perform better in completing tasks. From the explanation, it can be concluded that self-efficacy has a crucial position in determining students' achievement. It is a factor that needs to be considered by the researcher before conducting a study on students' learning achievement.

2.1.5 Studies on students' Collaboration in Learning

Many studies have been conducted for examining students' collaboration during group work (Brewer & Klein, 2006; Laal, 2013; Stanton & FairFax, 2014; Astuty & Lammers, 2017; Laal, Geranpaye, and Daemi, 2012; Astuty and Barrat, 2018). Those studies examined the existence of some elements on students' collaboration such as positive interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.

Brewer and Klein (2006) conducted a study with the title "Type of positive Interdependence and affiliation Motive in an Asynchronous, Collaborative Learning Environment." They investigated the effect of type of positive interdependence (roles, rewards, roles-plus-rewards, or no structure) and affiliation motives (high vs. low) in a collaborative learning environment. The sample is a College reentry students that have been working together in groups for seven days. The findings showed that participants in groups given roles and rewards made a significant interaction with their teammates compared to students who have been given rewards only or no-structured-interdependence conditions. It also found that participants who make active interaction during discussion got better posttest scores. Based on this findings, it can be concluded that a type of

students' interdependence and their affiliation motive had a significant impact on student attitudes during learning.

Likewise, a study on Positive Interdependence was also conducted by Laal (2013) with the title "Positive interdependence in Collaborative Learning." This study aimed at presenting some basic concepts and structuring several forms of positive interdependence by surveying the collaborative style of the teaching and learning process in collaborative learning classes. It also reviewed the history, the definition, and the concept of collaborative learning. Moreover, it also described the key elements of collaborative learning and its benefit. The result showed that there are five elements of collaborative learning including: perceived positive interdependence, considerable interaction, individual accountability, social skills and group self-evaluating. Moreover, it has mentioned the advantages of collaborative learning on students' social, psychological, and academic environments.

Stanton and FairFax (2014) conducted a study on students' individual accountability with the title "Establishing Individual Accountability for learning in an exam-less, Group Project Course." The researchers used the evolutionary approach and vertical slicing approach during the study to establish students' individual accountability in the group-project course. They asked students to be self-directed, cooperative learners before evaluating students' learning using a group project. The results showed that students got more benefit from their learning when they got opportunities to learn how to succeed in group work. In short, it can be concluded that establishing students' accountability can help them to grade their effort which later on can increase their achievement in learning.

Another study on Individual Accountability was from Astuty and Lammers (2017) entitled “Individual Accountability in Cooperative Learning, More Opportunities to Produce Spoken English.” This study investigated the contribution of cooperative learning on the promotion of learner's communicative competence. This qualitative case study seeks the main role of individual accountability in improving students’ foreign Language learning by using constructivist grounded theory analysis. The data from two secondary school EFL teachers, 77 students in the observed classrooms, and 4 focal students were collected through observation, in-depth interviews, and document analysis. The result showed that individual accountability provides EFL learners with opportunities to use the target language and gives a big contribution toward students’ attainment in foreign language competence. Moreover, students got more opportunities to use spoken English compared to those who were in the conventional group work.

Another research on Individual accountability was from Laal, Geranpayei, and Daemi (2013) entitled “ Individual Accountability in Collaborative Learning.” In this article, they made a review of the importance of Individual accountability in collaborative learning. They found that Individual accountability as an element in cooperative learning was able to avoid free-riding and social loafing in the group work. All students in the group must rely on their own abilities without taking advantage of their partner's work. They must also be responsible for their own work and on the work of his team.

Astuty and Barrat (2018) conducted a study entitled “ Individual accountability in cooperative learning in EFL classroom: More opportunities for

peer interaction. In this study, they reported about the role of individual accountability in enhancing students' learning. The result showed that the element of individual accountability occurred in a series of activities done by students in a cooperative learning classroom. Moreover, the existence of individual accountability gives students more opportunities to interact with their peers which promotes their language development. Researches on students' collaboration have shown that several elements of collaboration such as Positive interdependence, Individual Accountability, Equal Participation, and Simultaneous interaction, gave a contribution to improve students' learning. It is suggested to lecturers and teachers to make sure that these four elements existed during their teaching and learning process.

Studies have shown that the implementation of Collaborative Strategic Reading, Questioning the Author, Ability grouping, and Self-efficacy gave impacts on students' learning. However, limitation and gap still exist, which lead the writer to conduct this study. The writer summarized the limitation as follows. First, in the previous studies, most of the researchers who investigated CSR and QtA said that they have problems with the time for the implementation of the instruction (Standish, 2005; Beckers, 2006). They implemented the instructions less than ten-weeks (six-weeks, five-weeks and ten-weeks). According to Fan (2010), research needs a longer time to see the effects of the reading approach convincingly. Moreover, in internalizing a new reading strategy, students need time to practice it; thus they can be a strategic reader. In her study, the writer conducted CSR and QtA over one full semester teaching and learning process covering 15 meetings. It is hoped that with a longer time, the writer can get

complete information on the effect of CSR. Second, previous studies have explored the relationship between CSR, students' attitude, and motivation. But none of them have observed it from the social cognitive perspectives; students' self-efficacy which is known as a part of attitudes. Third, another concern on previous research is in the implementation process of CSR and QtA. The writer found that researchers' dual roles as a teacher and an observer such as in the study conducted by Fan (2009) and Standish (2005) have affected the result. By having dual positions, the researcher cannot focus on observing the teaching and learning process in the classroom. Many important details were missing since the researchers were busy with their tasks as teachers and observers. Based on this information, the writer took a role as an observer only in this current study so she can manage any detail that occurs during the implementation of the instructions. She then trained some lecturers for implementing CSR and QtA in the experimental classes. Besides, she also trained her colleague to help her observing the activity in the classroom; thus she can get more detail on students' collaboration. Fourth, most of the previous research used only a quantitative or qualitative method. In this study, the writer used mixed-method design to get more in-depth and more detailed information on the implementation of CSR and QtA. A research design that combines quantitative and qualitative methods can provide a better understanding of the research problems and questions. It also gives the strength of both quantitative and qualitative data so that the writer can elaborate more about the result of the study. Fifth, the previous research on ability grouping whether it is homogeneous or heterogeneous one, gave impacts on students' learning outcomes. However, no study has compared the effect of both

groupings on students' reading achievement during the implementation of CSR and QtA. Since it is known that both of ability grouping affected students' social and academic life, the writer then interested in finding out what kind of grouping gives more benefit in enhancing students' reading comprehension in the experiment classes.

Sixth, the writer also intends to explain students' collaboration during the implementation of CSR and QtA viewed from the four elements of collaboration including positive interdependence, individual accountability, equal participation, and simultaneous interaction. Previous researchers mostly only made a description of one of the elements to see their roles in enhancing students' learning.

2.2 Review of Theoretical Studies

In this section, the writer discussed theories that become the source of the research study. This section comprises of 1. The nature of Reading and Reading Comprehension; 2. Collaborative Strategic Reading (CSR) Instruction; 3. Questioning the Author (QtA) Instruction; 4. Ability Grouping in Education; 5. Collaborative/Cooperative Learning; 6. Self -Efficacy in Education.

2.2.1 Nature of Reading

Reading is a complicated application process that involves the internal and external factors of students in the form of mechanics, understanding, and retention (Carrillo in Ardiana, 2015). Students must be able to perform the mechanics of the reading activity. They also need to comprehend the meaning of the words and also evaluate the ideas expressed on it to get a deep understanding of the text ideas; thus, they can apply them to his or her situation.

Moreover, Reading is considered as an active and interactive activity to reproduce the word mentally and vocally. The teacher needs to inform the students that reading has many purposes, which present as different types of reading. It then corresponds with the way students read the text. It is one of the language skills that are very useful for everyone especially for students (Amin, 2012). By reading student can extend their concept of knowledge, improve their language skill and also enlarge their insight from the information in the reading materials. In this way, the students not only read but they also need to be able to comprehend the written text or reading materials.

Numerous researches have proved that reading is crucial for academic success (Murcia in Natsir & Anisati, 2016). Students with good reading have a better academic life since they can extract meaning from the text. They have more opportunities to gain and accumulate knowledge for their efficient and accurate ability in reading (Norris & Phillips in Aditomo & Hasugian, 2018). Moreover, Students with good reading are literate, which helps them in getting new knowledge (Iftanti, 2012). Students with good literations can get full access to new information since more update information is available in a written text. According to Setiarini (2016), some factors affected the process of Reading such as students' background knowledge, experiences, and emotion. Students who have more knowledge about the text they read have better comprehension compared to the less knowledgeable one. Likewise, students who have good critical thinking get more information on the text they read than students who are not (Hamra & Syatriana, 2010). Students with good reading can educate themselves about the

text. They gain and accumulate new knowledge which helps them in getting a better academic life.

As a primary means of language learning, Reading becomes crucial for students in academic life. McDonough and Shaw (1993), as cited in Kusumawanti and Bharati, (2018) stated that Reading is essential in academic life because almost all information and knowledge in the world are in the written form. When a student has a good ability to read, it will be easier for him to get as much knowledge as he wants. Having the ability to read will help students to access knowledge every time and everywhere. Moreover, in Academic life, students must be able to master reading since it is part of the curriculum . It is also the part of the national examination where students must be able to pass Reading comprehension tests before they graduated from school. Based on these reasons, the students' ability in reading become lifelong learning and self-education in an academic setting. It is not only an activity but also a necessity in academic life.

Richards and Renandya (2002), as cited in Arvianto, Zuhrian and Faridi (2016) state that reading gets a special focus in Academic life because various pedagogical purposes are served in the written texts. Some skills such as word recognition, vocabulary development, text structures awareness, and strategic reading must be developed to help students in comprehending the text. Some teachers help students to develop these skills by using an appropriate reading text presented in the textbook. In order to fit the text with students reading ability level, Mujiyanto (2015, 2016) promoted reading texts used in the teaching and learning process by finding its readability levels in which teachers can choose the most appropriate text that equal with their students level of Reading.

In non-academic life, Reading is a language skill that can help the reader to broaden his perspective. This skill gives a chance for people to see the world from what they read. According to Nugroho, Bharati, and Hartono (2000), someone's ability to read can give powers in controlling their own knowledge and further can help them to decide their future. Likewise, Reading can link people who are beyond distance or time by sharing or giving information. Thus, people need to master reading because they can cope with new knowledge.

Moreover, with the capability of reading, someone will have the soul of lifelong learning and self-education. In other words, it can be well said that reading is a crucial issue. It is not only about someone's enjoyment but also a necessity in life. People who have the reading ability will be highly valued and get a special position in his social, economic, and educational life. In short, it can be concluded that reading is an essential component, whether in people's academic and non-Academic life.

2.2.2 Reading Comprehension in Language Learning

Reading is considered as a crucial language skill since its activity can help students to improve their knowledge through new information from written text (Maulida, 2017). People with good reading ability can acquire knowledge better because they can retrieve the information in the text and use it to build their understanding. According to Williams in Cahyono, and Widiati (2006) Reading is divided into two types: initial reading and reading comprehension. Initial reading is defined as an effort made by the reader to be able to read alphabets and a combination of letters or simple words. The initial reading was performed by

those who have not been able to read or to learn reading. Likewise, reading comprehension is an activity that is aimed to understand the messages of a particular text. It is more than just reading the word. In Indonesia, teaching reading like a foreign language (EFL reading) is categorized as teaching reading comprehension since the purpose is to improve students' ability in comprehending the text. Moreover, the students have been able to read in their first language and in EFL.

According to Snow in Ayiz, Abdul, and Warsono (2018) reading comprehension is a simultaneous process of extracting and constructing the meaning of a written language. This process has happened through interaction and involvement of the text. Here, a text is something crucial that contains several words that need to be extracted and constructed. It is the determinant of reading comprehension. However, text is not the only important aspect of reading comprehension. There are other important elements in reading comprehension such as the reader, and the activity.

Likewise, Smith and Robinson, in Dirham (2011) argued that reading comprehension consists of several processes including understanding, evaluating, and utilizing the information and ideas which are gained from the interaction between the author and the reader through the written language as the media. Reading comprehension is not only a process of understanding between reader and text. There are other factors that also crucial in determining the success of the comprehension process. Since comprehension is known as the ability to understand the words, the ideas and the relationships between ideas written in a text (Rosari & Mujiyanto, 2016), it becomes crucial for the learners to master

comprehension for getting information and knowledge. Rosyita and Faridi (2017) argue that comprehension is the goal of reading in which the readers try to combine information from a text and their background knowledge to build meaning.

Woolley cited in Lahita, Mujiyanto, and Sutopo (2017) stated comprehension is the process of making meaning from text. It means after reading, the reader comprehends the text to know what the text contents. Moreover, Denhas, Nuriska and Bharati (2017) stated that reading comprehension both in a first and second language is affected by students' knowledge of vocabulary in a text, their background knowledge, and the application of general reading strategies. Based on those definitions, English foreign language learners need to have good reading comprehension ability; thus, they can master the content of the text better.

2.2.3 Collaborative Strategic Reading Instruction

Collaborative Strategic Reading is a reading strategy based instruction that collaborates between reciprocal teaching and cooperative learning (Klingner, Vaughn.,& Boardman, 2007). Two phases are involved in the implementation of this strategy instruction, which consists of four specific strategies for reading comprehension; preview, click and clunk, get the gist and also wrap up. In the first phase, the teacher presents the four reading strategies for the whole classroom. He takes a role as a model who introduced the strategies and also showed the students how to apply these strategies before, during and after reading a passage. As with reciprocal teaching, this phase is intended to help the students get used to the strategies. In the second phase known as the teacher-assisted

phase, students are asked to use the strategies under the support of the teacher. After they are proficient in using those strategies, they work in a collaborative group consists of four to five students. Each of them has a specific role in the group and must be responsible for the success of the group. In general, it can be concluded that CSR helps students to enhance their performance in reading by providing a visible and explicit instruction, providing opportunities for interactive dialogue between students and teacher, facilitating learning through procedural strategies and also facilitating interactive group discussion between students (Klingner et al., 2007).

Initially, the main goals of CSR are to increase students' reading comprehension and also to maximize their participation in learning (Klingner, 2007). In achieving this goal, CSR provides students with four reading strategies, namely Preview, Click and Clunk, Get the gist, and Wrap up. Preview as the first strategy is aimed to activate students' prior knowledge and to help them predict the content of the text. Students will scan all details in the text such as title, keywords, pictures, headings, and soon to learn about the text, to find the topic and also to predict what is in the text. According to Vaughn et al. (2002), the main purposes of this strategy are to stimulate students' background knowledge on the topic, encourage their interest and motivation to read, predict about the content of the text, set the purposes of reading, and also to share and learn with the group members.

The second strategy in CSR is click and clunk. This strategy aims to help students monitor their comprehension of the text so that they can be an active learner (Klingner, Vaughn & Boardman, 2007; Vaughn, Klingner, Swanson,

Boardman, Roberts, Mohammed & Spesak (2011). Through this strategy, students can find specific information in the text and use an appropriate strategy to overcome the problem. According to Klingner and Vaughn (2000), there are several goals related to Click and clunk strategy; first, it activates students' self-monitoring. Thus they know when they met a problem in their reading. Second, it teaches students to consider what they know more about their reading. Third, it provides students with practices that can help them to identify keyword they do not understand. And last, it also teaches students about how to understand the content of the text and what kind of information they can get from it. If students can identify problems with their reading, it will be easier for them to apply the right strategy to fix their reading. With clink and clunk in CSR strategy, students will have this opportunity and also do it through group discussion.

The third strategy in CSR is Get the gist, which is aimed to help students identifying the main idea by getting the general content of a paragraph or a text. This strategy supports students in identifying the most crucial point in the text by rephrasing the key idea in their own words (Vaughn et al, 2011). By using the gist strategy, it is hoped that students' understanding of the text and their memory of what they have learned from it will increase.

Wrap up is the last stage in CSR strategy where students are asked to formulate questions and answer and also to review their reading. Vaughn et al. (2011) argue that through wrap up, students can improve their knowledge, understanding, and memory of the text. In the Wrap-up strategy, students formulate a question regarding their reading through WH-questions to gain details in the text. Students can generate information from those questions in checking

their level of understanding.

When students have mastered the strategies on the guidance of the teacher, they can start to use those strategies in a cooperative learning group (Klingner et al, 2007). There are several roles that students can work on while implementing CSR. According to Vaughn et al. (2011), these roles are Leader, Clunk Expert, Gist Expert, and Announcer.

-) Leader helps the group to implement the assignment by focusing on the four strategies and ensuring that each member has opportunities to participate. He also has responsibility for recording the preview.
-) Clunk Expert reminds the students of the steps to follow for figuring out a word. He also recorded all clunks and solutions.
-) Gist Expert reminds the students of the step to follow to figure out the main idea and also recorded their gists.
-) Announce calls on members to read or share an idea and represents the group when the teacher calls the groups back for reporting to the class as a whole and also Recorded the wrap-up.

Through these roles, students discuss what they have learned, assist one another with comprehension of the text, and also provide academic and affective support for their peers.

2.2.4 Questioning the Author (QtA) Instruction

Questioning the Author (QtA) is a Content-based instruction that gives it attention on students' ability to build an understanding of the idea of text while they are reading. As stated by Beck & McKeown (1996), QtA focuses on having “

students grapple with and reflect on what an author is trying to say to build a representation on it”(P.387). Through QtA, students try to get the idea of the text and then get involved in building an excellent understanding.

According to Beck, McKeown, Sandora, Kucan, and Worthy (2010), there are three aspects involved in the implementation of QtA; texts, queries, and discussion. In QtA, students see the text as an incomplete idea from a writer that needs to be understood by the reader. In this view, the idea from the writer is seen as something that not always presented entirely and clearly; thus students need to make some effort for building an understanding of it. Difficulties in finding the idea of the text are not only because the students are incapable of it but also the writer who does not present it. As a result, students need to figure out what information they need to pay attention to and then connect them to their previous knowledge. This view hopefully can challenge students to process the text and also prevent them from being upset in finding the ideas.

