The Impact of Comprehension Instruction on Students' Reading Comprehension with Different Ability Grouping And Self-Efficacy

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Abstract

Among comprehension instructions that encourage collaborative learning, Collaborative Strategic Reading (CSR) and Questioning the Author (QtA) were known for their effectiveness. Both help students on improved comprehension of text and building a positive relationship among themselves. Similarly, Ability Grouping and Self-efficacy were factors that gave a significant impact on students' reading comprehension. Ability grouping affected students' reading by helping them achieve psychological intimacy and integrated involvement. On the other hand, self-efficacy determined students' achievement based on their self-confidence. Many researchers have conducted studies on CSR, QtA, Ability grouping and self-efficacy. However, there was no study that examined the effects of CSR and QtA on students' reading comprehension viewed from students' ability grouping and self-efficacy. For that reason, this study is aimed to explain the impact of two comprehension strategy instructions (CSR and QtA), two kinds of Ability Grouping (Homogeneous and Heterogeneous), and two level of students' self-efficacy beliefs (High and Low) on students' Reading Comprehension by conducting an experimental study which adopted 2x2x2 factorial design. Moreover, the study also described the interaction between those variables. It took one hundred and twenty-one of first semester students in Universitas Dehasen Bengkulu as the participant. The study administered a Reading comprehension of TOEFL test to decide students' ability grouping. A Reading Self-Efficacy Questionnaire developed by Piercey was used to measure students' self-efficacy on reading. Moreover, a reading test was developed for measuring students' Reading comprehension which was analyzed by using t-test, and three-way Anova. The result showed that 1. Comprehension instructions, ability grouping, and self-efficacy gave a positive effect on students' Reading comprehension, 2. There was an interaction between Comprehension Strategy instruction and Ability Grouping, 3. There was an interaction between Comprehension Strategy instruction and self-efficacy, 4. There was not any interaction between ability grouping and self-efficacy, 5. There was an interaction between Comprehension Strategy instructions, ability grouping, and self-efficacy.

Keywords: Comprehension Instruction, Ability Grouping, Self-Efficacy, Reading Comprehension

Introduction

In learning English, reading is an important 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. Indeed**,** many EFL learners find it difficult to read English text. Dreyer and Nell (2003) found that many students who register for undergraduate study are under-prepared for University education. They have a low level of reading strategy which is caused by their ineffective and inefficient selection of strategic intent. Most of them become

passive when faced a reading text because they do not know what to do with the text. They also do not involve actively in class unless they are asked to do so through activities or instruction. Setiyadi,B., Holliday,L.,Lewis,R.(1999) surveyed language learning strategies used by EFL learners in Indonesia. The participants were 29 male and 50 female university students who were taking an English course at the language center. This study found that unsuccessful learners tended to use ineffective strategies in learning English. They also inactive learners who employed the strategies weakly. It suggests that teachers need to provide an opportunity for students to learn how to use an effective reading strategy while they are reading therefore, they can be an autonomous learner and a strategic reader who can independently apply the right strategy in reading an English text.

Collaborative Strategic Reading (CSR) and Questioning the Author are reading comprehension instructions that were known for their effectiveness. CSR is a multiple reading strategy instruction that combines cooperative learning and reciprocal teaching. In this strategy instruction, teacher has a considerable role in the teaching-learning process. It provides students with a model and think a loud insight, gives sufficient examples for students and also gives an overview to make sure all the students are mastering the strategy. The teacher will ask them to form a collaborative learning group to demonstrate the implementation of the strategy in the clas sroom (Klingner, Vaughn, & Schumm, 1998). 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 a struggling English language learner to become confident and competent readers. Studies have been conducted to find the effectiveness of CRS in many circumstances. The reviewed studies below showed a mixed result on the findings. Rozak, Ngadiso, and Asib (2012) have examined the effectiveness of Collaborative Strategic Reading for teaching content area reading comprehension. He found out about whether or not Collaborative Strategic Reading (CSR) strategy is more effective than lecturing in teaching content area reading comprehension, whether or not students having high intelligence have better reading comprehension than those having low linguistic intelligence and lastly, whether or not there is an interaction between teaching strategies and students' intelligence in teaching reading.This experimental research was carried out in September to November 2012 at the first semester of the eleventh year Bilingual classes of *Rintisan Madrasah Bertaraf Internasional* (RMBI) MAN 1 Bojonegoro in the academic year of 2012/2013. There were two groups in this experiment study; the class that has been taught by using Collaborative Strategic Reading (CSR) strategy and the class with lecturing strategy. Each student in the classes has been categorized as a high and low ability students based on their intelligence. A Factorial design had been used to extend the number of relationships on 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 has been 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 intelligence. It can be concluded from the study that CSR is an effective strategy for enhancing students' content area reading comprehension. Moreover, CSR has been found successful in keeping the students encouraged and motivated to study. Another research on CSR was conducted by Karabuga and Kaya (2013) which was aimed to investigate the effect of Collaborative Strategic Reading on adult EFL learners' Reading Comprehension and Reading related problems. This study tried to investigate the possible effects of CSR practice on the reading problems and reading comprehension of adult EFL preparatory class students by considering the significance of reading strategies and changes in language education. It was conducted by using descriptive experimental research design to find out the effect of CSR on prep-class of adult EFL learners. The result of minute paper from the students on problems or difficulties they experience with reading in a foreign language indicate that the majority of students have difficulties with reading comprehension. They attribute the failure to the lack of vocabulary, grammar, inability to comprehend the text and the questions, time limit, feeling of incompetency and disliking English language and reading in English text. Following the practice of CSR, the participants account that CSR is effective to improve reading comprehension and to overcome vocabulary related problems and affective factors such as feeling incompetent and uncomfortable. Each strategy employed in CSR approach was observed to contribute to one specific aspect of comprehension.

