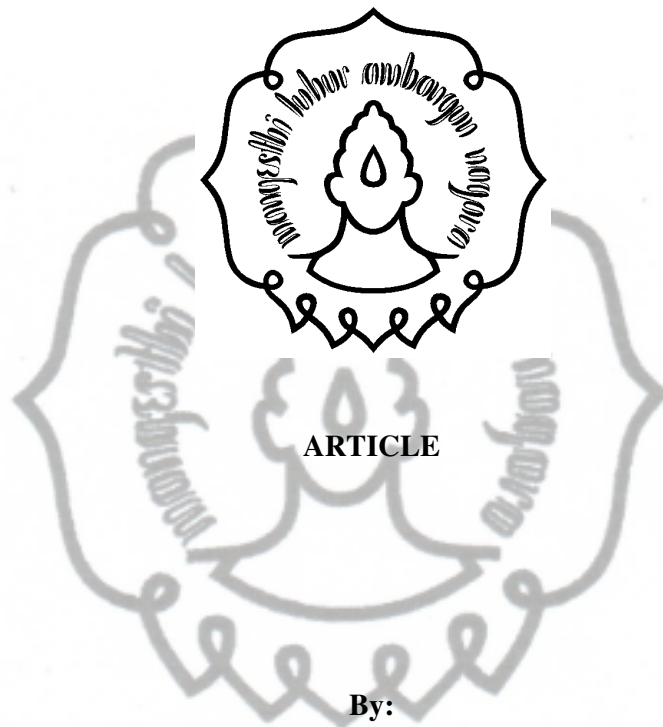


**THE USE OF COLLABORATIVE STRATEGIC READING:
CHANGING STUDENTS' READING COMPREHENSION
AND MOTIVATION**



ARTICLE

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Abstract

The objective of this quasi experimental research is to identify: (1) whether there is significant difference in reading comprehension achievement between students taught using CSR and direct instruction method; (2) which method is more effective to be applied to teach reading; and (3) which group, control group or experimental group, has higher motivation. This research uses mixed methods approach which applies concurrent nested strategy with the quantitative data as the priority. The subject of this research is the students in class VIII C and VIII F of SMPN 1 Barat in the academic year of 2014/2015. Each of the classes is given with eight times treatment. Class VIII C (experimental group) is taught using CSR and class VIII F (control group) is taught using direct instruction method. There is a significant difference in reading comprehension between the experimental and control group with the t-value or $t_o = 4.432$. CSR is more effective to be applied in teaching reading than direct instruction method. This is due to the mean score of the experimental group (65.455) which is higher than the control group's (55.545). The mean score of motivation of the experimental group (151.667) is higher than the control group's (142.848); it means that the students taught using CSR have higher motivation than the students taught using direct instruction method.

Key words: CSR, direct instruction, reading comprehension, motivation.

Abstrak

Tujuan dari penelitian quasi eksperimen ini adalah untuk mengetahui: (1) apakah terdapat perbedaan signifikan pada hasil pemahaman membaca antara siswa yang diajar menggunakan CSR dan direct instruction method; (2) metode mana yang lebih efektif untuk mengajar reading (membaca); dan (3) kelompok mana, eksperimen atau kontrol, yang memiliki motivasi lebih tinggi. Penelitian ini menggunakan pendekatan metode campuran yang menerapkan strategi 'concurrent nested' dengan data kuantitatif sebagai prioritas. Subyek penelitian ini adalah siswa kelas VIII C dan VIII F SMPN 1 Barat tahun ajaran 2014/2015. Kelas VIII C (kelompok eksperimen) diajar menggunakan CSR dan kelas VIII F (kelompok kontrol) diajar menggunakan direct instruction method; masing-masing dengan delapan kali perlakuan. Ada perbedaan signifikan pada hasil pemahaman membaca antara kelompok eksperimen dan kontrol dengan $t_o = 4.432$. CSR lebih efektif untuk mengajar membaca daripada direct instruction method dikarenakan nilai rata-rata kelompok eksperimen (65.455) lebih tinggi daripada kelompok kontrol (55.545). Rata-rata angket motivasi kelompok eksperimen (151.667) lebih tinggi daripada kelompok kontrol (142.848); hal ini menunjukkan bahwa siswa yang diajar menggunakan CSR memiliki motivasi lebih tinggi daripada siswa yang diajar menggunakan direct instruction method.