The second aspect in QtA is queries that are designed by a teacher to start the discussion about texts and also to make students focused on it (Beck et al., 2002). Queries usually formed as open-ended questions that help students to build the meaning of texts. They stimulated students to give a response to the text, encouraged students to take notice of the text, consider the meaning, and also develop the ideas of the text. Here are some examples of queries in QtA, ”What is the author trying to say?” or “Why is the author telling us that now?”. Beck et al. (2002) state that “as students read a text, the teacher intervenes at selected points and poses those queries to prompt students to consider the information in the text”(p. 44). In QtA discussion, queries are measured as the key instructional tools

which drive discussion and keep its focus on meaning.

Finally, the discussion is the last aspect of QtA, where students and their peers are worked together to get the ideas of the text and also to build the meaning of the text (Beck et al., 2002). Here, the discussion assists students to create an understanding of the text through collaboration with their peers. It also facilitates students to give and to receive feedback from their peers; thus, they can develop their learning.

2.2.5 Ability Grouping in Education

Ability grouping is a practice that places students into classrooms or small groups for instruction based on their levels of ability (Slavin,1987; Ireson&Hallam, 2001). This kind of grouping has believed to increase students' achievement. It also gives a big influence on students' academic life by solving some problems related to their learning activities such managing students' attitudes during learning process, giving a role models for students in the classroom, and also affecting students' behavior and teacher expectation in the teaching and learning process.

Ireson and Hallam (2001) categorize ability grouping into several forms based on its academic and non-academic goals; streaming, banding, setting, mixed ability, within-class ability, and cross-age grouping. In streaming, students are placed in classes according to the result of their general ability test. They will always be in the same class for all subjects during their study. This kind of ability grouping believes that people's intelligence is fixed. It can be measured through an objective test, and the result is beneficial for predicting their performance in all

kinds of subjects. The second type of ability group is banding. This kind of ability grouping places students in two, three or four groups by their general ability test. The students still have a chance to be regrouping within the group for some subjects since the classroom is not fixed. The third type is setting which grouping students based on their achievement in a particular subject. The goal of it is to reduce the heterogeneity of students; thus, teachers can match their teaching based on students' needs.

The fourth type is mixed ability grouping which consists of students with a random basis of sex, test scores, ethnic group, and so on. This class is a stable unit and the teacher is responsible for teaching them all kinds of subjects. This kind of grouping aims to give students the same opportunity to learn. The last form of ability grouping is within-class ability grouping. It groups students based on their ability in a certain subject or based on their working relationship. The teacher can choose whether she wants to group the students with the same ability or mixed ability for a particular subject in a classroom. Ireson and Hallam (2001) stated that within-class ability grouping enables teachers to teach students according to their needs and it is not merely labeled the students. It is considered as the best form of ability grouping which can facilitate students' learning.

Within-class ability grouping is a kind of ability grouping which is best-known for its academic and social benefits (Ireson & Hallam, 2001). In academic life, this kind of grouping has reduced students' limitations in many individual aspects by creating teamwork and group collaboration. While for social life, ability grouping helps students to achieve closeness with their peers and also getting integrated connection and relationship during learning. There are two

categories of within class ability grouping; a homogeneous and a heterogeneous ability grouping. A homogeneous ability group consists of students with a similar ability, while in heterogeneous groups, the members have a broader range of abilities. Each kind of grouping is determined by the student's performance in the classroom, the levels of their prior knowledge on the subjects, and also the teacher's assessment on the level of students' readiness in learning a certain subject (Ireson & Hallam, 2001; Slavin, 1987; Tieso, 2005).

Based on previous research, it has been known that heterogeneous and homogeneous ability grouping give several advantages to students' learning. A heterogeneous ability grouping can increase students' self-esteem and motivation to learn, improve their attitudes toward school and peers, provide the opportunity to socialize and learn from other students and also develop valuable leadership skills for the students (Tieso, 2005).

Meanwhile, in homogeneous grouping class, students with high ability get the most benefit from it. Rogers (1998) argues that high ability students show their potential strength and engage more in the class. They process the material intensely since they collaborated with students at the same level of ability. They also get much understanding of the material and get a lot of input from peers. However, students in the homogeneous class are difficult to move on to higher or lower groups since they make interaction with the same ability peers (Hallam & Ireson, 2007).

2.2.6 Students' Collaboration in Foreign language Learning

For decades, research and professional experiences have shown that

students' collaborative work in a classroom has an impact on students' foreign language learning. Vygotsky as cited in Yu (2008) stated that learning is an important process that could be done only when the interaction between students, teachers, peers, and all people around them is happened. Students can get many inputs that supported the development of their learning. Likewise, Thapa and lin as cited in Jiwandono and Rukmini (2015) stated that through classroom interaction, students can build their confidence. They can also improve their skill in communication, their language ability and also strengthen their social relationships with others. The information above showed that classroom interaction has a positive impact both on students' language development and even on their social relationships.

Nowadays, students' collaborative work in learning is a crucial aspect that affected the teaching and learning process in the classroom. Research have found that students can enhance their learning through collaboration with their peers. The collaboration between students can promote their comprehension and enrich their knowledge since the interaction exchange their different background experiences, prior knowledge and perspectives (Anderson et al., 2001). Collaborative work among students also help them to demonstrate better text comprehension since they learn a new perspective from their peers.

Several background theories have supported the implementation of peer collaboration, such as the theory of cooperative learning, the theory of constructivism, and the theory of Zone of Proximal Development (ZPD). These theories have strengthen the fact that students' collaboration has an important role in language learning. In Cooperative learning theory, collaboration is approved for

its success in supporting students' learning (Lee, 2016). Students are grouped in certain way therefore they can make an interaction with their peers, exchange information, and share perspective. These activities are believed to create a comprehensive learning for the students whether with more capable peers or with lower ability peers.

Another theory that supported students' collaboration is a constructivism theory. According to this theory, learning is believed as active construction of meaning (Piaget, 1983 as cited in Lee, 2016). Learners need to be active in constructing new knowledge. Through active collaboration with their peers, students can develop their knowledge and get new information during the learning process. Likewise, the Zone of Proximal Development as a teaching theory also supported the implementation of students' collaboration. It believed learning as "the distance between a learner's actual development level of problem-solving and the level of potential development through problem-solving under guidance or in collaboration with more able peers" (Vygotsky, 1978 as cited in Yu, 2008). This theory argues that learners can enhance their competence by making active interaction with more capable peers and also asking guidance from the teacher.

Based on the explanation above, it has been known that collaboration between students and peers benefits the students in mastering language skills. It is then crucial for teachers and lecturers to provide a chance for their students to make an active interaction during their study in the classroom. It does not only improve their learning but their social interaction as well.

2.2.7 Elements of Collaborative Learning

According to Johnson and Johnson (1999) and Kagan and Kagan (2009), several important elements occurred during the implementation of Collaborative learning. They have designed a different name on the elements, but all of them can be summarized as follows.

2.2.7.1 Positive Interdependence

Positive Interdependence or positive cooperation occurs when the member of groups promotes and facilitates each other efforts to learn. It promotes collaboration and cooperation among group members by supporting and encouraging each other to learn and to succeed. A positive interdependence also creates a friendly learning environment. It also encourages participation which promotes an ability to work well with other group members. Positive interdependence occurs when group members believe that they cannot reach their learning goals without the contribution of others. This contribution is essential for all the group members in achieving their success. Positive interdependence linked students to achieve success. All the group members must give their effort during learning because their contribution are crucial for supporting the groups success. They can give their contribution through some resources they have, role they play with and the task responsibilities they have during learning. In the group work, all the members must recognize about their learning goals and the tasks that must be completed. They must designed and communicated before the group work thus all the members know that the success or the failure of the group depends on the efforts of all group's members. The occurrence of positive interdependence

element in collaborative work can be identify through some activities (a) All group members must give their best efforts to achieve the group success and (b) each group member has a unique contribution on the group based on the role and task responsibilities they have. The occurrence of Positive interdependence during students collaboration formed a commitment of each member to give their contribution to the success of all members as a group and to them selves as an individual. The existence of positive interdependence is a sign of good cooperation in group work.

According to Kagan (2011), there are two dimensions of positive interdependence that should be considered by the teacher. First, whether the contribution of one is helpful to others and whether the contribution of one necessary for the success of others. He defines that the contribution is helpful when it produces a positive correlation of outcomes. Likewise, a contribution is called necessary if an interdependence occurs between the group members. Johnson and Johnson (1999) argue that there are three steps that can be used to plan for positive interdependence during collaboration; First, create an assignment for students that is understandable and measurable; second, formed a positive goal interdependence, and third, supplement positive goal interdependence with positive reward interdependence. For the first step, it is important to make sure that every student perceive the things they need complete and accomplish during the learning process. They also know how to do it and what kind of result is expected during and after the learning process. For the second step, that is to structure positive goal interdependence, the students must understand that the success of the group is related to the succes of each of them as individual. They

must help each other during the teaching and learning process. The last step is a positive reward interdependence for positive achievement in goal interdependence. Teacher or lecturer needs to give a reward or a compliment for a group that successfully shown a positive interdependence among their members. It can be in the form of bonus points or in the form of non-academic rewards such as giving students extra free time in the classroom.

According to Kagan and Kagan (2009), to form positive interdependence in a group, all the members should get an assignment that needs to be solved by all of them. Roles need to be assigned to each member of the team to ensure that each member is participating in the learning process. Moreover, the tasks must be completed by all of the group members.

2.2.7.2 Individual Accountability

According to Kagan and Kagan (2009), Individual accountability (IA) in collaborative learning takes place when individual students make a public performance in their group work. This element occurs when the students are performing or sharing what they have learned so that their group members can notice it. Specifically, Jhonson and Smith in Laal (2013) believes that the concept of Individual accountability is that all members of the group have responsibilities not only for his learning but also for the performance of the group. The existence of Individual accountability is believed to help a member to take responsibility for his work and even for his involvement in the group work. Moreover, it prevents the group from receiving the low quality of work produced by an individual which can disadvantage them all and also avoid the group member to be a free rider who

takes any advantages from others' work. When Individual accountability is available, learners can improve their communicative competence during their language learning.

When the element of Individual Accountability present, it ensures that all group members has responsibility toward their work. They teach each other and also share their knowledge, which can prevent a one-person show. All members give a contribution to the group and no one does all the things for the group while others do nothing. The element of individual accountability makes sure that there are no free riders in the group work. Team members also take responsibility for the work of their teammates. They also share responsibility for the work they have done for the group (Johnson & Johnson, 1999).

Every team member in group work must have individual accountability to form a good collaboration. According to Anderson in Laal et al. (2013), when Individual Accountability existed in each individual in a group, it helps the group to be stronger, manages teamwork and helps the development of group work. Individual accountability has been identified as key to the group dynamics of high-performing teams. They are all become the reasons why every member must always maintain it through dedication and patience.

2.2.7.3 Equal Participation.

Recently, many classrooms are structuring a learning together model. In this model, students are paired or are grouping to discuss the material that has been given. This model aimed to increase the quality of interaction among students. However, this learning model cannot guarantee that every member of the group

has equal participation in the discussion. Many of the groups' member do not verbalize their ideas during a discussion and of course, it affects the learning process. To overcome the problem, Kagan proposed the third element in the collaboration called Equal Participation. This element ensured every group member to have equal participation and have the same amount of time in giving their ideas. Moreover, it also helps teachers to control the opportunities of students in providing contributions to the learning process. According to Kagan and Kagan (2009), several strategies can be used to ensure the element of equal participation occurs in the classroom. First, each student is given an opportunity to speak during the learning process, and second, each student gets a specific task in the group. Using these strategies helps students to have clear responsibilities during the learning process.

Dewey and Vygotsky proposed an idea about the theoretical benefits of participation. Dewey (1916), as cited in Kagan (2011), argue that knowledge can be gained through experiences, thus someone's participation can be considered as another form of knowledge. Participation can be considered as a part of knowledge when this experience is received through the process of communication. Vygotsky (1978) mentioned that participation plays a significant role in socializing the learner. Knowledge can be acquired by learner by participating in an active interaction with others. It also has been known that to increase student achievement levels, teacher can asked them to participate more actively in the classroom. This statement showed that the equality in participation is crucial during group work since having equality in group work can help students as the group member to give a contribution to the process of learning and

construct their knowledge (Johnson & Johnson, 1999). The lack of equality of participation in group work can trigger some problems including “social loafing where a student rely on the other group members for doing the assignment. They do not make any contribution to the group as the result of the lack equality on participation (Johnson & Johnson, 1999).

2.2.7.4 Simultaneous Interaction.

Kagan (1999) defines simultaneous interaction as the percentage of learners clearly engaged at any moment of a group work. He also states it as student’s active engagement in the learning process. Simultaneous interaction can also be in form of active responses or a sharing ideas in the group discussion. In simultaneous interaction, the percentage of students who engaged in discussion define the quality of the interaction itself. When a high percentage students are actively engage in a learning process,they learn better. The classroom should be arranged to facilitate students’ ability to work both face to face and together in order to promote each other success (Johnson & Johnson,1999).They work together in a cooperative learning group in which the interaction pattern and verbal exchange between the students are considered crucial in influencing the educational outcomes in their learning process.

2.2.8 Self-Efficacy in learning

Self efficacy can be defined as someone’s beliefs about his ability in controlling situation that occurred (Bandura,1997; Panjares & Valiante, 2001). Considered as the primary component of motivation, self efficacy affects

someone's behavior in learning including their effort and persistence, achievement and also the environment (Panjares & Valiante, 2001). Self-efficacy is one of the most important aspects on students that need to be considered by teacher since it influences students choice of activities and achievement. Studies have found that student with high self efficacy performed positive attitude toward learning. They work harder and persistence in facing problems. They also look more ready in completing a task compared to students with low self-efficacy.

According to Zimmerman (2000) there are four important sources of self-efficacy. Teacher or even the students can use it to develop their own self-efficacy beliefs. These sources are an actual performances, vicarious (modeled) experiences, forms of persuasion, and physiological reactions. Actual performance means someone's own performances on conducting some activities. It is believed that someone's self efficacy will raise or down according to the success they achieve in completing a task. The second source is vicarious experience which can be defined as an intensive exposure to a good model. When a student has a good or a role model for some activity, it will help them to increase their self-efficacy beliefs. The best role model for increasing students' self efficacy is their own peers that has many similarities with them. When students find out that his peers can be succesfull in performing something, it will stimulate his self-efficacy. He will also think that if his peers can perform the task so does he. The third source is forms of persuasion. Getting a positive form of persuasion can stimulate someones to be engaged with activities which affect their self-efficacy belief. In the classroom, it is important for the teacher or lecturer to give encouragement for the students through appraisal and motivational sentences.

Those persuasion forms are believed to raise students' self-efficacy.

The last source of self-efficacy is someone's physiological reactions such as sweating and heart rate. These psychological responses are believed as signs of someone's self-efficacy. When someone has a normal heart rate when performing a task it could be seen as a sign that he does not have a low self-efficacy. However, having a high self-efficacy is not ensuring that someone must have a good achievement. Many factors also play roles during the process. In order to reach great achievement, someone with high self-efficacy also needs to enrich themselves with knowledge and skills. Finally, self-efficacy can be used as a predictor of someone's effort, persistence and achievement during the learning activity only when they have positive expectations toward the activities they have followed.

2.2.9 The overview of perception

There are some definitions of perception proposed by experts. Most of them agreed that perception has a crucial position in affecting human's life. Etymologically, the word perception comes from the Latin term 'perceptio' which means physical activities in grasping something or grabbing it by using one's sense (Lewis & Short in Lewis, 2001). Experts then extended the concept into several definitions which can help the reader to better understand the term.

Michener, DeLamater and Myers (2004) define perception as the effort people make to construct an understanding about the environment by using their senses. In this definition, they argue that through perception, someone forms her impressions about someone or something.

Likewise, Rao and Narayan (1998) argue that perception is a psychological mechanism that allows people to understand the condition of their environment. It is a process to interpret sensory stimulation that comes from their work environment into meaningful information. They mentioned that there is not any specific strategies to understand people's perception since it depends on their sensitiveness and introspective skills.

Qiong (2017) divided the process of forming perception into several stages including; selection, organization, and interpretation. In selection, people give reaction into the stimuli that comes from the environment. They change the stimuli into meaningful experience. Since there are so many stimuli that people get from their environment, they usually give their attention only on the stimuli that related and essential to their need on that time being. It also becomes a reason why sometimes people got misunderstanding on some situation. The perception that formed by a partial information ruin the interaction. People who interact with others from different background whether in education or cultur can also perceive different on the stimuli.

The second stage in the process of perception is Organization. After someone gets information from the stimuli and selected it, they need to organize the data into some patterns. The pattern can come in many form which help the people to categorize the data. At this stage, perception atributtes two characteristics; the structure and the stability. Both help people to make their perception becomes coherence with their general knowledge.

The last stage in the process of perception is Interpretation. It is defined as the process of giving meaning to the stimuli that comes during the activities. In

this process, there are several things that must be considered by people since different people can have different interpretation on the same stimulus. The two top things are experiences and cultural backgrounds. Two people with the same past experiences and cultural background will have a higher chance to attribute the same perception about something. By contrast, people with different experiences and background will share distinct perception. It is then important for people to pay attention on this stages before getting opinion about something.

Based on the explanation above, it has been cleared that someone's perception is determined by how they select stimuli and proceed them in their brain before they interpret its meaning.

2.3 Theoretical Framework

The purpose of this study is to investigate the impact of Reading instruction (*Collaborative Strategic Reading* as strategy-based reading instruction and *Questioning the Author* as a content-based reading instruction), ability-grouping (Homogeneous and heterogeneous ability grouping) and reading self-efficacy (high and low self-efficacy) on students' reading comprehension in Universitas Dehasen Bengkulu. Besides, the writer also wants to describe students' collaboration during the implementation of CSR and QtA based on several elements of collaboration proposed by Kagan (2009) and Johnson & Johnson (1999). Based on those objectives, the theoretical framework of this study is used to describe two essential parts: 1) The research paradigm of the study, 2) The teaching procedures of each instructional strategy.