On the other hand, McCown (2013) wrote another research that investigates CSR. A quasi-experimental

research method was used to examine the effectiveness of CSR on informational text comprehension and metacognitive awareness of a heterogeneous group of fifth-grade students including regular education students and students with learning disabilities. Two assessments were used in this study to measure reading comprehension: the QRI-5 and Georgia's CRCT. While to measure the metacognitive awareness, the writer used the MARSI, a self-report measure. 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 instruction. And for the last question about students' metacognitive awareness, it was found that the MARSI MANOVA did not show a statistical difference between the experimental and control groups on any of the three MARSI subscales.

Furthermore, *Questioning the Author* (QtA) is considered as a reading instruction which focuses on the importance of students' active effort to build understanding on the text ideas during reading (Beck&McKeown, 2002). Building understanding on the text as the main goal of QtA is a different process compared to extracting information which was known as an older view of reading. In building understanding, students' need to determine what kind of information they need to pay attention to and then connect it to other information. This process happens through discussion during the reading process. 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 were ninety-eight adult students from three experimental group and one control group. The first experiment group is given a reading text and answer multiple-choice comprehension questions. The second group, read the same text, answer the same questions but before they have been taught with QTA technique. And the last group as a control group were given a simplified version of the text and also the same questions to answer. The result of the study showed that the participant in experiment groups outperformed students from the control group. Nevertheless,students in the experiment group who have been trained with QTA outperformed students in the other groups. This finding indicated that QTA gives a positive effect on students' reading comprehension.Moreover, Bernadowski (2006) researched about the effects of middle school social studies teachers' questioning patterns on learners' outcomes by Using *Questioning the Author* strategy. Two social studies teachers from an inner city middle school in western Pennsylvania were selected as the participants of the study. They were trained in implementing this strategy so that they can improve their classroom questioning and students' responses to the text. Through a case study method, the writer did an observation by audiotaped each lesson. The data was transcribed and categorized by using tables and descriptive narratives. Moreover, Teaching Questioning Survey and interviews were used as additional instruments to gather the data . The survey was distributed before the study and sought-after information about the participants' general knowledge of questioning strategies. The study found that *Questioning the Author* helped learners to engage with the text. It also increased the ability of teachers to ask questions which affects students levels of comprehension.

Many factors give influence to the implementation of CSR and QtA. One of them is the collaborative work between students and peers in enhancing the meaning-making of text. This process embodies through a small group discussion during the implementation of those approaches. As a part of cooperative learning, group discussion is believed to enhance students' language learning including their reading comprehension ability. Henning, J (2008) argues that students who are engaged in meaningful discussion tend to perform a better comprehension of a text. Discussion process on it stimulates their high-level reasoning by allowing them to see many perspectives from their peers (Anderson & Krathwohl, 2001). A meaningful classroom discussion is also significant for the development of students' understanding of a text. It allows students to mix their understandings, questions, hypotheses, and connections to previous knowledge and experiences. Based on these facts, teachers need to pay attention on how they arrange students in the classroom during the implementation of CSR and QtA. According to Thomas and Feng (2014), the decision to group students based on their ability is kind of grouping that takes so much attention from researchers. They have been struggling with finding the answers for its benefits and harms. Research has also found different answers according to their learning outcomes. Some research found ability grouping as something beneficial while others believed it was harmful to the teaching-learning process. Tieso.C(2005) and Heltemees.L(2009) found that A heterogeneous ability grouping can increase students' self-