Kata kunci: CSR, direct instruction, pemahaman membaca, motivasi.

According to *Kurikulum Tingkat Satuan Pendidikan (KTSP)* syllabus, reading activities in English subject for eighth grade at the second term will cover the following materials: (1) functional texts (invitation, announcement, and short message); (2) narrative text; and (3) recount text. Especially for narrative and recount texts, students are expected to be able to read aloud the text and give response to the meaning or message of the text. With the various materials to be learnt, students are expected to be good readers who know how to read effectively so they can understand what they read easily. Thus, the students need an appropriate strategy to help them understand certain material or text. Reading strategy is one of the first knowledge that students as readers should know (Aebbersold & Field, 1997).

Students' motivation and teacher's method will affect the students' achievement in reading comprehension. Mouly (1968) suggested that "motivation is necessary for the effective learning of the complex material of the classroom" (p. 335-336), because it acts as a bridge between what should students learn and what they want to learn (Neugarten and Wright in Mouly, 1968). Students will be motivated to learn when they can be actively involved in learning activity with materials which are relevant to their interests and having appropriate level of difficulty (McCombs & Pope, 1994). Anitah (2009) suggested that teacher should select an appropriate method to be applied in teaching with the criteria of fulfilling the students and learning needs, because appropriate method will help students to have strategy in achieving the goal of their reading which is a comprehension.

CSR (Collaborative Strategic Reading) offers collaborative strategies of reading which consists of four reading comprehension strategies as follows: (1) Preview; (2) Click and Clunk; (3) Get the Gist; and (4) Wrap-up (Vaughn & Klingner, 1999). Preview is the pre-reading stage where the readers do previewing and predicting (Klingner, Vaughn, & Schumm, 1998). Click and Clunk is done during the reading where the readers do "monitoring for understanding and vocabulary knowledge" (Vaughn & Klingner, 1999, p. 285). Get the Gist is the stage for finding mind idea, while Wrap-Up involves self-questioning and text understanding.

The other method that can be applied to teach reading is direct instruction method. Joyce, Weil, & Calhoun (2011) claimed that “direct instruction plays a limited but important role in a comprehensive educational program” (p. 368). Arends & Kilcher (2010) described a direct instruction begins with teacher gaining students’ attention and telling the goal of the lesson, followed by clear demonstration and explanation of the lesson. Then, students are provided opportunity for doing practice while teacher monitor whether it is correct or not. This lesson then ended with independent practice or tasks or homework related to the lesson. Practicing and doing tasks under the teacher instruction are emphasized to achieve the goal of teaching and learning.

The application of CSR and direct instruction method will give different impact to students’ reading comprehension and motivation. CSR and direct instruction method have different characteristics yet both are applicable in teaching reading with their advantages and disadvantages. CSR facilitates students to learn in group while direct instruction method allows students to practice individually. CSR as a learner-centered approach lets students actively involved during the learning process through working cooperatively in group. In contrary, direct instruction method as a teacher-centered approach makes teacher becomes the one who actively gives information to students during the process of learning. Those make teaching and learning process using CSR is active learning while according to Arends & Kilcher (2010), teaching and learning process using direct instruction method is also known as active teaching.

Reading comprehension is an ability of constructing meaning based on readers’ understanding about a text which requires intentional thinking and the use of certain strategy that enables readers to activate background knowledge and understand the words and sentences relation. According to Aebersold & Field (1997), comprehension is the process of reader’s getting their own understanding towards a text. Similar to Aebersold & Field, King (2007) defined comprehension as a process of meaning-making of what is being read. To score the students’ reading comprehension achievement, the writer uses five indicators for reading comprehension as follows with also considering the appropriateness to the eighth

grade level: (1) selecting main idea of a text or paragraph; (2) finding explicit information; (3) inferring implicit information; (4) understanding words meaning; and (5) recognizing references of pronouns.