2.3.1 Research Paradigm of the study

This study has been framed based on several theories; (1) the theory of strategy-based instruction (2) the theory of content-based instruction (3) the theory of ability grouping in learning (4) The theory of Self-efficacy in reading and (5) The theory on the elements of students collaborative works. Those theories are used in this theoretical framework because of the roles they play on reading comprehension.

According to Lai (2008) strategy based instruction is “a method of direct and explicit teaching of comprehension strategies in order to help students become more proficient readers with the ability to apply a set of effective and research-proven reading strategies to increase their understanding and thinking and to monitor and repair their own comprehension”. An effective comprehension instruction has been believed to enhance students’ reading comprehension. Teaching comprehension strategies through explicit and direct instruction to language learners can help them become more thoughtful and proficient readers. Moreover, it can also assist them in better understanding of how to enhance their reading skills.

Presley, (1998); Goldman, (2012) argue that studies on strategy based-instruction have been focused on maintaining the text processing strategies and enhancing students' awareness on the vocabulary of text, its logical organization, clarification, and also questions. Through this approach, the concept of explicit strategy instruction, direct explanation, modeling, guided practice, and independent practice is maintained (Swanson, 1999; Rosenshine & Meister, 1994). The implementation of this strategy instruction has been believed to make

the learning processes easier for students who do not have a language background and knowledge of the target language. Moreover, it will also help students learn the material and also adopt the strategy easily. One of the newest multiple-strategy instruction is *Collaborative Strategic Reading* (CSR) which combines collaborative learning and reciprocal teaching (Klingner, Vaughn, Boardman, 2007). It is believed that this approach enhances students reading comprehension and increase their conceptual learning thus students' participation in learning can be maximized. Moreover, CSR has been able to help struggling English language learners to become confident and competent readers.

Likewise, Content-based instruction is also popular for its effectiveness in enhancing students' reading comprehension. It has natural teaching on students' four language skills through stimulating their interest and engagement which leads students to a higher comprehension ability and motivation to learn. Moreover, it also focuses on students' building meaning of the text by making an active interaction with the text. They identify specific information and relate it to their previous information and background knowledge (Graesser et al.,1994). In this approach, students' comprehension is believed to improve through constructing the meaning of the text instead of focusing on using several specific strategies. *Questioning The Author* (QtA) proposes by Beck et al. (1996) is considered as a reading strategy instruction derived from content-based instruction. This strategy instruction focuses on the importance of students' active effort to build an understanding of the text ideas during reading (Beck&McKeown,2002). In building understanding, students determine what kind of information they need to pay attention to and then connect it to other information. This process happens

through teacher's queries and discussion during the reading process. According to Beck et al. (1996), there are four main features in QtA which make it a unique teaching instruction. First, it sees a text as a product of authors that are imperfect. Second, it relates with the text by examining its meaning. Third, it takes place in the context of reading as it firstly occur and fourth, it encourages students' collaboration in the construction of the text meaning.

As has been previously mentioned, both of those teaching instructions involve collaborative work among students to enhance their meaning-making of text. This process embodied through peer discussion activity during the implementation of those instructions. As a part of collaborative learning, peer discussion is believed to enhance students' language learning, including their reading comprehension ability. Henning (2008) argues that students who are engaged in meaningful discussions tend to perform better comprehension of text. Peer discussion process stimulates their high-level reasoning by allowing them to see many perspectives from their peers (Anderson et al., 2001). Likewise, Langer (1995) states that meaningful classroom discussion is significant for the development of students' understanding of the text. It allows students to mix their understandings, questions, hypotheses, and connections to previous knowledge and experiences. Moreover, peer discussion as a tool for questioning and sharing ideas and knowledge is believed to increase students' intrinsic motivation and self-efficacy (Pressley & Hariss, 2006). *Collaborative Strategic Reading (CSR)* as a peer-mediated instruction involved learners in a peer discussion to co-construct meaning and modify thoughts (Vaughn et al., 2011). In this collaborative work, learners internalize and challenge their cognitive strategic knowledge through

small group discussions. Meanwhile, discussion in Questioning the Author is promoted to encourage students' active response to the text. Students, peers, and teachers work collaboratively to take ideas and build the meaning of the text (Beck et al., 2002). Students find alternative answers by discussing their ideas in a small group discussion.

In implementing collaborative work amongst students in CSR and QtA, many aspects should be considered by the teacher, such as language proficiency, ability, interest, attitudes, gender, personality, thus an effective discussion can be achieved (Gu, 2003). Among those aspects, ability grouping is considered as an important one which takes much attention from researchers (Thomas & Feng, 2014). It is a practice that places students in classrooms or small groups based on the initial assessment of their readiness level or ability (Slavin, 1987; Ireson & Hallam, 2001). Between six types of ability grouping, the within-class ability is a kind of ability grouping that is commonly used for its advantages. In this grouping, students within the same class are grouping into smaller groups based on their ability in a particular subject or based on their working relationship to complete specific activities and purposes (Ireson & Hallam, 2001). It allows the teacher to work together with students, supports collaborative work between students, and also reduces the chance of students being labeled. There are two categories in this ability grouping; homogeneous and heterogeneous. Student's demonstrated performance determines each category such as the levels of prior knowledge and the teacher's initial assessment of the students' level of readiness (Ireson & Hallam, 2001; Slavin, 1987).

The theoretical framework of this study is displayed in figure 2.1

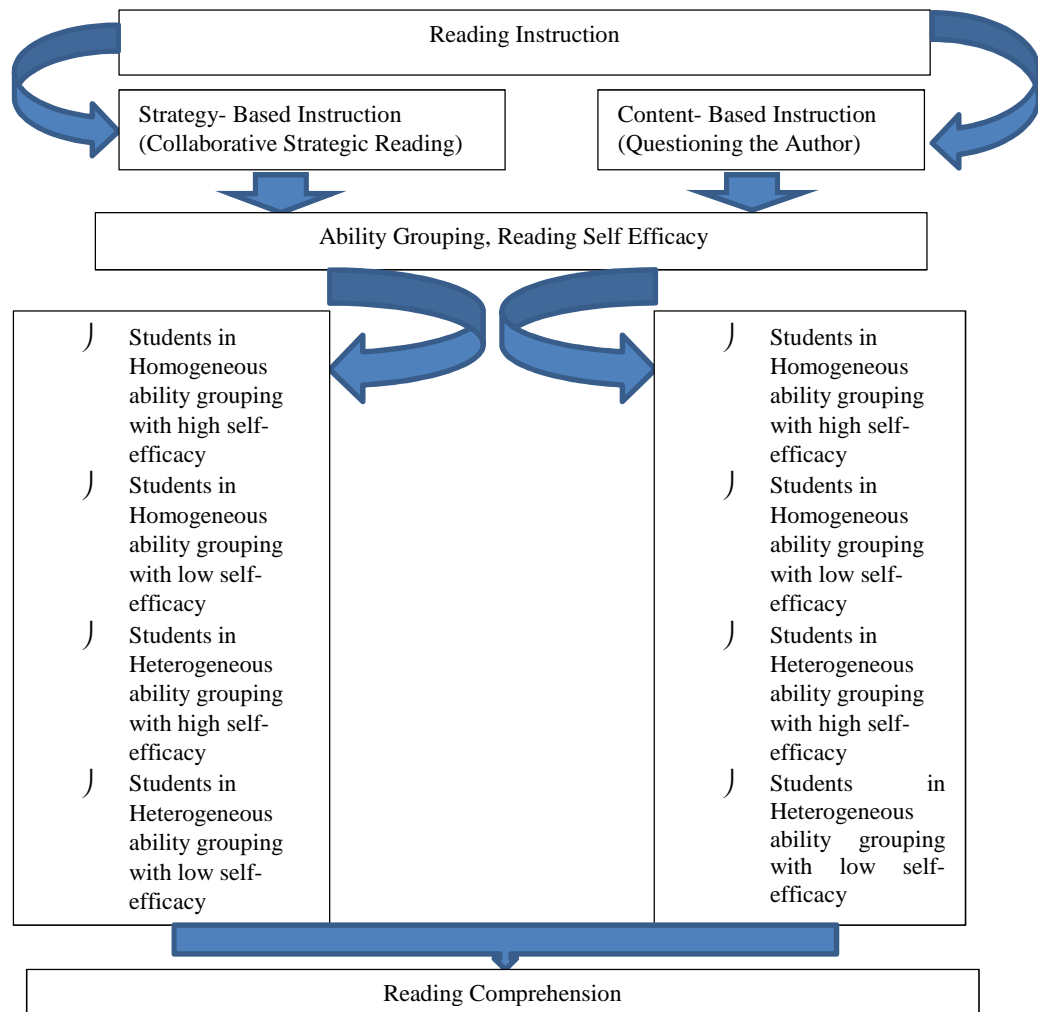


Figure 2.1 Theoretical framework of the study

2.3.2 Teaching procedures of each instructional strategy.

A. Collaborative Strategic Reading

In this study, CSR is implemented in the classroom through two steps. The first step is teaching the strategies and the second step is doing a cooperative learning group through a small group discussion. The detailed implementation of the procedures is followed. In the first meeting, teacher introduces students with

the topic, teaches key vocabulary and then provides the instruction by thinking aloud technique. Teachers will also provide a cue sheet to help students learn four strategies in CSR (preview, click and clunk, get the gist and also wrap up). An explicit explanation of the application of the strategy will be joined together with the content of the topic through the following steps:

1. A teacher teaches students the preview strategy by asking them to give attention to the title of the text, pictures, headings and so on. These activities aim to help students in brainstorm and make predictions about the topic.
2. A teacher teaches students to find difficult words (Clunk) and their meanings during reading. The teacher provides students with a fix-up strategy to help students figure out the clunks.
3. A teacher teaches students to identify the main idea of the text by using the Gist strategy which helps them to find specific details in the text.
4. A teacher teaches students to generate questions and review important ideas in the text. There are two main activities involved in this process: a) generating questions and b) reviewing. In generating questions, students use WH questions that involve their higher-level of thinking to answer questions related to the content of the text. They also make a summary writing about what they have learned from the text in a short essay.
5. After mastering these strategies, the students are divided into several groups consisting of four students. In this peer-led collaborative learning, each student has their role as a leader, a clunk expert, a gist expert or an announcer

B. Questioning the Author

Questioning the Author is a comprehension strategy instruction that asks students to build their understanding of the text by using some queries. This strategy helps them to build up their knowledge and challenge their understanding of the text during the reading process. It is hoped that all students can engage with the text by following a discussion and interactions within their peers in a small group discussion. In the implementation of this strategy, there are several important things that must be prepared by the teacher. Before the meeting, the teacher selected a passage that appropriate with the needs and then marked the stopping points where later on students need to stop reading, think about the meaning and then gain a deeper understanding of the text based on their reading. Each stopping point on the text is intended to encourage students to build a high order thinking related to the content of the text. There are three kinds of queries involved in this strategy including, Initiating queries (it is a query that is used to start the discussion), Follow-up queries (This query is used to help the students in connecting the text meanings with their perceptions about the intention of the author and with other ideas in the text), and Narrative queries (It is used to help students think about the content of the text). In the first meeting, the teacher displays the text to the students together with the queries. He then needs to model the strategy by showing them how they should read the text and then think about the content of the text by answering the queries. In this process, teacher needs to take role as a facilitator that facilitate the discussion. After students mastered this strategy, the teacher lets them implement it by themselves in the next meeting. The implementation procedures of CSR and QtA in the classrooms are displayed

in table 2.1

Table 2.1. The Teaching Procedures

| Time Schedule | Teaching Procedures | |
|----------------------|---|---|
| | Collaborative Strategic Reading Classes | Questioning The Author Classes |
| Week 1 | Following a pre-test for Reading Comprehension | Following a pre-test for Reading Comprehension |
| Week 2 | Introduction of CSR; Teacher modeling for reading strategy in CSR | Teaching and Learning process by using questioning The Author strategy instruction (QtA) |
| Week 3-4 | Teacher modeling for reading strategy in CSR | - |
| Week 5-Week 15 | Students trial of CSR | - |
| Week 4,9,14 | Take an observation checklist and fieldnotes of group collaboration with some groups of students from the heterogeneous and homogeneous ability groups. | Take an observation checklist and fieldnotes of group collaboration with some groups of students from the heterogeneous and homogeneous ability groups. |
| Week 16 | Post-test for Reading Comprehension, interview | Post-test for Reading Comprehension, interview |

2.4. The hypothesis of the Study

The null hypothesis of the study are follows:

H01: The relation among Reading Instruction, Ability-Grouping, and Self-Efficacy on students' reading comprehension is not significant.

H02: The relation between Ability-Grouping and Self-Efficacy on students' reading comprehension is not significant.

H03: The relation between Reading Instruction and Self-Efficacy on students' reading comprehension is not significant.

H04: The relation between Reading Instruction and Ability Grouping on students' reading comprehension is not significant.

H05: The difference between the impact of CSR instruction compared to QtA instruction on students' Reading Comprehension is not significant.

H06: The difference between the impact of Homogeneous ability grouping compared to Heterogeneous ability grouping on students' reading comprehension is not significant

Ho7: The difference between the impact of High Self-Efficacy compared to Low Self-Efficacy on students' reading Comprehension is not significant

This study used the null hypothesis instead of the alternative hypothesis to show that there was no variation existed among variables. This hypothesis was known to be valid until the study presented statistical evidence that rejected the hypothesis.

4. The obtained scores from the reading comprehension test showed that the relation between Ability Grouping and Self-Efficacy on Students' Reading Comprehension is not significant at the first-semester students of Universitas Dehasen Bengkulu in the academic year of 2016. The effects of ability grouping on students' Reading Comprehension do not depend on the level of students' self-efficacy.
5. The study found that the difference on the impact of Collaborative Strategic Reading (CSR) compared to Questioning the Author (QtA) in improving students' reading comprehension is significant. The mean score of students in CSR classes outperformed students in QtA classes.
6. The result showed that the difference on the impact of homogeneous ability grouping compared to heterogeneous ability grouping in improving students' reading comprehension is significant. The mean score of students in heterogeneous ability grouping outperformed students in homogeneous ability grouping.
7. The result of the study indicated that the difference on the impact of high self-efficacy compared to low self-efficacy in improving students' reading comprehension is significant. Students who had a high level of self-efficacy have better Reading Comprehension compared to the students who had low self-efficacy.
8. Students gave various perception to the implementation of CSR and QtA in different ability grouping at the first-semester students of Universitas Dehasen Bengkulu in the academic year of 2016. In general, they mentioned that the implementation of both kinds of reading instructions and the form

of grouping gave positive effects on their reading comprehension. Students in CSR classes mentioned that it was easier for them to comprehend the text since CSR gave models that were easy to be implemented during reading. Meanwhile, in QtA classes, students admitted that queries in QtA assist them to build their understanding of the text. Moreover, students in both classes argued that the group work help them to promote their learning. Nevertheless, some problems still occurred during their learning activities. In CSR classes, students admitted that they need more time to master the strategy and the roles. While in QtA classes, students mentioned that they always need extra times for answering the queries since it was not easy for them to build meaning and develop ideas from the text. For the activities in the group work, whether student in homogeneous or heterogeneous grouping mentioned that the main problem they faced during learning was some members inactive participation. It is then crucial for lecturers to give more time for students to be familiar with the strategies. Moreover, lecturers also need to pay attention on the other related factors such as the form of grouping and the level of self-efficacy that affect students' learning during the implementation of CSR and QtA.

9. Lastly, the study found that most of the students collaborated actively during discussion. The elements of collaboration, including positive interdependence, individual accountability, equal participation, and simultaneous interaction, occurred through several activities during students' group work. The existance of these elements help the students in maximazing their learning.

Based on the research findings, it can be concluded that Collaborative Strategic Reading, Questioning the Author, homogeneous ability grouping, heterogeneous Ability grouping, and students' high and low Self-efficacy had a significant impact on students' reading comprehension. However, Collaborative Strategic Reading, Heterogeneous ability grouping, and students' high self-efficacy outperformed other variables.

5.2 Implication

This study has investigated the impact of Collaborative Strategic Reading, Questioning the Author, Ability grouping, and Self-efficacy on students' Reading Comprehension. The implications of the study are then based on the findings.

Theoretically, the result of the study has strengthened the existing theories on strategy based instruction (Presley, 1998), content based instruction (Stoller, 2008), ability grouping (Ireson & Hallam, 2001) and self-efficacy (Bandura, 1997). Collaborative Strategic Reading as a strategy based instruction has supported students' reading by exposing them with explicit strategies that help them during the reading process. Likewise, Questioning the Author as a content-based instruction supported students' comprehension by providing queries that can help them to build an understanding of the idea of the text. Moreover, the existing theories related to ability grouping especially within-class ability grouping mentioned that its practice can reduce students' limitation in learning by creating teamwork and group collaboration. Lastly, theory related to self-efficacy by Bandura (1997) mentioned that self-efficacy is a psychological factor that affects students' learning. Students with high self-efficacy tend to have better

academic achievement. In this study, the researcher found that all students in the experiment classes got improvement on their reading comprehension ability after the treatment. Csr, QtA, ability grouping and self-efficacy have impact on students' learning. However, Collaborative strategic reading, heterogeneous ability grouping, and high self-efficacy gave the most impact on students' learning compared to QtA, homogeneous ability grouping and low self-efficacy. In Csr classes, four elements of collaboration also fully occurred compared to students' collaboration in QtA classes. These findings then have strengthened the previous theory on collaborative learning. It has been found that when four elements of collaboration, including positive interdependence, individual accountability, equal participation, and simultaneous interaction occurred during the teaching and learning process, they were able to increase students' interaction and participation which later on increases students' achievements.