Motivation is the internal emotion of which leads someone to choose and do something and maintains them to keep doing it in order to achieve the expected goal. Maehr & Meyer in Brophy (2010) indicated that motivation is the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. Motivation will lead the students to learn and keep learning. The indicators of students' motivation can be retrieved from both intrinsic and extrinsic motivation. The intrinsic motivation includes the students' beliefs and attitudes toward studying English as follows: (1) English is an important language; (2) studying English is fun (3) English is useful. The extrinsic motivation includes: (1) reward; (2) punishment; (3) recognition or respect from friends; (4) respect from teacher; (5) interesting topic; (6) teacher's method; and (7) classroom situation.

RESEARCH METHOD

This research is categorized as quasi-experimental with pos-test only and control group design. This research uses mixed methods approach which applies concurrent nested strategy with the quantitative data as the priority. The subject of this research is the students of class VIII C (experimental group) and class VIII F (control group) SMPN 1 Barat in the academic year of 2014/2015. The data are collected by using the following techniques: (1) achievement test for reading comprehension, which assesses the level of which a participant accomplishes or masters certain information or skills (Mason & Bramble, 1997). Model of the test used is objective test with multiple-choice items; and (2) questionnaire of motivation; the writer uses closed-ended question with fully anchored rating scale. The data then analyzed by using descriptive statistics analysis; the data of reading comprehension test then analyzed by using t-test.

FINDINGS AND DISCUSSION

Score of Reading Comprehension Test of the Experimental Group

The data of the post-test shows that the highest score is 80 while the lowest score is 46, the range is 34, the number of classes is 6, the interval is 6, the mean is 65.455, the mode is 65.75, the median is 65.408, and the standard deviation is 8.197. The distribution of the data can be seen in table 1, the histogram of the frequency distribution can be seen in figure 1, and the polygon of the frequency distribution can be seen in figure 2.

Table 1 The Frequency Distribution of Reading Comprehension Score of the Experimental Group.

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
46 - 51	45.5 - 51.5	48.8	IIII	4	12.12%
52 - 57	51.5 - 57.5	54.5	I	1	3.03%
58 - 63	57.5 - 63.5	60.5	IIII III	8	24.24%
64 - 69	63.5 - 69.5	66.5	IIII III I	11	33.33%
70 - 75	69.5 - 75.5	72.5	IIII I	6	18.18%
76 - 81	75.5 - 81.5	78.5	III	3	9.09%
				33	100%

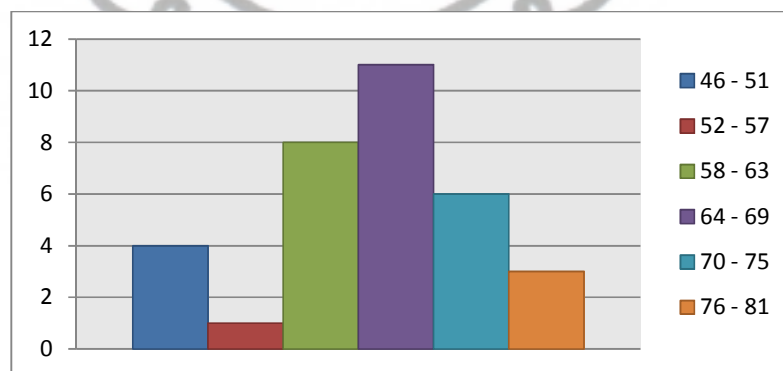


Figure 1 The Histogram of the Frequency Distribution of Reading Comprehension Score of the Experimental Group.

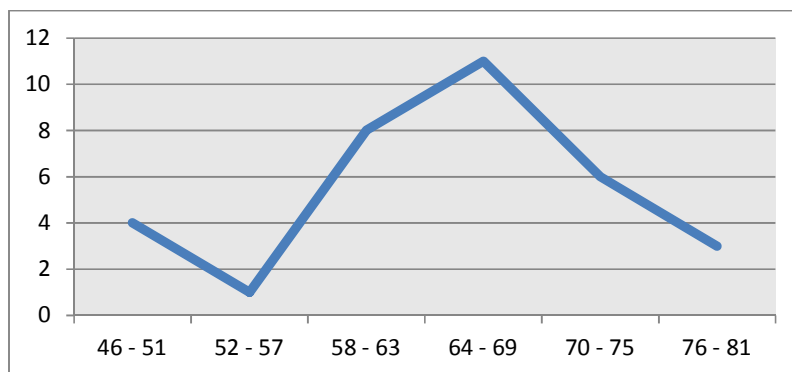


Figure 2 The Polygon of the Frequency Distribution of Reading Comprehension Score of the Experimental Group.