Pedagogically, the results of the study gave some implications for the teaching and learning process in several aspects. First, this study found that CSR and QtA benefit students' reading comprehension. Both strategies can increase students' achievement in reading. However, the study of CSR and QtA in Universitas Dehasen Bengkulu showed that the implementation of CSR as a strategy based instruction is more effective than QtA instruction. The superiority of CSR compared to QtA indicated that explicit and direct instruction on CSR help students to get a better understanding of the strategy. Moreover, the exposures of multiple strategies to students in Universitas Dehasen Bengkulu also lead them to better text comprehension. With this information, a lecturer can

provide students with a kind of instruction that better supports students' learning based on their learning situation.

Second, ability grouping as a form of students' grouping has been known for its effectiveness in supporting students' collaborative work. In the current study, the result indicated that students boosted their reading performance through collaboration both in homogeneous and heterogeneous groups. Nevertheless, between two forms of ability grouping, students who learned in heterogeneous groups outperformed students in homogeneous group. In heterogeneous ability grouped, students with lower ability got improvement in their ability by interacting with more capable peers. Through relation, they can communicate with higher ability students and also got assistance during the learning process. While for high ability students, relation with lower ability peers helps them to develop their knowledge and also create a deep understanding of what they have learned. Based on these findings, lecturers must know how to encourage students to work collaboratively based on the way they grouped the students during the learning process. The lecturers need to ensure the students that each of them has an important role during discussion therefore their contribution are really needed for the success of the group. Moreover, for students in heterogeneous ability grouping, the lecturers need to guide the more capable students to act as facilitator when interacting with less proficient partner. It can be concluded that preparing students before the group work is really important. It will not only help the students during collaboration but also the lecturer. Students will be ready for the collaborative work therefore it will be easier for lecturer to engage the students in the learning process.

Third, self-efficacy as a psychological factor, has been known to have an essential role in the success of students' learning. This study supports previous research that self-efficacy had an impact on students reading. In this study, it has been found that students with high reading self-efficacy have better scores than students with low self-efficacy. Students with high self-efficacy can learn quickly and develop their capacity faster than others. Likewise, students with high Self-Efficacy have also been known as quick and persistent learners. It is then crucial for lecturers and also the students to know the sources of self-efficacy and then try to develop and to maintain them. These four important sources of self-efficacy are students' actual performance, vicarious experiences, verbal persuasion, and psychological reactions. Related to these four sources, vicarious experiences and verbal persuasion are the area that lecturers can give more attention during the teaching and learning process. Vicarious experience is an experience students got by observing and imitating a positive role model who display a high level of self-efficacy. The role model can be their groupmates or even the lecturer itself. By having the students learn with other students who have high self-efficacy, it can help them to develop their own self-efficacy beliefs. Moreover, giving students a positive verbal persuasion through appraisal can encourage and motivate them to be confident with their ability in learning. As it has been known that words has a great impact on someone's life. While for students, they can develop their own self-efficacy by doing more practice on related skill. Research has found that when students are succeed in facing new challenge, it will gain their self-efficacy belief. Finally, students and lecturer also need to pay their attention on students' psychological reaction such as anxiety or depression. Students who are struggling

with those psychological aspects will get difficulties in developing their self-efficacy beliefs. It is then important for lecturer and students to build a positive environment during the learning process to inhibit the development of students' anxiety. A good collaboration among lecturers, university, and student hopefully can help the students to increase their level of self-efficacy belief; which in the future support them to achieve academic success.

The implication of the study above, hopefully, could give complete information on how the findings of this study supported the educational theories and practices for improving students' learning.

5.3 Suggestion

Based on the conclusions, this study offers some recommendations for improvements.

First, as this study is embedded mixed-method research where the qualitative study is given less priority, the collaborative work amongst students during the implementation of CSR and QtA in different ability grouping was not fully described. It would be necessary for other researchers to have an in-depth study on these processes by using an ethnography or case study research design; thus, clear information can be obtained.

Second, concerning the number of participants, there were only 121 participants from 2 study programs who participated in the study. The limitation in the number of participants makes the researcher can only categorize the students into two levels of students' ability, high ability, and low ability. It is recommended for other researchers to take more samples; thus, they can divide

the students into three levels of ability, including high, moderate, and low ability. A different ability level in the study can give the researcher more detail information on the effect of ability grouping on students reading comprehension.

Third, since Collaborative Strategic Reading and Questioning the Author have different ways of improving students' reading comprehension, it is recommended for the researcher to utilize more than one reading test format. The variety used of the test format gives more information and perspectives on measuring the effectiveness of Reading instruction.

Fourth, personality or psychological factors is considered crucial in affecting students learning. Since this study used self-efficacy as one of the variables, it is then suggested to other researchers to add other psychological factors such as students' anxiety, self-esteem, or intelligence in their research. Adding different psychological factors in the study will enrich the knowledge of how each of them affects students learning.

Based on those suggestions and recommendations, it is hoped that future research can go beyond this study and consider the other factors that might influence students' reading comprehension ability.

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APPENDICES

Appendix 1. SPSS Quantitative Data Analysis

Table 1 Pretest of Student having high reading self efficacy in homogeneous ability grouping who were taught by using Collaborative Strategic Reading instruction (A1B1C1)

Statistics

PREA1B1C1

| | | |
|--------------------|---------|---------|
| N | Valid | 16 |
| | Missing | 0 |
| Mean | | 49.17 |
| Std. Error of Mean | | 3.227 |
| Median | | 48.33 |
| Mode | | 40 |
| Std. Deviation | | 12.910 |
| Variance | | 166.667 |
| Range | | 37 |
| Minimum | | 33 |
| Maximum | | 70 |
| Sum | | 787 |

Table 2 Posttest of Student having high reading self efficacy in homogeneous ability grouping.

Statistics

POSTA1B1C1

| | | |
|--------------------|---------|-----------------|
| N | Valid | 16 |
| | Missing | 0 |
| Mean | | 65.31 |
| Std. Error of Mean | | 2.474 |
| Median | | 66.00 |
| Mode | | 60 ^a |
| Std. Deviation | | 9.898 |
| Variance | | 97.963 |

| | |
|---------|------|
| Range | 30 |
| Minimum | 50 |
| Maximum | 80 |
| Sum | 1045 |

Table 3 Pretest of Student having low reading self efficacy in homogeneous ability grouping.

Statistics

PREA1B1C2

| | | |
|--------------------|---------|--------|
| N | Valid | 14 |
| | Missing | 0 |
| Mean | | 52.43 |
| Std. Error of Mean | | 2.127 |
| Median | | 51.50 |
| Mode | | 60 |
| Std. Deviation | | 7.959 |
| Variance | | 63.341 |
| Range | | 26 |
| Minimum | | 40 |
| Maximum | | 66 |
| Sum | | 734 |

Table 4 Posttest of Student having low reading self efficacy in homogeneous ability grouping

Statistics

POSTA1B1C2

| | | |
|--------------------|---------|--------|
| N | Valid | 14 |
| | Missing | 0 |
| Mean | | 67.86 |
| Std. Error of Mean | | 2.323 |
| Median | | 70.00 |
| Mode | | 73 |
| Std. Deviation | | 8.690 |
| Variance | | 75.516 |
| Range | | 27 |
| Minimum | | 53 |
| Maximum | | 80 |
| Sum | | 950 |

Table 5 Prettest of Student having high reading self efficacy in heterogeneous ability grouping

| | | Statistics |
|--------------------|---------|-----------------|
| PREA1B2C1 | | |
| N | Valid | 18 |
| | Missing | 0 |
| Mean | | 54.17 |
| Std. Error of Mean | | 2.525 |
| Median | | 51.50 |
| Mode | | 40 ^a |
| Std. Deviation | | 10.711 |
| Variance | | 114.735 |
| Range | | 33 |
| Minimum | | 40 |
| Maximum | | 73 |
| Sum | | 975 |

Table 6 Posttest of Student having high reading self efficacy in heterogeneous ability grouping

| | | Statistics |
|--------------------|---------|-----------------|
| POSTA1B2C1 | | |
| N | Valid | 18 |
| | Missing | 0 |
| Mean | | 79.33 |
| Std. Error of Mean | | 1.849 |
| Median | | 80.00 |
| Mode | | 73 ^a |
| Std. Deviation | | 7.844 |
| Variance | | 61.529 |
| Range | | 24 |
| Minimum | | 66 |
| Maximum | | 90 |
| Sum | | 1428 |

Table 7 Prettest of Student having high reading self efficacy in heterogeneous ability grouping

| | | Statistics |
|--------------------|---------|------------|
| PREA1B2C2 | | |
| N | Valid | 12 |
| | Missing | 6 |
| Mean | | 52.50 |
| Std. Error of Mean | | 3.598 |
| Median | | 50.00 |
| Mode | | 46 |
| Std. Deviation | | 12.464 |
| Variance | | 155.364 |
| Range | | 40 |
| Minimum | | 33 |
| Maximum | | 73 |
| Sum | | 630 |

Table 8 Posttest of Student having high reading self efficacy in heterogeneous ability grouping

| | | Statistics |
|--------------------|---------|-----------------|
| POSTA1B2C2 | | |
| N | Valid | 12 |
| | Missing | 6 |
| Mean | | 76.00 |
| Std. Error of Mean | | 2.437 |
| Median | | 74.50 |
| Mode | | 66 ^a |
| Std. Deviation | | 8.442 |
| Variance | | 71.273 |
| Range | | 24 |
| Minimum | | 66 |
| Maximum | | 90 |
| Sum | | 912 |

Table 9 Pretest of Student having high reading self efficacy in homogeneous ability grouping

| | | Statistics |
|--------------------|---------|-----------------|
| PREA2B1C1 | | |
| N | Valid | 16 |
| | Missing | 2 |
| Mean | | 52.00 |
| Std. Error of Mean | | 2.895 |
| Median | | 50.00 |
| Mode | | 46 ^a |
| Std. Deviation | | 11.582 |
| Variance | | 134.133 |
| Range | | 40 |
| Minimum | | 33 |
| Maximum | | 73 |
| Sum | | 832 |

Table 10 Posttest of Student having high reading self efficacy in homogeneous ability grouping

| | | Statistics |
|--------------------|---------|-----------------|
| POSTA2B1C1 | | |
| N | Valid | 16 |
| | Missing | 2 |
| Mean | | 72.63 |
| Std. Error of Mean | | 2.666 |
| Median | | 73.00 |
| Mode | | 66 ^a |
| Std. Deviation | | 10.664 |
| Variance | | 113.717 |
| Range | | 37 |
| Minimum | | 53 |
| Maximum | | 90 |
| Sum | | 1162 |

Table 11 Pretest of Student having high reading self efficacy in homogeneous ability grouping

| | | Statistics |
|--------------------|---------|------------|
| PREA2B1C2 | | |
| N | Valid | 15 |
| | Missing | 3 |
| Mean | | 53.33 |
| Std. Error of Mean | | 2.524 |
| Median | | 53.00 |
| Mode | | 60 |
| Std. Deviation | | 9.774 |
| Variance | | 95.524 |

| | |
|---------|-----|
| Range | 37 |
| Minimum | 33 |
| Maximum | 70 |
| Sum | 800 |

Table 12 Posttest of Student having high reading self efficacy in homogeneous ability grouping.

Statistics

POSTA2B1C2

| | | |
|--------------------|---------|-----------------|
| N | Valid | 15 |
| | Missing | 3 |
| Mean | | 56.60 |
| Std. Error of Mean | | 2.789 |
| Median | | 53.00 |
| Mode | | 53 ^a |
| Std. Deviation | | 10.802 |
| Variance | | 116.686 |
| Range | | 36 |
| Minimum | | 40 |
| Maximum | | 76 |
| Sum | | 849 |

Table 13 Pretest of Student having high reading self efficacy in homogeneous ability grouping

Statistics

PREA2B2C1

| | | |
|--------------------|---------|--------|
| N | Valid | 18 |
| | Missing | 0 |
| Mean | | 49.56 |
| Std. Error of Mean | | 2.313 |
| Median | | 50.00 |
| Mode | | 53 |
| Std. Deviation | | 9.811 |
| Variance | | 96.261 |
| Range | | 33 |
| Minimum | | 33 |
| Maximum | | 66 |
| Sum | | 892 |

Table 14 Posttest of Student having high reading self efficacy in homogeneous ability grouping

Statistics

POSTA2B2C1

| | | |
|--------------------|---------|-----------------|
| N | Valid | 18 |
| | Missing | 0 |
| Mean | | 70.50 |
| Std. Error of Mean | | 2.826 |
| Median | | 73.00 |
| Mode | | 66 ^a |
| Std. Deviation | | 11.991 |
| Variance | | 143.794 |
| Range | | 40 |
| Minimum | | 46 |
| Maximum | | 86 |
| Sum | | 1269 |

Table 15 Prettest of Student having low reading self efficacy in heterogeneous ability grouping

Statistics

PREA2B2C2

| | | |
|--------------------|---------|-----------------|
| N | Valid | 12 |
| | Missing | 0 |
| Mean | | 49.17 |
| Std. Error of Mean | | 3.786 |
| Median | | 51.67 |
| Mode | | 33 ^a |
| Std. Deviation | | 13.114 |
| Variance | | 171.970 |
| Range | | 33 |
| Minimum | | 33 |
| Maximum | | 67 |
| Sum | | 590 |

Table 16 Posttest of Student having low reading self efficacy in heterogeneous ability groupin

| | | Statistics |
|--------------------|---------|-----------------|
| POSTA2B2C2 | | |
| N | Valid | 12 |
| | Missing | 0 |
| Mean | | 65.28 |
| Std. Error of Mean | | 3.468 |
| Median | | 63.33 |
| Mode | | 60 ^a |
| Std. Deviation | | 12.015 |
| Variance | | 144.360 |
| Range | | 33 |
| Minimum | | 47 |
| Maximum | | 80 |
| Sum | | 783 |

Table 17 Normality of Reading Comprehension score pretest for CSR classes (A1), Homogeneous Ability grouping (B1), and High Self-efficacy (C1).

| One-Sample Kolmogorov-Smirnov Test | | | | |
|------------------------------------|----------------|-----------|-----------|-----------|
| | | PretestA1 | PretestB1 | PretestC1 |
| N | | 60 | 61 | 68 |
| Normal Parameters ^a | Mean | 52.03 | 51.80 | 51.21 |
| | Std. Deviation | 11.059 | 10.683 | 11.191 |
| Most Extreme Differences | Absolute | .123 | .123 | .102 |
| | Positive | .123 | .095 | .102 |
| | Negative | -.097 | -.123 | -.098 |
| Kolmogorov-Smirnov Z | | .952 | .960 | .839 |
| Asymp. Sig. (2-tailed) | | .325 | .315 | .482 |
| a. Test distribution is Normal. | | | | |
| | | | | |

Table 18. Normality of Reading Comprehension score pretest for QtA classes (A2), Heterogeneous Ability grouping (B2), and Low Self-efficacy (C2).

| | | One-Sample Kolmogorov-Smirnov Test | | |
|---------------------------------|----------------|------------------------------------|-----------|-----------|
| | | PretestA2 | PretestB2 | PretestC2 |
| N | | 61 | 60 | 53 |
| Normal Parameters ^a | Mean | 50.98 | 51.38 | 51.89 |
| | Std. Deviation | 10.819 | 11.225 | 10.622 |
| Most Extreme Differences | Absolute | .115 | .159 | .138 |
| | Positive | .115 | .159 | .138 |
| | Negative | -.109 | -.120 | -.098 |
| Kolmogorov-Smirnov Z | | .895 | 1.235 | 1.001 |
| Asymp. Sig. (2-tailed) | | .400 | .095 | .269 |
| a. Test distribution is Normal. | | | | |
| | | | | |

Table 19. Normality of Reading Comprehension score posttest for CSR classes (A1), Homogeneous Ability grouping (B1), and High Self-efficacy (C1).

| | | One-Sample Kolmogorov-Smirnov Test | | |
|---------------------------------|----------------|------------------------------------|------------|------------|
| | | PosttestA1 | PosttestB1 | PosttestC1 |
| N | | 60 | 61 | 68 |
| Normal Parameters ^a | Mean | 72.72 | 65.67 | 72.12 |
| | Std. Deviation | 10.466 | 11.451 | 11.194 |
| Most Extreme Differences | Absolute | .123 | .134 | .105 |
| | Positive | .073 | .095 | .061 |
| | Negative | -.123 | -.134 | -.105 |
| Kolmogorov-Smirnov Z | | .956 | 1.049 | .865 |
| Asymp. Sig. (2-tailed) | | .320 | .221 | .442 |
| a. Test distribution is Normal. | | | | |
| | | | | |

Table 20. Normality of Reading Comprehension score posttest for CSR classes (A1), Homogeneous Ability grouping (B1), and High Self-efficacy (C1).

| One-Sample Kolmogorov-Smirnov Test | | | | |
|------------------------------------|----------------|------------|------------|------------|
| | | PosttestA2 | PosttestB2 | PosttestC2 |
| N | | 61 | 60 | 53 |
| Normal Parameters ^a | Mean | 66.57 | 73.63 | 66.42 |
| | Std. Deviation | 12.764 | 11.345 | 12.415 |
| Most Extreme Differences | Absolute | .121 | .146 | .117 |
| | Positive | .102 | .075 | .105 |
| | Negative | -.121 | -.146 | -.117 |
| Kolmogorov-Smirnov Z | | .948 | 1.131 | .853 |
| Asymp. Sig. (2-tailed) | | .330 | .155 | .461 |
| a. Test distribution is Normal. | | | | |
| | | | | |

Table 21 Normality of Reading Comprehension score pretest for CSR Classes (A1B1C1,A1B1C2,A1B2C1,A1B2C2) and Normality of ReadingComprehension score pretest for QtA Classes(A2B1C1,A2B1C2,A2B2C1,A2B2C2)