Score of Reading Comprehension Test of the Control Group

The data of the post-test shows that the highest score is 77 while the lowest score is 34, the range is 43, the number of classes is 6, the interval is 8, the mean is 55.545, the mode is 56.9, the median is 56.164, and the standard deviation is 9.836. The distribution of the data can be seen in table 2, the histogram of the frequency distribution can be seen in figure 3, and the polygon of the frequency distribution can be seen in figure 4.

Table 2 The Frequency Distribution of Reading Comprehension Score of the Control Group.

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
31 - 38	30.5 - 38.5	34.5	III	3	9.09%
39 - 46	38.5 - 46.5	42.5	II	2	6.06%
47 - 54	46.5 - 54.5	50.5	HHH IIII	9	27.27%
55 - 62	54.5 - 62.5	58.5	HHH HHH II	12	36.36%
63 - 70	62.5 - 70.5	66.5	HHH	5	15.15%
71 - 78	70.5 - 78.5	74.5	II	2	6.06%
				33	100%

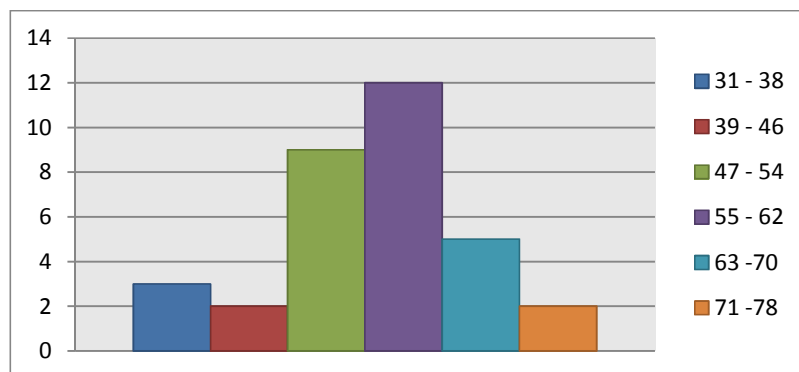


Figure 3 The Histogram of the Frequency Distribution of Reading Comprehension Score of the Control Group.

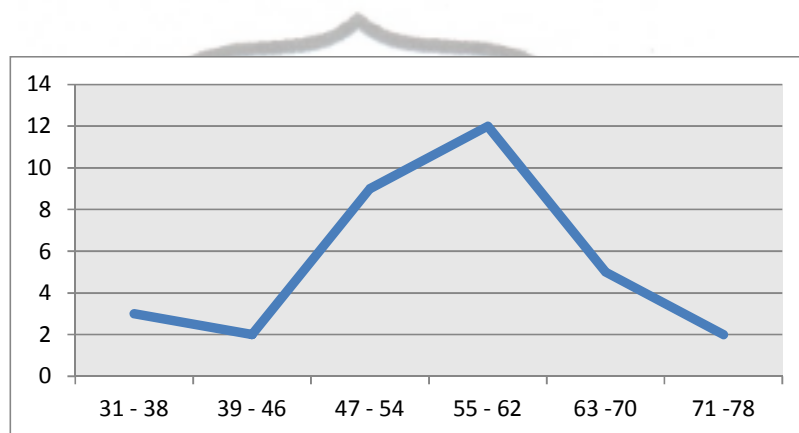


Figure 4 The Polygon of the Frequency Distribution of Reading Comprehension Score of the Control Group.

Score of Questionnaire for Motivation of the Experimental Group

The data of the post-test shows that the highest score is 178 while the lowest score is 121, the range is 57, the number of classes is 6, the interval is 10, the mean is 151.667, the mode is 157.64, the median is 154, and the standard deviation is 14.632. The distribution of the data can be seen in table 3, the histogram of the frequency distribution can be seen in figure 5, and the polygon of the frequency distribution can be seen in figure 6.

Table 3 The Frequency Distribution of Motivation Score of the Experimental Group.

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
121 - 130	120.5 - 130.5	125.5	III	3	9.09%
131 - 140	130.5 - 140.5	135.5	HHH	5	15.15%
141 - 150	140.5 - 150.5	145.5	HHH	5	15.15%
151 - 160	150.5 - 160.5	155.5	HHH HHH	10	30.30%
161 - 170	160.5 - 170.5	165.5	HHH III	8	24.24%
171 - 180	170.5 - 180.5	175.5	II	2	6.06%
				33	100%

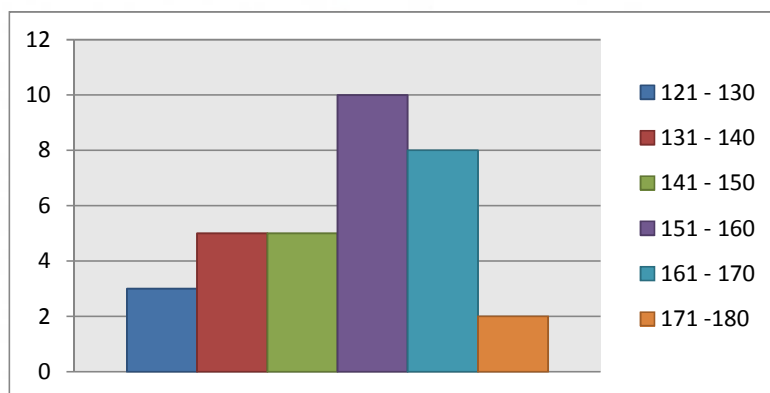


Figure 5 The Histogram of the Frequency Distribution of Motivation Score of the Experimental Group.

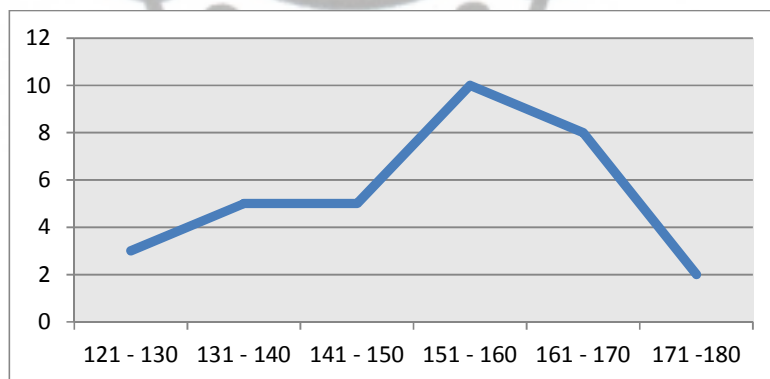


Figure 6 The Polygon of the Frequency Distribution of Motivation Score of the Experimental Group.

Score of Questionnaire for Motivation of the Control Group

The data of the post-test shows that the highest score is 179 while the lowest score is 116, the range is 63, the number of classes is 6, the interval is 11, the mean is 142.848, the mode is 139.9, the median is 141.55, and the standard deviation is 16.413. The distribution of the data can be seen in table 4, the histogram of the frequency distribution can be seen in figure 7, and the polygon of the frequency distribution can be seen in figure 8.

Table 4 The Frequency Distribution of Motivation Score of the Control Group.

Class Limits	Class Boundaries	Midpoint	Tally	Frequency	Percentage
114 - 124	113.5 - 124.5	119	HHH	5	15.15%
125 - 135	124.5 - 135.5	130	HHH I	6	18.18%
136 - 146	135.5 - 146.5	141	HHH HHH	10	30.30%
147 - 157	146.5 - 157.5	152	IIII	4	12.12%
158 - 168	157.5 - 168.5	163	HHH I	6	18.18%
169 - 179	168.5 - 179.5	174	II	2	6.06%
				33	100%