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------|---------------------------------|----|-------------------|--------------|----|------|
| | Statistic | Df | Sig. | Statistic | df | Sig. |
| A1B1C1 | .176 | 12 | .200 [*] | .895 | 12 | .135 |
| A1B1C2 | .158 | 12 | .200 [*] | .947 | 12 | .595 |
| A1B2C1 | .164 | 12 | .200 [*] | .871 | 12 | .067 |
| A1B2C2 | .234 | 12 | .068 | .902 | 12 | .168 |
| A2B1C1 | .163 | 12 | .200 [*] | .940 | 12 | .496 |
| A2B1C2 | .144 | 12 | .200 [*] | .963 | 12 | .822 |
| A2B2C1 | .142 | 12 | .200 [*] | .943 | 12 | .544 |

| | | | | | | |
|--------|------|----|-------------------|------|----|------|
| A2B2C2 | .169 | 12 | .200 [*] | .873 | 12 | .071 |
|--------|------|----|-------------------|------|----|------|

Table 22 Normality of Reading Comprehension score Posttest for CSR Classes (A1B1C1,A1B1C2,A1B2C1,A1B2C2) and Normality of Reading Comprehension score Posttest for QtA Classes(A2B1C1,A2B1C2,A2B2C1,A2B2C2)

Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------|---------------------------------|----|-------------------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| A1B1C1 | .173 | 12 | .200 [*] | .925 | 12 | .328 |
| A1B1C2 | .219 | 12 | .116 | .900 | 12 | .157 |
| A1B2C1 | .183 | 12 | .200 [*] | .954 | 12 | .703 |
| A1B2C2 | .167 | 12 | .200 [*] | .902 | 12 | .167 |
| A2B1C1 | .152 | 12 | .200 [*] | .946 | 12 | .577 |
| A2B1C2 | .187 | 12 | .200 [*] | .941 | 12 | .509 |
| A2B2C1 | .158 | 12 | .200 [*] | .894 | 12 | .134 |
| A2B2C2 | .163 | 12 | .200 [*] | .915 | 12 | .248 |

The Homogeneity Test

Table 23. Levene test for Pretest-Posttest Reading Comprehension score of students who were taught by using Collaborative Strategic reading Instruction (A1)

Test of Homogeneity of Variances

PosttestA1

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.931 | 9 | 50 | .069 |

Table 24. Levene test for Pretest-Posttest Reading Comprehension score of students who were taught by using Questioning the Author Instruction (A2)

Test of Homogeneity of Variances

PosttestA2

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.503 | 7 | 51 | .187 |

Table 25. Levene test for Pretest-Posttest Reading Comprehension score of students in Homogeneous ability grouping (B1)

Test of Homogeneity of Variances

PosttestB1

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.111 | 9 | 48 | .373 |

Table 26. Levene test for Pretest-Posttest Reading Comprehension score of students in Heterogeneous ability grouping (B2)

Test of Homogeneity of Variances

PosttestB2

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.952 | 9 | 50 | .066 |

Table 27. Levene test for Pretest-Posttest Reading Comprehension score of students with high self-efficacy (C1)

Test of Homogeneity of Variances

PosttestC1

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.711 | 10 | 57 | .100 |

Table 28. Levene test for Pretest-Posttest Reading Comprehension score of students with low self-efficacy (C2)

Test of Homogeneity of Variances

PosttestC2

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 2.736 | 7 | 52 | .091 |

Table 29 Levene test for Pretest-Posttest Reading Comprehension score of students with Homogeneous ability grouping and High self efficacy who were taught by using Collaborative Strategic reading Instruction (A1B1C1)

Test of Homogeneity of Variances

PREPOSTA1B1C1

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.736 | 1 | 29 | .198 |

Table 30 Levene test for Pretest-Posttest Reading Comprehension score of students with Homogeneous ability grouping and Low self efficacy who were taught by using Collaborative Strategic reading Instruction (A1B1C2)

Test of Homogeneity of Variances

PREPOSTA1B1C2

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
|------------------|-----|-----|------|

Test of Homogeneity of Variances

PREPOSTA1B1C2

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .119 | 1 | 26 | .733 |

Table 31 Levene test for Pretest-Posttest Reading Comprehension score of students with Heterogeneous ability grouping and High self efficacy who were taught by using Collaborative Strategic reading Instruction (A1B2C1)

Test of Homogeneity of Variances

PREPOSTA1B2C1

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 2.774 | 1 | 34 | .105 |

Table 32 Levene test for Pretest-Posttest Reading Comprehension score of students with Heterogeneous ability grouping and Low self efficacy who were taught by using Collaborative Strategic reading Instruction (A1B2C2)

Test of Homogeneity of Variances

PREPOSTA1B2C2

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.218 | 1 | 22 | .282 |

Table 33 Levene test for Pretest-Posttest Reading Comprehension score of students with Homogeneous ability grouping and High self efficacy who were taught by using Questioning the Author Instruction (A2B1C1)

Test of Homogeneity of Variances

PREPOSTA2B1C1

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .265 | 1 | 30 | .611 |

Table 34 Levene test for Pretest-Posttest Reading Comprehension score of students with Homogeneous ability grouping and low Self Efficacy who were taught by using Questioning the Author Instruction (A2B1C2)

Test of Homogeneity of Variances

PREPOSTA2B1C2

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .572 | 1 | 28 | .456 |

Table 35 Levene test for Pretest-Posttest Reading Comprehension score of students with Heterogeneous ability grouping and High self efficacy who were taught by using Questioning the Author Instruction (A2B2C1)

Test of Homogeneity of Variances

PREPOSTA2B2C1

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .592 | 1 | 34 | .447 |

Appendix 2. Quantitative Raw Data

Pretest Posttest Reading Comprehension and Self Efficacy (Homogeneous Ability Grouping with CSR instruction)

| No | Nama | Score | | Ability Criteria | Self Efficacy | SE Criteria |
|----|-------------------|----------|----------|------------------|---------------|-------------|
| | | Pretest | Posttest | | | |
| 1 | Rika Lein | 66,66667 | 80 | High | 136 | HS |
| 2 | Rendi | 70 | 73,33333 | High | 133 | HS |
| 3 | Try SaPutra | 33,33333 | 60 | Low | 141 | HS |
| 4 | Parizal | 60 | 66,66667 | High | 126 | LS |
| 5 | Doni Kurniawan | 40 | 53,33333 | Low | 129 | LS |
| 6 | Ferizal gunawan | 70 | 66,66667 | High | 140 | HS |
| 7 | Indah Marisa | 50 | 73,33333 | Low | 116 | LS |
| 8 | Roni Eka Jaya | 46,66667 | 73,33333 | Low | 123 | LS |
| 9 | Renda Kumala Sari | 33,33333 | 60 | Low | 141 | HS |
| 10 | Rahmad Andini | 33,33333 | 50 | Low | 134 | HS |
| 11 | Elkana Perangin | 50 | 60 | Low | 128 | LS |
| 12 | Ikhlas Aditsen | 50 | 56,66667 | Low | 141 | HS |
| 13 | Tio Wicaksono | 40 | 70 | Low | 113 | LS |
| 14 | Anita Setia Dewi | 40 | 50 | Low | 143 | HS |
| 15 | Aji Purnomo | 53,33333 | 73,33333 | High | 129 | LS |
| 16 | Dheo Mahfuzi | 60 | 60 | High | 138 | HS |
| 17 | Fitria | 46,66667 | 70 | Low | 128 | LS |
| 18 | Deffebbya Hawarni | 56,66667 | 76,66667 | High | 135 | HS |
| 19 | Reynaldi | 60 | 53,33333 | High | 122 | LS |
| 20 | Eka Saputri | 50 | 60 | Low | 110 | LS |
| 21 | Aulia | 53,33333 | 73,33333 | High | 128 | LS |
| 22 | Dian Ayu | 50 | 80 | Low | 140 | HS |
| 23 | Novi Trijayanti | 66,66667 | 80 | High | 126 | LS |
| 24 | M.Budi Utomo | 40 | 66,66667 | Low | 135 | HS |
| 25 | Dedi Irawan | 46,66667 | 70 | Low | 139 | HS |
| 26 | Taufik Akbar | 40 | 56,66667 | Low | 138 | HS |
| 27 | Diana Ayunda | 60 | 66,66667 | High | 122 | LS |
| 28 | Ahmad Gunawan | 56,66667 | 66,66667 | High | 139 | HS |
| 29 | Teguh Prasetyo | 40 | 76,66667 | Low | 141 | HS |
| 30 | Bayu Suprana | 60 | 80 | High | 105 | LS |

**Pretest Posttest Reading Comprehension and Self Efficacy
(Heterogeneous Ability Grouping with CSR instruction)**

| No | Nama | Score | | Ability Criteria | Self Efficacy | SE Criteria |
|----|-------------------------|----------|----------|------------------|---------------|-------------|
| | | Pretest | Posttest | | | |
| 1 | Rensi putri | 40 | 73,33333 | Low | 134 | HS |
| 2 | Syarif Hidayatullah | 50 | 70 | Low | 138 | HS |
| 3 | Angga Setiawan | 53,33333 | 80 | High | 140 | HS |
| 4 | Henokh Arianda | 53,33333 | 76,33333 | High | 132 | LS |
| 5 | Ditantio Pramana | 40 | 66,66667 | Low | 145 | HS |
| 6 | Ajiandeka Darmansyah | 46,66667 | 73,33333 | Low | 113 | LS |
| 7 | Marta junitawati | 66,66667 | 90 | High | 137 | HS |
| 8 | Jemei Gipari | 70 | 83,33333 | High | 125 | LS |
| 9 | Redho Putra Sasmita | 40 | 73,33333 | Low | 120 | LS |
| 10 | Yolanda puspita | 50 | 66,66667 | Low | 132 | LS |
| 11 | Claudia | 46,66667 | 66,66667 | Low | 116 | LS |
| 12 | Muhammad Sholihin | 73,33333 | 90 | High | 116 | LS |
| 13 | Robert Africo | 50 | 73,33333 | Low | 146 | HS |
| 14 | Yufika Apriliana | 66,66667 | 83,33333 | High | 133 | HS |
| 15 | Nurhalimah | 60 | 86,66667 | High | 137 | HS |
| 16 | Pebriadi | 53,33333 | 80 | High | 123 | LS |
| 17 | Erza Pratiwi | 70 | 90 | High | 131 | LS |
| 18 | Bibit | 40 | 80 | Low | 147 | HS |
| 19 | Cahrya Putra | 46,66667 | 73,33333 | Low | 135 | HS |
| 20 | Aldo Satria Manggala | 66,66667 | 86,66667 | High | 133 | HS |
| 21 | Feby Yulestian | 46,66667 | 73,33333 | Low | 130 | LS |
| 22 | Rudiantara | 50 | 76,66667 | Low | 123 | LS |
| 23 | Nova putri | 33,33333 | 66,66667 | Low | 122 | LS |
| 24 | Trio Handika Putra | 46,66667 | 80 | Low | 137 | HS |
| 25 | Tomi | 46,66667 | 66,66667 | Low | 143 | HS |
| 26 | Julian Pranoto | 53,33333 | 83,33333 | High | 133 | HS |
| 27 | Alwan Zhafran | 50 | 76,66667 | Low | 134 | HS |
| 28 | Putra Ari Anggara | 73,33333 | 90 | High | 136 | HS |
| 29 | Muhammad Ilham | 60 | 83,33333 | High | 135 | HS |
| 30 | Mira Arianti | 70 | 90 | High | 136 | HS |

**Pretest Posttest Reading Comprehension and Self Efficacy
(Homogeneous Ability Grouping with QtA instruction)**

| No | Nama | Score | | Ability Criteria | Self Efficacy | Criteria |
|----|----------------------|----------|----------|------------------|---------------|----------|
| | | Pretest | Posttest | | | |
| 1 | Hengki Ternando | 60 | 73,33333 | High | 138 | HS |
| 2 | Sarah Ariska | 46,66667 | 40 | Low | 104 | LS |
| 3 | Kumala Dewi | 70 | 76,66667 | High | 132 | LS |
| 4 | Fitri Ningsih | 33,33333 | 66,66667 | Low | 145 | HS |
| 5 | Adji Masaid | 46,66667 | 70 | Low | 137 | HS |
| 6 | Gusran | 50 | 46,66667 | Low | 132 | LS |
| 7 | Reka Scontia | 50 | 53,33333 | Low | 133 | HS |
| 8 | Renny Efryanti | 66,66667 | 90 | High | 135 | HS |
| 9 | Meki Sumanti | 50 | 80 | Low | 139 | HS |
| 10 | Anugrah Nurhani | 46,66667 | 50 | Low | 126 | LS |
| 11 | Selmi Ulandari | 33,33333 | 40 | Low | 127 | LS |
| 12 | Ade Rizki ratiwi | 33,33333 | 53,33333 | Low | 139 | HS |
| 13 | Ranita Kurniati | 40 | 66,66667 | Low | 139 | HS |
| 14 | Natalia Irene Beth | 60 | 66,66667 | High | 125 | LS |
| 15 | Nina Herlina | 60 | 80 | High | 141 | HS |
| 16 | Sela Sapitri | 66,66667 | 70 | High | 104 | LS |
| 17 | Zelin Restiana Ulpa | 50 | 53,33333 | Low | 116 | LS |
| 18 | Ayu Ningtias Juliati | 60 | 76,66667 | High | 133 | HS |
| 19 | Apriyadi | 60 | 66,66667 | High | 122 | LS |
| 20 | Wira Yuda | 46,66667 | 70 | Low | 134 | HS |
| 21 | Roma Akbar | 53,33333 | 76,66667 | High | 139 | HS |
| 22 | Wendhy Awendry | 53,33333 | 60 | High | 120 | LS |
| 23 | Yesi Afrianti | 53,33333 | 66,66667 | High | 123 | LS |
| 24 | Joni Hendrawan | 50 | 73,33333 | Low | 140 | HS |
| 25 | Selvania | 73,33333 | 90 | High | 145 | HS |
| 26 | Tutut Dwi Novianti | 60 | 53,33333 | High | 131 | LS |
| 27 | Selvina Arianti | 66,66667 | 80 | High | 137 | HS |
| 28 | Deffa Dara Ikhsani | 40 | 50 | Low | 117 | LS |
| 29 | Susi Anita | 60 | 60 | High | 110 | LS |
| 30 | Desi Yuningsi | 46,66667 | 66,66667 | Low | 146 | HS |
| 31 | Meri Sriyanti | 53,33333 | 53,33333 | High | 128 | LS |

Pretest Posttest Reading Comprehension and Self Efficacy
(Heterogeneous Ability Grouping with QtA instruction)

| No | Nama | Score | | Ability Criteria | Self Efficacy | SE Criteria |
|----|---------------------|----------|----------|------------------|---------------|-------------|
| | | Pretest | Posttest | | | |
| 1 | Ratna Juwita Sari | 60 | 73,33333 | High | 133 | HS |
| 2 | uji Astuti | 53,33333 | 73,33333 | High | 108 | LS |
| 3 | Yayan Farizal | 40 | 46,66667 | Low | 147 | HS |
| 4 | Rona Irawan | 33,33333 | 46,66667 | Low | 135 | HS |
| 5 | Ginangjar Utama | 53,33333 | 76,66667 | High | 134 | HS |
| 6 | Rima Maria | 60 | 83,33333 | High | 137 | HS |
| 7 | Medi Hartanto | 33,33333 | 46,66667 | Low | 122 | LS |
| 8 | Eni Triwisda | 66,66667 | 73,33333 | High | 111 | LS |
| 9 | Dessy Mayasari | 43,33333 | 83,33333 | Low | 138 | HS |
| 10 | Diana Riza | 50 | 53,33333 | Low | 126 | LS |
| 11 | Siti Amirah | 50 | 66,66667 | Low | 134 | HS |
| 12 | Annisa Rahma | 66,66667 | 86,66667 | High | 134 | HS |
| 13 | Vava Airlangga | 33,33333 | 50 | Low | 113 | LS |
| 14 | Adhit rasetyo | 53,33333 | 73,33333 | High | 135 | HS |
| 15 | Doni Setyawan | 53,33333 | 60 | High | 125 | LS |
| 16 | Claudio rakarsa | 40 | 60 | Low | 139 | HS |
| 17 | Salsa Adila | 66,66667 | 86,66667 | High | 140 | HS |
| 18 | Lidia Octavia | 66,66667 | 80 | High | 131 | LS |
| 19 | Cindi | 53,33333 | 60 | High | 123 | LS |
| 20 | Hari Aji Rion | 40 | 60 | Low | 129 | LS |
| 21 | Donna Chintia | 53,33333 | 66,66667 | High | 133 | HS |
| 22 | Hadi Suriyono | 33,33333 | 66,66667 | Low | 123 | LS |
| 23 | Agung Yuli Susanto | 40 | 80 | Low | 110 | LS |
| 24 | Afiqah Lestari | 46,66667 | 80 | Low | 145 | HS |
| 25 | Deka usita sari | 50 | 73,33333 | Low | 137 | HS |
| 26 | Lilik Kusmanto | 53,33333 | 66,66667 | High | 133 | HS |
| 27 | Heru Kurniawan | 50 | 60 | Low | 141 | HS |
| 28 | Andre Aulia | 66,66667 | 80 | High | 108 | LS |
| 29 | Veta Kristi Jayanti | 33,33333 | 70 | Low | 137 | HS |
| 30 | Liza Liandriani | 43,33333 | 76,66667 | Low | 134 | HS |

APPENDIX 3. READING COMPREHENSION TEST

Direction : In this reading comprehension test you will read a number of passages. Each one is followed by approximately ten questions about it. For questions 1-30, choose the one best answer, (A), (B), (C), or (D) to each questions. Then, find the number of the question on your answer sheet, and fill in the space that corresponds to the letter of the answer you have chosen. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Questions 1 through 6 are based on the following passage

Elizabeth Blackwell was born in England in 1821 and emigrated to New York City when she was ten years old. One day she decided that she wanted to become a doctor. That was nearly impossible for a woman in the middle of the nineteenth century. After writing many letters seeking admission to medical schools, she was finally accepted by a doctor in Philadelphia. So determined was she that she taught school and gave music lessons to earn money for her tuition.