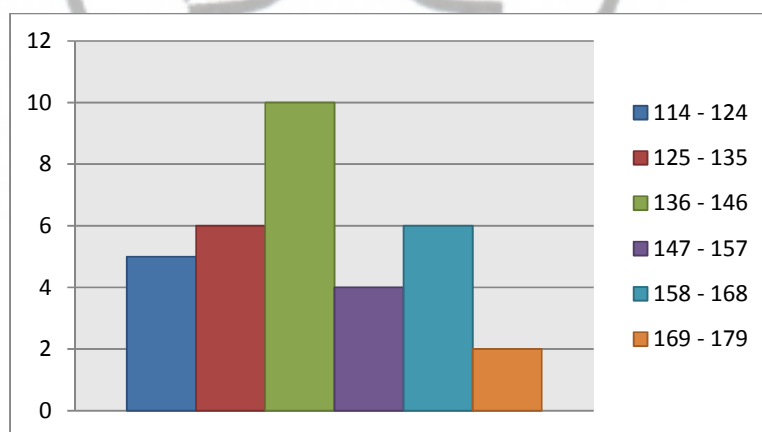


Figure 7 The Histogram of the Frequency Distribution of Motivation Score of the Control Group.

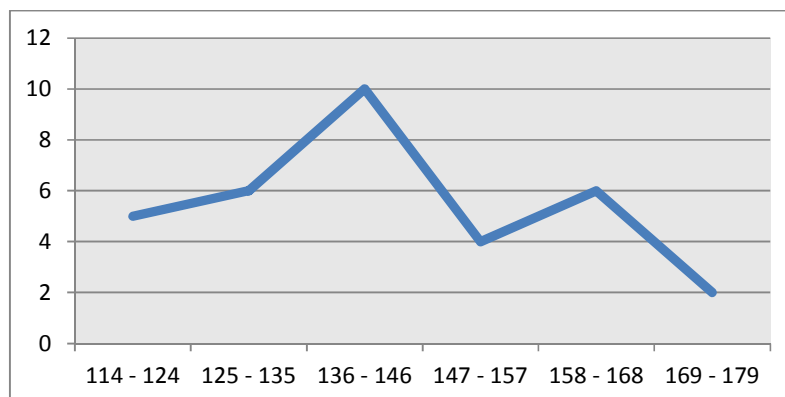


Figure 8 The Polygon of the Frequency Distribution of Motivation Score of the Control Group.

The Result of Normality Test

The normality testing used in this research is Liliefors testing in order to know whether the data of the reading comprehension score of the experimental and control group are in normal distribution. See table 5.

Table 5 The Result of Normality Test of the Experimental and Control Group.

Group	Number of Sample	L Value		Conclusion
		L_o	L_t	
Experimental	33	0.136	0.154	NORMAL
Control	33	0.105	0.154	NORMAL

From the data above, it can be seen that the data of both experimental and control group are in normal distribution. The result of the value of L_o is consulted to the Liliefors table for $n=33$ at the level of significance of 0.05 ($\alpha = 0.05$) which has the value of 0.154. Because of the $L_o = 0.136 < L_t = 0.154$, the data of the experimental group are in normal distribution. As well as the experimental group, the data of the control group are in normal distribution because the $L_o = 0.105 < L_t = 0.154$.

The Result of Homogeneity Test

The homogeneity testing used in this research is Bartlet formula in order to know whether the data of the reading comprehension score of the experimental and control group are homogeneous. The result of the value of χ^2_o is consulted to the Chi-Square table for degree of freedom (df) = 1 ($n - 1 = 2 - 1$) at the level of significance of 0.05 ($\alpha = 0.05$) which has the value of 3.841. Because the value of χ^2_{obtained} is lower than χ^2_{table} or $\chi^2_o = 1.045 < \chi^2_{t (df=1, 0.05)} = 3.841$, it can be concluded that the data of the experimental and control group are homogeneous.

Discussion

The result of the t computation shows that the t-value is 4.432. On the other hand, the value of t-table with the degree of freedom of 64 at the level of significance of 0.05 is 1.9977 or $t_{(64, 0.05)} = 1.9977$. It can be seen that the $t_o = 4.432$ is higher than the $t_t = 1.9977$, which means that the H_0 is rejected. Thus it can be concluded that there is significant difference in reading comprehension achievement between the students taught using CSR and students taught using direct instruction method in SMPN 1 Barat in the academic year of 2014/2015.

CSR or Collaborative Strategic Reading has four meaningful and effective stages since the five indicators of reading comprehension can be covered by the three of the stages. Students are trained to determine main idea of a text or paragraph at *get the gist* stage. At the *wrap-up* stage, the students' activities are as follows: (1) generate questions by themselves related to the text they have read and provide the answers; and (2) do summarizing in the form of brief review. This questioning and answering questions help the students to find out explicit information at first. The writer also gives exercise in the form of questions and gives example of implicit information, so the students are able to understand that there are also implicit information existed in the text. Moreover, summarizing in *wrap-up* helps the students to remember the main idea of the text. The students are set out to use clunk cards for their guidance in finding the difficult words (*clunks*) meaning; the use of clunk cards should be ended up with dictionary checking.

Meanwhile, in the application of direct instruction method, selecting main idea, finding explicit information, inferring implicit information, understanding words meaning, and recognizing references of pronoun are done during the modeling from the writer (as the teacher), the practicing process of the students, understanding checking, and correcting or feedback giving. At first, the writer gives the example of reading the text, and then explains the meaning of difficult words to the students. Then, the writer asks the students to practice reading the text. After that, during the understanding checking, the writer asks some questions related to the text using the five indicators as the guide. Here the five indicators are achieved because when it indicates that the students do not understand or give the wrong answer, the writer then gives feedback or explanation and correction immediately so that the students understand.

Referring to the reading test data collected, the mean score of the experimental group is 65.455, while the mean score of the control group is 55.545. The mean score of the experimental group is higher than the control group's with the difference of 9.91. It can be concluded that the students taught using CSR has better reading comprehension achievement than those taught using direct instruction method. In other words, CSR is more effective to be applied in teaching reading than direct instruction method at the eighth grade of SMPN 1 Barat in the academic year of 2014/2015.

The two basic differences between CSR and direct instruction method in achieving the indicators of reading comprehension are as follows: (1) CSR is student-centered, while direct instruction method is teacher-centered; (2) in CSR, students work in group, while in direct instruction method, students work individually. In the experimental group where CSR was applied, students can solve the problem of selecting main idea and finding words meaning in group through discussion and recognize the references of pronoun indirectly. With the help from CSR learning log, they finish practicing reading and understanding the text in group. They have better understanding because they find their own problem in reading and they solve it with their group. At *click and clunk* stage, for example, students are trained to be able to monitor what they are reading, the

problems faced related to words, and what they can do to solve it (Vaughn & Klingner, 1999). Further, Arends & Kilcher (2010) found that “students learn best when they work together, when they encourage and tutor each other, and when they are held individually accountable for their work” (pg. 306).

On the contrary, in the control group where direct instruction method applied, the writer or the teacher is the one who actively explains to the students about the material. The students are always being told about what they should do and what to do next. They are not active at solving difficult words’ meaning finding because the teacher explains those difficult words’ meaning to them before they practice reading. It is possible for the students to practice more and to be given repeated explanation by the teacher. As what Slavin in Cruickshank, Bainer, & Metcalf (1999) stated, using direct instruction deemphasizes students’ autonomy. Even though direct instruction method facilitates the students to have more portions on practicing and doing exercises, the role of the students as the information receiver only hindered them from having deeper understanding. It is then supported by Peterson in Cruickshank, Bainer, & Metcalf (1999) who indicated that direct instruction method does not promote achievement in creativity, abstract thinking, and problem solving. This makes the students of the control group in trouble when they are tested individually.

The data of the questionnaire for motivation shows that the mean of the experimental group’s score is 151.667, while the mean of the control group’s score is 142.848. It can be seen that the mean score of the experimental group is higher than the control group with the difference of 8.819. It can be concluded that the group of the students taught using CSR has higher motivation than the group of the students taught using direct instruction method. In addition, there is also significant difference in motivation between the students taught by using CSR and direct instruction method. The result of the t-computation shows that the t_o (2.304) is higher than the t_{table} (1.9977).