In 1849, after graduation from medical school, she decided to further her education in Paris. She wanted to be a surgeon, but a serious eye infection forced her to abandon the idea. Upon returning to the United States, she found it difficult to start her own practice because she was a woman. By 1857, Elizabeth and her sister, also a doctor, along with another female doctor, managed to open a new hospital, the first for women and children. Besides being the first female physician in the United states and *founding* her own hospital, she also established the first medical school for women.

1. Why couldn't Elizabeth Blackwell realize her dream of becoming a surgeon?
 - a. She couldn't get admitted to medical school
 - b. She decided to further her education in paris
 - c. A serious eye infection halted her quest
 - d. It was difficult for her to start a practice in the United States

2. How many years elapsed between her graduation from medical school and the opening of her hospital?

| | |
|-------|-------|
| a. 8 | c. 19 |
| b. 10 | d. 36 |

3. How old was Elizabeth Blackwell when she graduated from medical school?

| | |
|-------|-------|
| a. 10 | c. 28 |
| b. 21 | d. 36 |

4. What is the main idea of this passage?
 - a. Elizabeth Blackwell overcame serious obstacles to become the first woman doctor in the United States
 - b. Elizabeth Blackwell had to abandon her plans to become a doctor because an eye infection
 - c. Elizabeth Blackwell even taught music to pay for her medical studies
 - d. Elizabeth Blackwell founded the first medical school for women

5. The word “founding” in line 14 means most nearly the same as
- | | |
|----------------|-----------------|
| a. Locating | c. Establishing |
| b. Looking for | d. Buying |
6. The reason Elizabeth Blackwell could not become a surgeon is explained in line
- | | |
|---------|----------|
| a. 4-5 | c. 11-12 |
| b. 9-10 | d. 13-14 |

Questions 7 through 12 are based on the following passage

2 As far back as 700 B.C, people have talked about children being cared for
 by wolves. Romulus and Remus, the legendary twin founders of Rome, were
 purported to have been cared for by wolves. According to legend, Mars
 fathered the two boys. As a result, a relative of their mother imprisoned her
 5 and ordered that the boys be 5drowned in the tiber river. However, a she-wolf
 saved them from this horrible fate and took them back to her lair to care for
 them. Legend has it that when a sea-wolf loses her her litter, she seeks a
 8 human child to take its place.

This seemingly preposterous idea did not become credible until the late
 10 nineteenth century when a french doctor actually found a naked ten-year-old boy
 wandering in the woods. He did not walk erect, could not speak intelligibly, nor could
 he relate to people. He only growled and stared at them. Finally, the doctor won the
 boy’s confidence and began to work with him.
 14 After many long years of devoted and patient instructions, the doctor was able to get
 the boy to clothe and feed him self, recognize and utter a number of words, and write
 letters and forms words.

7. The French doctor found the boy
- | | |
|---------------------------|--------------------------|
| a. Wandering in the woods | c. Growling at him |
| b. At his doorstep | d. Speaking intelligibly |
8. The doctor was able to work with the boy because
- | |
|--------------------------------------|
| A. The boy was highly intelligent |
| B. The boy trusted him |
| C. The boy liked to dress up |
| D. The boy was dedicated and patient |
9. All of the following statements are true EXCEPT
- | |
|---|
| a. Sea-wolves have been said to substitute human children for their lost litters |
| b. Examples of wolves caring for human children can be found only in the nineteenth century |
| c. The french doctor succeeded in domesticating the boy somewhat |
| d. The young never was able to speak perfectly |

10. The main idea of this passage is that according to legend
- Children who are raised by wolves can be rehabilitated
 - She-wolves replace their dead offspring with human children
 - Romulus and Remus were cared for by a she-wolf
 - A French doctor saved Romulus and Remus from drowning
11. According to the legend, Romulus and Remus were
- Found abandoned in Rome
 - The founders of Rome
 - Discovered by a French doctor
 - Drowned in the Tiber River in 700 BC
12. Where in the passage is it stated that according to legend, Romulus and Remus founded Rome?
- Line 2-3
 - Line 4-5
 - Line 6-7
 - Line 7-8

Questions 13 through 15 are based on the following passage

Most people think of deserts as dry, flat areas with little vegetation and little or no rainfall, but this is hardly true. Many deserts have varied geographical formations ranging from soft, rolling hills to stark, jagged cliffs, and most deserts have permanent *source* of water. Although deserts do not receive a high amount of rainfall to be classified as a desert, an area must get less than twenty five centimeters of rainfall per year. There are many plants that thrive on only small amounts of water, and deserts are often full of such plant life.

Desert plants have a variety of mechanism for obtaining the water needed for survival. Some plants, such as cactus, are able to store large amounts of water, on their leaves or stems after a rainfall these plants absorb a large supply of water to last until the next rainfall. Other plants, such as the mesquite, have extraordinarily deep root systems that allow them to obtain water from far below the desert's arid surface.

13. The word "Source" in line 4 means
- Supply
 - Storage space
 - Need
 - Lack
14. According to the text, what is not true about desert plant
- It just needs a small amount of water
 - It is able to store large amounts of water
 - It has deep roots for obtaining more water below the surface
 - It needs no water for survival

15. The word “them” in line 13 is refers to
- Desert
 - Desert plants
 - Cactus
 - Mesquite

Questions 16 through 19 are based on the following passage

2 In an effort to produce the largest, fastest, and most luxurious ship afloat,
the British built the S.S. Titanic. It was so superior to anything else on the
seas that it was *dubbed* “unsinkable.” So sure of this were the owners that they
provided only twenty lifeboats and rafts, less than one half the number
5 needed for the 2,227 passangers on board.

8 Many passangers were aboard the night it rammed an iceberg, only two days at sea
and more than halfway between England and its New York
destination. Because the luxury liner was traveling so fast, it was impossible
to avoid the ghostly looking iceberg. An unextinguished fire also contributed
to the ship’s submersion. Panic increased the number of casualties as people 11
jumped into the icy water or fought to be among the few to board the
lifeboats. Four hours after the mishap, another ship, the Carpathia, rescued the 705
14 survivors. The infamous S.S. Titanic had enjoyed only two days of sailing
glory on its maiden voyage in 1912 before plunging into 12,000 feet of water near the
coast of Newfoundland, where it lies today.

16. All of the following contributed to the large death toll EXCEPT
- Panic
 - Fire
 - Speed
 - The carpathia
17. How many days was the S.S. Titanic at sea before sinking
- 2
 - 4
 - 6
 - 12
18. The word “dubbed” in line 3 is closest in meaning to
- Called
 - Initiated
 - Christened
 - Listed
19. In which lines does the author indicate that the S.S. Titanic’s owners were overly confident about its seaworthiness?
- Lines 2-3
 - Lines 4-6
 - Lines 8-9
 - Lines 13-15

Questions 20 through 26 are based on the following passage

2 The ancient Egyptians firmly believed in the afterlife and spent their time on earth preparing for it. Elaborate burial rituals included preparing the burial site, providing for all of the deceased's material needs (food, clothing, jewels, and tools of their trade), and preserving the corpse so that it would not *decay*.

5 This preservation was accomplished through a process of mummification. The ancients left no written accounts as to the execution of this process, so
7 scientists have had to examine mummies and establish their own theories. The embalming process might have taken up to seventy days for the pharaohs and nobility and only a few days for the poor.

11 The embalmers spread a variety of compounds of salt, spices, and resins in and over the corpse to preserve it. *They* followed this with a prescribed wrapping, a procedure in which they wound strips of fine linen around, over, body while placing various amulets within the wrappings to protect the
14 deceased from harm on the long journey to the afterlife. They also painted resins over the wrapped linen. Finally, a pharaoh or noble would have been encased in a wooden box before being placed in a sarcophagus.

20. The word "they" in line 11 refers to
- | | |
|--------------|-------------|
| a. Embalmers | c. Pharaohs |
| b. Spices | d. The poor |
21. The embalming process can best be described as
- Lengthy and complicated
 - Short and simple
 - Strict and unfaltering
 - Wild and terrifying
22. The word 'decay' in line 4 is closest in meaning to
- | | |
|----------------|---------------|
| a. Die | c. Embalm |
| b. Deteriorate | d. Rejuvenate |
23. All of the following statements are true except
- Bodies were preserved as a matter of religious belief
 - All mummification took seventy days to complete
 - Special compounds were used to embalm the bodies
 - It has been difficult to determine the process used
24. Why did the ancient Egyptians mummify the deceased
- To preserve the body from destruction
 - To scare tomb robbers
 - To encase the body in a sarcophagus
 - To protect the body from harm on the journey to the afterlife
25. It can be inferred that the Egyptians buried food, clothing, jewels, and tools with the deceased because
- The family did not want anyone else to share them
 - That was the wish of the deceased

- c. They were afraid
 - d. The deceased would need them while enroute to the afterlife
26. What is the main idea of this passage
- a. The ancient Egyptians believed in the afterlife
 - b. The process of mummification in ancient Egyptians
 - c. The embalming process of mummification
 - d. Burial rituals in the ancient Egyptians

Questions 27 through 30 are based on the following passage

2 A tapeworm is a parasite that lives in the intestines of humans and animals. Some tapeworms attach themselves to the intestinal wall by means of suckers in their heads. Others float freely in the intestines and absorb food through the walls of their bodies.

6 A tapeworm consists of numerous segments. When a new segment forms, the older ones move to the back of the animal. Each segment contains hermaphroditic sexual organs (that is, male and male organs). The uterus of 8 each segment fills with eggs, which develop into embryos. Generally, when the eggs are ready to hatch, the segment breaks off and is eliminated through 10 the host's excretory system. These embryos hatch, develop into larvae, and grow to adults only if ingested by an intermediate host. 13 One may be infected by tapeworms by eating undercooked beef, pork, or fish. Symptoms include irregular appetite, abdominal discomfort, anemia, weakness, and nervousness.

27. The passage implies that all of the following are true EXCEPT
- a. An embryo will cease to develop if not ingested by a host
 - b. a tapeworm will continue to live even when segments break off
 - c. the segment farthest back on the tail is the oldest
 - d. tapeworms always float freely in the digestive system
28. which of the following is probably NOT a symptom of tapeworm infestation
- a. Unusual eating habits
 - b. Excitability
 - c. Deficiency of red blood cells
 - d. Euphoria
29. A tapeworm attaches itself to the intestinal wall by
- | | |
|---------------|----------|
| a. Suction | c. Food |
| b. LiquidFood | d. Teeth |
30. It can be inferred that tapeworm lives in the intestines of humans and animals because
- a. They want to absorb food from the host
 - b. They want to form a new segment of their body
 - c. They want to develop embryos
 - d. They want to attach their body to the host

APPENDIX. 4 QUESTIONNAIRE FOR ASSESSING READING SELF EFFICACY

Name :
Student Number :
Study Program :

Directions : Using the scale from 1 (not confident at all) to 6 (completely confident) answer the questions below . Remember that you can tick () any number from 1 to 6

| NO | STATEMENTS | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------|--|---|---|---|---|---|---|
| A. | General Reading Self Efficacy | | | | | | |
| 1. | In general how confident are you in your abilities in reading? | | | | | | |
| 2. | How confident are you that you will do well in reading this semester ? | | | | | | |
| 3. | How confident are you that you can learn to be a good reader ? | | | | | | |
| 4. | How confident are you that you will get an A in reading this semester ? | | | | | | |
| B. | Reading Test Self Efficacy | | | | | | |
| 5. | How confident are you that you can do well on standardized test in reading? | | | | | | |
| 6. | How confident are you that you can do a good job on important reading test? | | | | | | |
| 7. | How confident are you that you can do a good job on the reading section of the TOEFL test? | | | | | | |
| C. | Self-Efficacy for Self-regulated Learning in Reading | | | | | | |
| 8. | How well can you finish your reading homework on time? | | | | | | |
| 9. | How well can you read if there are other interesting things to do? | | | | | | |
| 10. | How well can you concentrate while you are reading ? | | | | | | |
| 11. | How well can you remember | | | | | | |

| | | | | | | | |
|-----------|---|--|--|--|--|--|--|
| | information that you read in your school's book ? | | | | | | |
| 12. | How well can you get yourself to read? | | | | | | |
| 13. | How well can you can participate in reading class ? | | | | | | |
| 14. | How well can you can arrange a place to read at home where you wont get distracted ? | | | | | | |
| 15. | How well can you get help with reading if you need it ? | | | | | | |
| 16. | How well can you check to see if you understand what you are reading | | | | | | |
| 17. | How well can you get back on track with your reading if you are distracted? | | | | | | |
| D. | Self Efficacy for Academic Reading | | | | | | |
| 18. | How confident are you that you can sound out words? | | | | | | |
| 19. | How confident are you that you can understand all the words on page on one of your school book? | | | | | | |
| 20. | How confident are you that you can break big words into smaller parts (prefixes and suffixes) ? | | | | | | |
| 21. | How confident are you that you can undersand the main idea of a text ? | | | | | | |
| 22. | How confident are you that you can figure out the meaning of a hard word in a sentence ? | | | | | | |
| 23. | How confident are you that you can find important information in a passage ? | | | | | | |
| 24. | How confident are you that you can make predictions about what you are reading? | | | | | | |
| 25. | How confident are you that you can sound like a good reader when reading out loud ? | | | | | | |
| 26. | How confident are you that you can understand what you are reading when | | | | | | |

| | | | | | | | |
|-----------|--|--|--|--|--|--|--|
| | you read silently ? | | | | | | |
| 27. | How confident are you that you can read and understand one of your schoolbooks ? | | | | | | |
| 28. | How confident are you that you can read and understand a long chapter book ? | | | | | | |
| E. | Self Efficacy for Extracurricular reading | | | | | | |
| 29. | How confident are you that you can read and understand the newspaper ? | | | | | | |
| 30. | How confident are you that you can read and understand a magazine? | | | | | | |
| 31. | How confident are you that you can read and understand a web page ? | | | | | | |

APPENDIX 5. OBSERVATION CHECKLIST

OBSERVATION CHECKLIST

(MODELING PHASE)

CLASS I : Collaborative Strategic Reading Class with Homogeneous Ability Grouping Students

I. Preliminary Activities

| | OPENING A LESSON | YES | NO | COMMENTS |
|---|---|-----|----|----------|
| 1 | Lecturer states the objective or purpose of the lesson. | | | |
| 2 | Lecturer verbalize a rationale for using the strategy. | | | |
| 3 | Lecturer explain about the strategy | | | |

II. Main Activities

| NO | ASPECTS | YES | NO | COMMENTS |
|----------|--|-----|----|----------|
| A | Before Reading (Preview) | | | |
| 1 | Lecturer introduces the text and prompts students to brainstorm about the topic. | | | |
| 2 | Lecturer prompts students to predict what they might learn from the text | | | |
| B | During Reading (Click and Clunk) | | | |
| 1 | Lecturer asks students to read the text. | | | |
| 2 | Lecturer asks students to identify clunks after reading. | | | |
| 3 | Lecturer perform as the Clunk Expert who then guides the students to use fix-up strategies | | | |

| | | | | |
|----------|--|--|--|--|
| | to determine the meanings of the clunks. | | | |
| 4 | Students re-read the text to ensure the meanings of the clunks make sense in the context of the text | | | |
| C | Get the Gist | | | |
| 1 | Students read the text | | | |
| 2 | The lecturer perform as the Gists expert prompts students to write their gist statements | | | |
| 3 | Lecturer asks students to share their gists | | | |
| D | After Reading (Wrap Up) | | | |
| | Questioning | | | |
| 1 | The lecturer as Question Expert prompts students to write different types of questions and answers. | | | |
| 2 | the lecturer prompts students to share their questions | | | |
| | Review | | | |
| | Lecturer asks students to write a 2-3 sentence summary of the text | | | |

III. Class Flow

| NO | Aspects | YES | NO | COMMENTS |
|----|--|-----|----|----------|
| 1 | Class flow easy to follow | | | |
| 2 | All material covered in allotted class time | | | |
| 3 | The Important points have been emphasized and summarized | | | |

IV. Teacher-Student Interaction

| | | | | |
|---|--|--|--|--|
| 1 | Lecturer gives a clear and direct explanation | | | |
| 2 | Lecturer engages the students actively in learning | | | |
| 3 | Lecturer lets learners present their ideas | | | |
| 4 | The lecturer continually monitors student groups and provides feedback | | | |
| 5 | Students are confident to ask question | | | |
| 6 | Students are busy with themselves (doing off-tasks activities) | | | |
| 7 | Students show interest in Learning | | | |
| 8 | Students understand instructions and are able to begin activity | | | |

V. Students' Collaboration during Group Work

Rating Scale: (1.Inadequate,2.Poor, 3. Good,4. Very Good,5. Excellent)

| On Task | C8 | C9 | C10 | C11 | C12 | C13 | C14 |
|---|----|----|-----|-----|-----|-----|-----|
| Assigned specific roles | | | | | | | |
| Being Responsible to the task | | | | | | | |
| Shares ideas and make arguments with evidence | | | | | | | |
| Consider others feedback in completing the task | | | | | | | |
| Add knowledges/ideas on the task | | | | | | | |
| Synthesize and summarize the group's thinking for completing the task | | | | | | | |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| Actively involved in doing the task | | | | | | | |
| Performed assigned role | | | | | | | |
| | | | | | | | |
| On Groupmates | | | | | | | |
| Providing feedback | | | | | | | |
| Help each other to complete the task | | | | | | | |
| Respected teammates during discussion | | | | | | | |
| Take an active role in the group | | | | | | | |
| Divide the role among teammates | | | | | | | |
| Giving opportunities to each member to be involved in discussion | | | | | | | |
| Contributed idea actively by reporting work progress | | | | | | | |
| Make an active discussion with teammates | | | | | | | |

General Comments for Students in Homogeneous Ability Grouping :

GROUP C8

1. ON TASK

2. ON GROUPMATES

GROUP C9

1. ON TASK

2. ON GROUPMATES

GROUP C10

1. ON TASK

2. ON GROUPMATES

GROUP C11

1. ON TASK

2. ON GROUPMATES

GROUP C12

1. ON TASK

2. ON GROUPMATES

GROUP C13

1. ON TASK

2. ON GROUPMATES

GROUP C14

1. ON TASK

2. ON GROUPMATES

OBSERVATION CHECKLIST

(Assisted Phase)