In the experimental group where CSR is applied, the students have higher motivation because of the learning environment in the class. CSR which belongs to cooperative learning builds competitive environment which increases students’

motivation (Joyce, Weil, & Calhoun, 2011). Moreover, the students are happier to work in group than to work individually. Besides, CSR is started with *preview* stage with predicting activity which arouses the students' interest and curiosity. It is supported by Elliot, Kratochwill, Cook, & Travers (2000) who stated that curiosity and interest affect students' motivation. Again, the students gain more motivation by what they do; applying CSR and working in group.

On the other side, what the students get from the application of direct instruction method is the feeling of safe because the teacher fully guides them and gives clear example and explanation. They do not need to worry about being failed or making mistakes because the teacher will give immediate correction. This depresses the students' anxiety which affects their motivation, as what Slavin (2006) proposed that anxiety affects students' motivation by inhibiting their learning or performance. Even though the students' motivation also can be gained by the use of direct instruction method, the result may be lower than the result of the experimental group with CSR. It is because in direct instruction method, the motivation gained is affected by what the other person do, which is the teacher who gives the instruction, explanation, and correction.

CONCLUSSION, IMPLICATION, AND SUGGESTION

Based on the result of the research, the conclusions are as follows: (1) there is a significant difference in reading comprehension between the students taught using Collaborative Strategic Reading (CSR) and the students taught using direct instruction method at the eighth grade of SMP Negeri 1 Barat in the academic year of 2014/2015; (2) CSR is more effective to be applied in teaching reading than direct instruction method; (3) the students taught using CSR have higher motivation than those taught using direct instruction method.

The result of the research shows that the use of Collaborative Strategic Reading (CSR) and direct instruction method points out significance difference in reading comprehension. Compared to the use of direct instruction method, the use of CSR is able to give higher score in reading comprehension test. It implies that CSR is more effective to be applied in teaching reading, particularly at the eighth

grade of SMP Negeri 1 Barat in the academic year of 2014/2015. The use of CSR not only gives higher achievement in reading but also directs the students to have higher motivation. CSR belongs to collaborative learning which facilitates the students to work in group to solve problems, especially problems in comprehending a text. Working in group also increases motivation since it builds competitive environment. With the use of CSR, the students are lead to be able to read and comprehend a text effectively.

There are five structured steps applied in CSR method as follows: (1) Preview. In this first stage, students do brainstorming by reading the title of the text and recalling what they already know about the topic of the text, and then predicting what is the text about; (2) Click and Clunk. The students identify difficult words and solve those using strategies in this stage; (3) Get the Gist. At this stage, students restate the main idea of a text; it is the main information about who or what in the text; (4) Wrap-Up. This stage has the following activities: (1) students summarize what they have read and (2) generate the possible questions will be asked by the teacher and provide the answers.

Related to the result of the research that there is significant difference in reading comprehension between the students taught using CSR and those taught using direct instruction method and the students taught using CSR have better achievement in reading comprehension and have higher motivation than those taught using direct instruction method, the writer would like to propose some suggestions as follows: (1) English teachers should help students achieving the goal of the learning. Hence, the use of appropriate method is important. Not only cognitive aspect, but teacher should also consider the psychological aspect of the students, especially their motivation; (2) since the students are facilitated with a good method, they should be cooperative. They should be able to work with heterogeneous group, not with the group they want or like only and understand that each of the group members has their own role and should be responsible; (3) the writer hopes that the other researchers can use this report as the reference to conduct further research which involves not only the other cognitive skills but also the other psychological or affective skills.

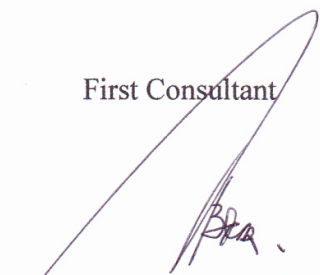
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APPROVAL OF CONSULTANTS

This article is approved by the consultants.

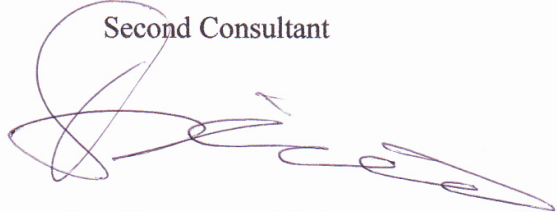
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