CLASS I : Collaborative Strategic Reading Class with Homogeneous Ability Grouping Students

I. Preliminary Activities

| NO | OPENING A LESSON | YES | NO | COMMENTS |
|----|---|-----|----|----------|
| 1 | The Lecturer reviews the previous lesson | | | |
| 2 | The lecturer asks the students what they have learnt in the previous meeting. | | | |
| 3 | Teacher assigns students to group with four-five students | | | |
| 4 | Teacher assigns roles to students | | | |

II. Main Activities

| NO | ASPECTS | YES | NO | COMMENTS |
|----------|---|-----|----|----------|
| A | Before Reading (Preview) | | | |
| 1 | The leader asked the team to brainstorm about the topic. | | | |
| 2 | The leader asked the team to predict what they might learn from reading the text. | | | |
| B | During Reading (Click and Clunk) | | | |
| 1 | Students read the text in the group. | | | |
| 2 | Students identify clunks after reading each section. | | | |
| 3 | The Clunk Expert guides the group to use fix-up strategies to determine the meanings of the clunks. | | | |

| | | | | |
|----------|--|--|--|--|
| 4 | Students reread to ensure the meanings of the clunks make sense in the context of the text | | | |
| C | Get the Gist | | | |
| 1 | Students re-read the text | | | |
| 2 | The the Gists expert prompts students to write their gist statements | | | |
| 3 | The Gist expert guides the group toward getting the gist | | | |
| 4 | Students' written gists statements which contain the most important information about the Who or the What | | | |
| 5 | The gist expert asks students to share their gist. | | | |
| C | After Reading (Wrap Up) | | | |
| | Questioning | | | |
| 1 | After students have read the entire passage, the Question Expert prompts students to write different types of questions and answers. | | | |
| 2 | After writing questions, the Question Expert prompts students to share their questions | | | |
| | Review | | | |
| | After reading the entire passage, Question Expert asks students to write a 2-3 sentence summary of the text that focuses on the most important information they learned from the text. | | | |

III. Class Flow

| NO | Aspects | YES | NO | COMMENTS |
|----|--|-----|----|----------|
| 1 | Class flow is easy to follow | | | |
| 2 | The material is covered in allotted class time | | | |
| 3 | The Important points have been emphasized and summarized | | | |

IV. Teacher-Student Interaction

| | | | | |
|---|--|--|--|--|
| 1 | Lecturer gives a clear and direct explanation | | | |
| 2 | Lecturer engages the students actively in learning | | | |
| 3 | Lecturer lets learners present their ideas | | | |
| 4 | The lecturer continually monitors student groups and provides feedback | | | |
| 5 | Students are confident to ask question | | | |
| 6 | Students are busy with themselves | | | |
| 7 | Students show interest in Learning | | | |
| 8 | Students understand instructions and are able to begin activity | | | |

V. Students' Collaboration during Group Work

Rating Scale: (1.Inadequate,2.Poor, 3. Good,4. Very Good,5. Excellent)

| On Task | C8 | C9 | C10 | C11 | C12 | C13 | C14 |
|---|----|----|-----|-----|-----|-----|-----|
| Assigned specific roles | | | | | | | |
| Being Responsible to the task | | | | | | | |
| Shares ideas and make arguments with evidence | | | | | | | |
| Consider others feedback in completing the task | | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| Add knowledges/ideas on the task | | | | | | | |
| Synthesize and summarize the group's thinking for completing the task | | | | | | | |
| Actively involved in doing the task | | | | | | | |
| Performed assigned role | | | | | | | |
| | | | | | | | |
| On Groupmates | | | | | | | |
| Providing feedback | | | | | | | |
| Help each other to complete the task | | | | | | | |
| Respected teammates during discussion | | | | | | | |
| Take an active role in the group | | | | | | | |
| Divide the role among teammates | | | | | | | |
| Giving opportunities to each member to be involved in discussion | | | | | | | |
| Contributed idea actively by reporting work progress | | | | | | | |
| Make an active discussion with teammates | | | | | | | |

GROUP C8

1. ON TASK

2. ON GROUPMATES

GROUP C9

1. ON TASK

2. ON GROUPMATES

GROUP C10

1. ON TASK

2. ON GROUPMATES

GROUP C11

1. ON TASK

2. ON GROUPMATES

GROUP C12

1. ON TASK

ON GROUPMATES

GROUP C13

1. ON TASK

2. ON GROUPMATES

GROUP C14

1. ON TASK

ON GROUPMATES

OBSERVATION CHECKLIST

(MODELING PHASE)

CLASS I : Questioning the Author Class with Homogeneous Ability Grouping Students

I. Preliminary Activities

| NO | OPENING A LESSON | YES | NO | COMMENTS |
|----|---|-----|----|----------|
| 1 | Lecturer states the objective or purpose of the lesson. | | | |
| 2 | Lecturer verbalize a rationale for using the strategy. | | | |
| 3 | Lecturer explain about the strategy | | | |

II. Main Activities

| NO | ASPECTS | YES | NO | COMMENTS |
|----------|---|-----|----|----------|
| A | Before Reading | | | |
| 1 | Lecturer introduces the text | | | |
| 2 | Introduces the queries and demonstrates how to answer the queries | | | |
| B | During Reading | | | |
| 1 | Distribute the QtA worksheet | | | |
| 2 | Guides students in using the queries | | | |
| 3 | Asks students to write their thought on the worksheet | | | |
| 4 | Asks students to share their thought and provides feedback. | | | |
| C | After Reading | | | |
| | Listen to the students' comments about QtA and provides feedback | | | |

III. Class Flow

| NO | Aspects | YES | NO | COMMENTS |
|----|--|-----|----|----------|
| 1 | Class flow is easy to follow | | | |
| 2 | All material covered in allotted class time | | | |
| 3 | The Important points have been emphasized and summarized | | | |

IV. Teacher-Student Interaction

| | | | | |
|---|--|--|--|--|
| 1 | Lecturer gives a clear and direct explanation | | | |
| 2 | Lecturer engages the students actively in learning | | | |
| 3 | Lecturer lets learners present their ideas | | | |
| 4 | The lecturer continually monitors student groups and provides feedback | | | |
| 5 | Students are confident to ask question | | | |
| 6 | Students are busy with themselves | | | |
| 7 | Students show interest in Learning | | | |
| 8 | Students understand instructions and are able to begin activity | | | |

V. Students' Collaboration during Group Work

Rating Scale: (1.Inadequate,2.Poor, 3. Good,4. Very Good,5. Excellent)

| On Task | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 |
|---|----|----|-----|-----|-----|-----|-----|
| Assigned specific roles | | | | | | | |
| Being Responsible to the task | | | | | | | |
| Shares ideas and make arguments with evidence | | | | | | | |
| Consider others feedback in completing the task | | | | | | | |
| Add knowledges/ideas on the task | | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| Synthesize and summarize the group's thinking for completing the task | | | | | | | |
| Actively involved in doing the task | | | | | | | |
| Performed assigned role | | | | | | | |
| | | | | | | | |
| On Groupmates | | | | | | | |
| Providing feedback | | | | | | | |
| Help each other to complete the task | | | | | | | |
| Respected teammates during discussion | | | | | | | |
| Take an active role in the group | | | | | | | |
| Divide the role among teammates | | | | | | | |
| Giving opportunities to each member to be involved in discussion | | | | | | | |
| Contributed idea actively by reporting work progress | | | | | | | |
| Make an active discussion with teammates | | | | | | | |

General Comments for Students in Homogeneous Ability Grouping

GROUP Q8

1. ON TASK

2. ON GROUPMATES

GROUP Q9

1. ON TASK

2. ON GROUPMATES

GROUP Q10

1. ON TASK

2. ON GROUPMATES

GROUP Q11

1. ON TASK

2. ON GROUPMATES

GROUP Q12

1. ON TASK

2. ON GROUPMATES

GROUP Q13

1. ON TASK

2. ON GROUPMATES

GROUP Q14

1. ON TASK

2. ON GROUPMATES

OBSERVATION CHECKLIST

(ASSISTED PHASE)

Questioning the Author Class with Homogeneous Ability Grouping Students

I. Preliminary Activities

| NO | OPENING A LESSON | YES | NO | COMMENTS |
|----|---|-----|----|----------|
| 1 | The Lecturer reviews the previous lesson | | | |
| 2 | The lecturer asks the students what they have learnt in the previous meeting. | | | |
| 3 | Teacher assigns students to group with four-five students | | | |

II. Main Activities

| NO | ASPECTS | YES | NO | COMMENTS |
|----------|---|-----|----|----------|
| A | Before Reading | | | |
| 1 | Distribute the text and the worksheet | | | |
| 2 | Lecturer introduces the text | | | |
| 3 | Lecturer Introduces the queries | | | |
| B | During Reading | | | |
| 1 | Students read the text in the group | | | |
| 2 | Students use Queries to build meaning of the text. | | | |
| 3 | Students write their thought in their worksheet. | | | |
| 4 | Students share their thought with the group members | | | |
| 5 | Students revised their thinking | | | |

| | | | | |
|----------|--|--|--|--|
| | based on their discussion in the group | | | |
| C | After Reading | | | |
| 1 | Wrap up today lesson | | | |
| 2 | Lecturer provide Feedback | | | |

III. Class Flow

| NO | ASPECTS | YES | NO | COMMENTS |
|-----------|--|------------|-----------|-----------------|
| 1 | Class flow is easy to follow | | | |
| 2 | All material covered in allotted class time | | | |
| 3 | The Important points have been emphasized and summarized | | | |

IV. Teacher-Student Interaction

| | | | | |
|---|--|--|--|--|
| 1 | Lecturer gives a clear and direct explanation | | | |
| 2 | Lecturer engages the students actively in learning | | | |
| 3 | Lecturer lets learners present their ideas | | | |
| 4 | The lecturer continually monitors student groups and provides feedback | | | |
| 5 | Students are confident to ask question | | | |
| 6 | Students are busy with themselves | | | |
| 7 | Students show interest in Learning | | | |
| 8 | Students understand instructions and are able to begin activity | | | |

V. Students' Collaboration during Group Work

Rating Scale: (1.Inadequate,2.Poor, 3. Good,4. Very Good,5. Excellent)

| On Task | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 |
|---|----|----|-----|-----|-----|-----|-----|
| Assigned specific roles | | | | | | | |
| Being Responsible to the task | | | | | | | |
| Shares ideas and make arguments with evidence | | | | | | | |
| Consider others feedback in completing the task | | | | | | | |
| Add knowledges/ideas on the task | | | | | | | |
| Synthesize and summarize the group's thinking for completing the task | | | | | | | |
| Actively involved in doing the task | | | | | | | |
| Performed assigned role | | | | | | | |
| | | | | | | | |
| On Groupmates | | | | | | | |
| Providing feedback | | | | | | | |
| Help each other to complete the task | | | | | | | |
| Respected teammates during discussion | | | | | | | |
| Take an active role in the group | | | | | | | |
| Divide the role among teammates | | | | | | | |
| Giving opportunities to each member to be involved in discussion | | | | | | | |
| Contributed idea actively by reporting work progress | | | | | | | |
| Make an active discussion with teammates | | | | | | | |

General Comments for Students in Homogeneous Ability Grouping

GROUP Q8

1. ON TASK

2. ON GROUPMATES

GROUP Q9

1. ON TASK

2. ON GROUPMATES

GROUP Q10

1. ON TASK

2. ON GROUPMATES

GROUP Q11

1. ON TASK

2. ON GROUPMATES

GROUP Q12

1. ON TASK

2. ON GROUPMATES

GROUP Q13

1. ON TASK

2. ON GROUPMATES

GROUP Q14

1. ON TASK

2. ON GROUPMATES

**APPENDIX.6 INTERVIEW QUESTIONS FOR COLLABORATIVE
STRATEGIC READING INSTRUCTION**

1. What do you think of *Collaborative Strategic Reading* instruction that had been implemented in your English class? Explain!
2. How is your Reading Comprehension ability after the implementation of *Collaborative Strategic Reading* instruction? Explain!
3. What are the difficulties that you found during the implementation of *Collaborative Strategic Reading* instruction? Explain!
4. What do you think of the cooperation in your group work? Explain!
5. Are there any difficulties that you found during your group work? Explain!

**INTERVIEW QUESTIONS FOR QUESTIONING THE AUTHOR
INSTRUCTION**

1. What do you think of *Questioning the Author* instruction that had been implemented in your English class? Explain!
2. How is your Reading Comprehension ability after the implementation of *Questioning the Author* Instruction? Explain!
3. What are the difficulties that you found during the implementation of *Questioning the Author* Instruction? Explain!
4. What do you think of the cooperation in your group work? Explain!
5. Are there any difficulties that you found during your group work? Explain!

Appendix. 11 Lesson Plan

Lesson Plan for Collaborative Strategic Reading Instruction

Meeting : 1 (100 Minutes)

Material : Taken from Longman complete Course for TOEFL and Cliffs
TOEFL Preparation

Lesson Focus : Introducing Collaborative Strategic Reading Instruction

Lesson Objectives

Students will be able to :

- Know types of strategies in CSR instruction
- Know the assigned roles in CSR instruction
- Practice to use the strategies while Reading a text

Assessment

- The assessment will be conducted by using classroom observation and discussion.
- The students will be asked to read the text, using the CSR strategy while Reading a text.

Procedures

I. Preliminary Activities

-) Lecturer states the objective or purpose of the lesson
-) Lecturer verbalize a rationale for using the strategy
-) Lecturer explain about the strategy

II. Main Activites

A. Before Reading

- Lecturer introduces the text and prompts students to brainstorm about the topic.

- Lecturer prompts students to predict what they might learn from the text

B. During Reading

- Lecturer explain about *Click and Clunk* in Reading a text
- Lecturer asks students to read the text.
- Lecturer asks students to write down their clunks
- Lecturer perform as the Clunk Expert guides the students to use fix-up strategies to determine the meanings of the clunks.
- Students reread to ensure the meanings of the clunks make sense in the context of the text
- Lecturer explain about *Get the gists*
- The lecturer perform as the Gists expert prompts students to read the text and asks students to tell what is the most important things in the text.
- The lecturer perform as the Gists expert prompts students to write their gist statements
- Lecturer asks students to share their gists

C. After Reading

- The lecturer as Question Expert prompts students to write different types of questions and also the answers.
- the lecturer prompts students to share their questions and how they found the answers.
- Lecturer asks students to write a 2-3 sentence summary of the text

III. Post Activities

The lecturer summarized today lesson

Lesson Plan for Collaborative Strategic Reading Instruction

Meeting : 2 (100 Minutes)

Material : taken from Taken from Longman complete Course for TOEFL
and Cliffs TOEFL Preparation

Lesson Focus : Practice of using CSR Strategy

Lesson Objectives

Students will be able to :

- Using preview strategy
- Using Click and clunk strategy
- Using the Gists Strategy
- Using Wrap-up Strategy
- Play roles as Leader, Clunk Expert, Gists Expert, and Announcer

Assessment

- The assessment will be conducted by using classroom observation and discussion.
- The students will be asked to read the text, using the CSR strategy while Reading a text.

Procedures

I. Preliminary Activities

- The Lecturer reviews the previous lesson.
- The lecturer asks the students -what they have learnt in the previous meeting.
- Teacher assigns students to group with four-five students
- Teacher assigns roles to students

II. Main Activities

A. Before Reading

- The leader asked the team to brainstorm about the topic.
- The leader asked the team to predict what they might learn from reading the text.

B. During Reading

- Students read the text in the group.
- Students identify clunks after reading each section.
- The Clunk Expert guides the group to use fix-up strategies to determine the meanings of the clunks.
- Students reread to ensure the meanings of the clunks make sense in the context of the text
- Students read re-read the text
- The the Gists expert prompts students to write their gist statements
- The Gist expert guides the group toward getting the gist
- Students' written gists statements which contain the most important information about the Who or the What
- The gist expert asks students to share their gist.

C. After Reading

- After students have read the entire passage, the Question Expert prompts students to write different types of questions and answers.
- After writing questions, the Question expert prompts students to share their questions in the group.
- After reading the entire passage, the leader asks students to write 2-3 sentence summary of the text that focuses on the most important information they learned from the text.

III. Post Activities

The lecturer summarized today lesson

Lesson Plan for Questioning the Author Instruction

Meeting : 1 (100 Minutes)

Material : Taken from Longman complete Course for TOEFL and Cliffs
TOEFL Preparation

Lesson Focus : Introducing Questioning the Author Instruction

Lesson Objectives

Students will be able to :

- Know about Questioning the Author instruction
- Know the types of Queries in Questioning the Author instruction

Assessment

- The assessment will be conducted by using classroom observation and discussion.
- The students will be asked to read the text, using the queries in QtA Instruction to build the meaning of text.

Procedures

I. Preliminary Activities (15 minutes)

-) Lecturer states the objective or purpose of the lesson
-) Lecturer verbalize a rationale for using the strategy
-) Lecturer explain about the strategy

II. Main Activites (80 minutes)

A. Before Reading

- Lecturer introduces the text
- Introduces the queries and demonstrates how to answer the queries

B. During Reading

- Distribute the QtA worksheet
- Guides students in using the queries to build meaning
- Asks students to write their thought on the worksheet
- Asks students to share their thought in the group and provides feedback.
- Asks students to write their revised thinking on the worksheet

C. After Reading

- Wrap up today lesson
- Lecturer provide Feedback

III. Post Activities (5 minutes)

The lecturer summarized today lesson

Lesson Plan for Questioning the Author Instruction

Meeting : 2 (100 Minutes)

Material : taken from Taken from Longman complete Course for TOEFL
and Cliffs TOEFL Preparation

Lesson Focus : Practice of using Queries in QtA instruction

Lesson Objectives

Students will be able to :

- Know about Questioning the Author instruction
- Know the types of Queries in Questioning the Author instruction
- Know how to use Queries to build meaning of the text during the Group Work

Assessment

- The assessment will be conducted by using classroom observation and discussion.
- The students will be asked to read the text, using the QtA strategy while Reading a text.

Procedures

I. Preliminary Activities (10 minutes)

- The Lecturer reviews the previous lesson.
- The lecturer asks the students what they have learnt in the previous meeting.
- Teacher assigns students to group with four-five students

II. Main Activites (85 minutes)

A. Before Reading

- Distribute the text and the worksheet
- Lecturer introduces the text
- Lecturer Introduces the queries

B. During Reading

- Students read the text in the group
- Students use Queries to build meaning of the text.
- Students write their thought in their worksheet.
- Students share their thought with the group members.
- Students revised their thinking based on their discussion in the group

C. After Reading

- Wrap up today lesson
- Lecturer provide Feedback

III. Post Activities (5 minutes)

The lecturer summarized today lesson

APPENDIX 8. Thematic Analysis

A. Collaborative Strategic Reading in Homogeneous Ability Grouping

| Extracts | Coded For | Theme |
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| <p>All students in the group assigned spesific role whether as Leader, clunk expert, Gist Expert, or announcer.For the group that consisted 5 students, role as question expert is added. (Source:field notes)</p> <p>The lecturer assigned spesific role to student, each of them must be responsible with their role. (Source: field notes)</p> <p>Each student in the group has spesific role and must be responsible with it. They need to learn much about those roles before implement it in the classroom</p> <p>Each students showed his active contribution on the group work by playing his role during discussion whether as leader, gist expert, clunk expert, or as announcer. (Source: field notes)</p> <p><i>I like to perform role that has been assigned to me before the learning Process.</i> (interview, Sample 1,</p> | <p>All Students in homogeneous ability grouping were assigned specific role</p> | <p>Positive Interdependence</p> |

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| <p>Student 1)</p> <p><i>the assigned role in CSR forced me to study harder</i> (Interview, sample 2, student 2)</p> | | |
| <p>Some of the group members gave comments on their friend's ideas. They gave their comments in a positive manner. (Source:field notes)</p> <p>Students gave feedback on others ideas . They gave their opinion with evidence thus it enriched the group discussion. (Source:field notes)</p> <p>Most students got involved to discussion. They evaluated the text and made comments on each other's ideas (Source:field notes)</p> <p><i>Most of the members gave ideas during discussion and also sent feedbacks.</i> (Interview, sample 1, student 1)</p> <p><i>It was really fun when i can share my ideas with my teammates.</i> (Interview, sample 1, student 1)</p> | <p>Some students in homogeneous ability grouping provide constructive feedback on each other</p> | |

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| <p>The students focused on the text , most of them were worked together to complete the task. (field notes)</p> <p>In answering the task, the students and groups read the text together, analyzed it by using the strategies, and finally made discussion with the team member. (field notes)</p> <p><i>It was good maam, we always made a discussion to complete the tasks.</i> (Interview, sample 1, student 1)</p> <p><i>The problem that we encountered was also quickly resolved because we were able to discuss and share ideas.</i> (Interview, sample 1, student 1)</p> | <p>Most Students worked with their teammates through Discussion to complete the task</p> | |
| <p>Some Students looked busy in explaining the task to their teammates.They showed their willingness to give help. (field notes)</p> <p>Some students in the group were not too active during discussion, they kept silent and focused on Reading. They asked question to their peers who</p> | <p>Some students were helping each other in accomplishing the task</p> | |

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| <p>responded it positively by giving a clear explanation. (field notes)</p> <p><i>sometimes i need to encourage my teammates to give their opinion about the task.</i> (interview, sample 2, student 2)</p> <p><i>we usually help each other and heard different ideas from others in doing group assignments</i> (interview, sample 2, student 2)</p> | | |
| <p>The students did the task and wrote it in their learning log. They looked busy filled their learning log during the learning process. There were no unnecessary chit chat among them. (field notes)</p> <p>The students asked question to their peers about things they did not understand and continued doing the task and wrote it in the learning log. (field notes)</p> <p>Some students in the group were not too active during discussion, they kept silent and</p> | <p>Some students in Homogeneous Ability grouping were focused on doing the task</p> | <p>Individual Accountability</p> |

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| <p>focused on their Reading. (field notes)</p> | | |
| <p>Students followed the step on how to implement strategies in CSR, learn how to use it and then guided their peers during discussion. (field notes)</p> <p>Each students showed his active contribution on the group work by playing his role during discussion whether as leader, gist expert, clunk expert, or as announcer. (field notes)</p> <p>During discussion process, each student played their role and leading their peers on implementing the strategies. Sometimes, they used the guidelines that is written in the cue card. (field notes)</p> <p>The students performed their assigned roles and guided their teammates to complete the task. Some students acted like they havenot mastered the strategy well. They often looked at the cue</p> | <p>All students in Homogeneous Ability grouping performed the assigned roles.</p> | |

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| <p>card (field notes)</p> <p><i>I like to perform a role that has been assigned to me before the learning Process. This role has motivated me in doing my responsibilities</i> (Interview 1,sample 1)</p> <p><i>i did not involve actively during discussion unless when i played my role</i> (Interview 2,sample 2)</p> | | |
| <p>During discussion process, each student played their role and leading their peers on implementing the strategies. They answered question that came from peers (field notes)</p> <p>Students presented their work to the group which then were discussed with all the group members. (field notes)</p> <p><i>It was really fun when i can share my ideas with my teammates.</i> (Interview, sample 1, student 1)</p> | <p>c. All students in homogeneous ability grouping shared their Knowledge to the Group</p> | |
| <p>Each students showed his active contribution on the group work by playing his role during discussion whether as leader, gist expert, clunk</p> | <p>All students performed assigned roles with specific tasks</p> | <p>Equal Participation</p> |

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| <p>expert, or as announcer. (field notes)</p> <p>During discussion process, each student played their role and leading their peers on implementing the strategies. They answered question that came from peers by using the guidelines written in cue card. (field notes)</p> <p>The students performed their assigned roles and guided their teammates to complete the task.</p> <p><i>the assigned role in CSR forced me to study harder because i have an individual task that must be completed.</i></p> <p><i>i did not involve actively during discussion unless when i played my role</i> (Interview, student 2,sample 2)</p> | | |
| <p>Students shared their ideas with the teammates during discussion.</p> <p>The students performed their assigned roles and guided their teammates to complete the task.</p> | <p>Most of the students were engaged in the learning activities</p> | <p>Simultaneous Interaction</p> |

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| <p>They made discussion during groupwork. Some students still looked busy reading the text or spoke to other students.</p> | | |
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Appendix 8. Thematic Analysis

B. Collaborative Strategic Reading in Heterogeneous Ability Grouping

| Extracts | Coded For | Theme |
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| <p>Before the learning activities are conducted, teacher divided students into several groups based on their ability. Each students in the group has specific role such as Leader, clunk expert, Gist Expert, or announcer. Each role represents certain responsibilities during the learning process. (Source:field notes)</p> <p>The Students are divided into several group where each of them is given specific responsibility.They can be a leader, a clunk expert, a gist expert, a question expert, or an announcer. (Source: field notes)</p> <p><i>I also need more time to play the assigned role in CSR</i> (interview, sample 3, student 1)</p> | <p>All Students in Heterogeneous ability grouping have assigned specific role</p> | <p>Positive Interdependence</p> |
| <p>The students made discussion before reaching final answer for their task. They paid full attention on their mates who shared opinion and ideas for completing the tasks. (Source:field notes)</p> <p>The students were asked to give their opinion about the task. Ideas and comments that come from the students</p> | <p>All Students in heterogeneous ability grouping shared feedback in completing the task</p> | |

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| <p>were used to complete the tasks (Source:field notes)</p> <p>Students were focused on their friend's explanation. They heard his explanation and then used it to evaluate their works . (Source:field notes)</p> <p><i>My friend and I also become active in learning by sharing ideas and making feedback.</i></p> <p>(Interview, sample 3, student 1) (interview)</p> | | |
| <p>During discussion, students were helping each other with the task. Some of the students gave explanation about the text while the other members were listening. (Source:field notes)</p> <p>The students were busy with giving and hearing explanations from their teammates. They paid their attention seriously during explanation (Source:field notes)</p> <p><i>we assisted each other to comprehend the text. when there is a group member who doesn't understand about the topic, we can take turns explaining it.</i> (Interview, sample 3, student 1)</p> <p><i>I am also happy with the group because they were</i></p> | <p>Most of the Students were helping each other in completing the task</p> | |

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| <p><i>really helpful. Sometimes they taught me for things that i didnt understand, and it was really help me in understanding the text.</i></p> <p>(interview, sample 4, student 2)</p> | | |
| <p>Most of the students looked enthusiast during learning. They kept focus, showed their care to other member by giving feedback, and were active during learning. (Source:field notes)</p> <p>Students looked comfortable during discussion, they showed respect to each other by listening to their peers' explanation and making eye contact. (Source:field notes)</p> <p><i>It was great maam, we have a good cooperation in doing the assignment.</i></p> <p><i>I can say that our good cooperation during discussion has stimulated and facilitated our Reading Comprehension. It also motivated us to learn more.</i> (interview, sample 3, student 1)</p> <p><i>I am also happy with the group because they were really helpful. Sometimes they taught me for things that i didnt understand, and it was really help me in understanding the text.</i></p> | <p>Most of the Students in Heterogeneous Ability Grouping had a good collaboration with their groupmates</p> | |

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| (interview, sample 4, student 2) | | |
| <p>Students were busy in doing the task. They focused on completing their individual work before reported it to the group. (Source:field notes)</p> <p>The leader asked students to reported their work to the group. Every students must be ready with the answer. (Source:field notes)</p> <p>They reported their work to the group for getting some comments and feedback (Source:field notes)</p> <p>During discussion, students were helping each other with the task. Some of the students gave explanation about the text while the other members were listening. (Source:field notes)</p> | <p>All students were reporting their work progress to the group</p> | <p>Individual Accountability</p> |
| <p>All students played their assigned roles during group work. They led the group based on the task that was discussed. When the group tried to figure out the unfamiliar vocabulary, the clunk expert was leaded the activity. (Source:field notes)</p> <p>Students were involved in the discussion. They performed their assigned roles , guided the group, and then check whether all the members had followed the instruction. (Source:field</p> | <p>All students performed their assigned role</p> | |

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| <p>notes)</p> <p>Students in the group took their responsibility whether as leader, clunk expert, gist expert, or announcer. They guide their peers on using the strategies based on the role they played.</p> <p><i>I also need more time to play the assigned role in CSR so that i can be more confident in leading my friend to use it.</i> (interview,student 3,sample 1)</p> | | |
| <p>All students played their assigned roles during group work. They led the group based on the task that was discussed. When the group tried to figure out the unfamiliar vocabulary, the clunk expert was leaded the activity. (Source:field notes)</p> <p>Students were involved in the discussion. They performed their assigned roles , guided the group, and then check whether all the members had followed the instruction. (Source:field notes)</p> <p><i>“There is also an opportunity for me to discuss the task with my friends through collaborative group work.This group work makes the class became alive and</i></p> | <p>All students performed the assigned roles</p> | <p>Equal Participation</p> |

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| <p><i>not be monotonous".(Interview Student 1, Sample 3).</i></p> | | |
| <p>In group work, all student focused on the task. They read the text, analyzed it, and made discussion with teammates. They share ideas, and opinion in order to complete the task. (Source:field notes)</p> <p>Students worked together during the learning process. Before making the answer for the tasks, they were engaged in discussion. When a students delivered his ideas, others students paid attention on the explanation and then gave their response toward the ideas. (Source:field notes)</p> | <p>Most of the students were active during discussion</p> | <p>Simultaneous Interaction</p> |
| <p>The students made discussion before reaching final answer for their task. They paid full attention on their mates who shared opinion and ideas for completing the tasks. (Source:field notes)</p> <p>Students worked together during the learning process. Before making the answer for the tasks, they were engaged in discussion. (Source:field notes)</p> <p>Students were involved in the discussion. They performed their assigned roles , guided the group, and then check whether all the members had followed the</p> | <p>All the students were the centered of learning</p> | |

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| instruction. (Source:field notes) | | |
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C. Questioning the Author in Homogeneous Ability Grouping

| Extracts | Coded For | Theme |
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| <p>Students read the text and answer the queries. They wrote it in their answer sheet before make discussion with their teammates. Some students looked focus in reading the text while others opened their cell phones to find the meaning of unfamiliar vocabularies. (Field notes)</p> <p>In the discussion, students read their answer for the queries and gave evidence from the text to support their thought. They also asked feedback from their peers to improve their understanding of the text. (Field Notes)</p> <p>Some students did not make any comments during discussion. They just listened to their peers arguments and then revised their answer based on their peers' thought. (Field Notes)</p> <p><i>We made discussion to figure out which information in the text</i></p> | <p>Most of the students made discussion with teammates</p> | <p>Positive Interdependence</p> |

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| <p><i>we need to pay attention to during reading</i> (Interview, Sample 5, Student 1)</p> <p><i>The cooperation was good, we made discussion, and gave respond to each other comments.</i> (Interview, Sample 6, student 2)</p> | | |
| <p>In the discussion, students read their answer for the queries and gave evidence from the text to support their thought. They also asked feedback from their peers to improve their understanding of the text. (Field Notes)</p> <p><i>We made discussion to figure out which information in the text we need to pay attention to during reading. My friends also listened well when I expressed my opinion.</i> (Interview, Sample 5, Student 1)</p> <p><i>We tried to give contribution to our group work even though I should admit that it was not easy to build meaning of text.</i> (Interview, Sample 5, Student 1)</p> | <p>Some of the students work together to develop the group's Learning</p> | |

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| <p>Students read the text and answer the queries. They wrote it in their answer sheet before make discussion with their teammates. Some students looked focus in reading the text while others opened their cell phones to find the meaning of unfamiliar vocabularies. (Field Notes)</p> <p>In the discussion, students read their answer for the queries and asked feedback from their peers. They also gave evidence from the text to support their thought. (Field Notes)</p> <p><i>We tried to give contribution to our group work even though I should admit that it was not easy to build meaning of text.</i> (Interview, Sample 5, Student 1)</p> | <p>All Students being Responsible for their own learning</p> | <p>Individual Accountability</p> |
| <p>Students create a final answer that reflects something they have learned from the text. They shared with one another the information they found that best answers the queries (Field Notes)</p> <p>Students shared their</p> | <p>Students were reporting their work progress to the group</p> | |

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| <p>work with the groups' members. They read their work and asked the groups for any feedbacks. (Field Notes)</p> | | |
| <p>Students were asked to share their ideas during discussion. (field notes)</p> <p>Each student got a chance to give comments and feedback on their friend's work during discussion.</p> | <p>All of the students have opportunities to give comments and feedback during discussion.</p> | <p>Equal Participation</p> |
| <p>Students shared their ideas with the teammates, but in some groups, the students did not look enthusiast. (field notes)</p> <p>Each student got a chance to give comments and feedback on their friend's work during discussion. (field notes)</p> | <p>Most of the students were involved actively in discussion.</p> | <p>Simultaneous Interaction</p> |

D. Questioning the Author in Heterogeneous Ability Grouping

| Extracts | Coded For | Theme |
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| <p>Students answered the query and shared their thought in the group. They presented their idea and strengthen it with evidences derived from the text. Others students paid attention and made feedback on the ideas (Field notes)</p> <p>Students gave feedback on their friends'work. They made evaluation on the work by using the evidence in the text and also references from their background knowledges and experiences related to the topics. (Field notes)</p> <p>We made a good collaboration by listening each other opinion and then gave respond to the ideas. (Interview, student 1, sample 7)</p> <p>Discussion among us has stimulated our thinking which helps us to be more engaged with the text. (Interview, student 2, sample 8)</p> | <p>Most of the students provided feedback to each other during discussion</p> | <p>Positive Interdependence</p> |

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| <p><i>Some students asked their teammates to help them with the queries. They got difficulties in answering the queries.</i> (Field Notes)</p> <p><i>Some students look busy reading the text and writing on their journal. Some other helps their groupmates to answer the queries.</i> (Field Notes)</p> <p><i>My groupmates also assisted me in making sense of the information. With their help, it became easier for me to understand the text and got knowledge from it.</i> (Interview, student 2, sample 8)</p> <p><i>During the learning process, we made a good collaboration by listening each other opinion and then gave respond to the ideas.</i> (Interview, student 1, sample 7)</p> | <p>Most of the students supported each others in learning.</p> | |
| <p><i>Students read their thought that has been written in the journal together with evidence they got from the text.</i> (Field Notes)</p> <p><i>Students reported their thought about the text in</i></p> | <p>Students in heterogeneous ability grouping reported their work to the group.</p> | <p>Individual Accountability</p> |

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| <p><i>front of the group's members in order to get feedbacks from them. They make discussion and analyzed the thoughts to make a final answer for each queries. (Field Notes)</i></p> | | |
| <p>Students looked focus in Reading the text. They answer the queries in their journal. Their body postures indicated they were serious in doing the task. There was no unnecessary chat among students. (Field Notes)</p> <p>Students wrote their thoughts about the text in the journal. They read the text and the queries carefully. Some of them asked their teammates if they found something was unclear. After writing their thoughts, they reported it to the groups for comments and opinion. (Field Notes)</p> <p><i>I must develop my own ideas and then integrated it with others through discussion. In QtA Reading is more than just Reading.</i> (Interview, student 2 in</p> | <p>Most of the Students take responsibilities on their learning</p> | |

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| <p><i>sample 8)</i></p> <p><i>Through QtA I can use several queries that can guide me to be focus on the text ideas, and also to build an understanding of text.</i></p> <p><i>(Interview, student 2 in sample 8)</i></p> | | |
| | students worked as a team on assigned task. | Equal Participation |
| <p>Students shared their ideas with the teammates, but in some groups, the students did not look enthusiast.</p> <p>They made discussion during groupwork with some students still looked busy reading the text or made a chat with other students.</p> | All students got a chance to give comments and feedback | Simultaneous Interaction |