esteem and motivation to learn, improve their attitudes toward school and peers, give the opportunity to socialize and learn from other students and also develop valuable leadership skills for the students. In another side, it can also give a negative impact on students' achievement, participation, motivation, and self-esteem when applied to a specific subject. Poole (2008) found that in reading class, a heterogeneous ability grouping can suffer the students by decreasing their academic achievement. They are interrupted more by the teacher and read less. It then causes negative self-esteem which leads them to become low motivation students. For high ability students, heterogeneous ability grouping can also give negative effects. Here, students will have slow progress in their academic achievement. They will not show their best performance in the classroom since they are interacting with lower ability students (Rogers,1998). While for average ability students, Saleh and De Jong(2005) found that they do not get any advantages from this kind of grouping since they are not engaged in the classroom interaction. In a homogeneous grouping class, students with average and high ability get the most benefit from it. Rogers (as cited in Heltemes,2009) argues that high ability students show their potential ability and engage more in the class. They process the material intensely since they collaborated with students at the same level of ability. While for low ability students, they get many disadvantages from this grouping. They get little understanding of the material and get less input from peers. In general, students in the homogeneous class are difficult to move on to higher or lower groups since they make an interaction with the same ability peers (Ireson & Hallam, 2001).

Besides ability grouping, affective elements such as motivation and attitudes have influenced the teaching and learning process in the classroom. Many researchers found that those aspects play a crucial role in students learning. Self-efficacy as part of attitudes is known as a key process that affects students' learning and achievement. It is more specific to a particular activity or situation and also can be affected by a more general attitude (Bandura,1997). Self-efficacy can be defined as someone's beliefs about his ability in controlling situation that occurred (Bandura, 1997). As a primary component of someone's motivation, self-efficacy can affect people's learning behavior such as effort and persistence, achievement and also the environment. As it is known that people always try to take control over many aspects of their lives, self-efficacy then becomes one of the most important processes that should be taken into consideration (Bandura,2006). The choice of activities, effort expenditure, persistence, and achievement are another aspects of life that influenced by Self-efficacy (Bandura, 1997). It influences the choices people make and the courses of action they pursue. A student with high self-efficacy tends to work harder in facing obstacles. They put forth more effort and face challenges with persistence (Huang, Gu, Yao, & Zheng,2017). They also look more ready and persistence in performing a task thus their achievement usually better than the students with low self-efficacy who usually doubt with their learning capabilities and experience anxiety and inhibition. Many studies on self-efficacy in foreign language learning contexts have examined the relationship between self-efficacy and foreign language performance, and mostly the research findings have demonstrated that academic performance has a strong linkage with learners' self-efficacy beliefs whether in foreign language courses or proficiency especially for reading and listening comprehension (Huang et al.,2017). It is very challenging to find out the impact of students' self- efficacy beliefs on students' achievement, especially for reading comprehension.

The reviewed studies related to Comprehension instruction (CSR and QtA), Ability Grouping, and Self-Efficacy beliefs have provided information on the impact of each variable on students' Reading Comprehension. However, there were not any previous studies that investigate the interrelation of those variables on students' Reading comprehension, especially in Indonesia. As it has been known that those variables are crucial in teaching-learning process, the writer then interested in examines the topic. Moreover, through this current research, the writer can also provide a new knowledge and information on the impact of Comprehension instructions (CSR and QtA), Ability Grouping (Homogeneous and Heterogeneous), and Self-efficacy (High and Low) on students' Reading Comprehension and also reveals the interaction between them in the teaching- learning process. For those purposes, the following research questions are formulated in this study:

1. What is the impact of Comprehension Instructions (CSR and QtA) on Students' Reading Comprehension
2. What is the impact of Ability Grouping (Homogeneous and Heterogeneous) on Students' Reading Comprehension
3. What is the impact of Self-Efficacy (High and Low) on Students' Reading Comprehension
4. What is the Interaction between Comprehension Instructions and Ability Grouping on Students' Reading Comprehension?

5. What is the Interaction between Comprehension Instructions and Self-Efficacy on Students' Reading Comprehension?
6. What is the Interaction between Ability Grouping and Self-Efficacy on Students' Reading Comprehension?
7. What is the Interaction between Comprehension Instructions, Ability Grouping, and Self-Efficacy on Students' Reading Comprehension?

Methodology

Participants
The study was conducted in English classes at private University in Bengkulu, Indonesia. The research was done in a 16-week course which took 90 minutes/meeting. There were four classes of first semester students with **121** total number of students. Each student in the classroom was labeled based on their scores on TOEFL prediction test. Students whose scores were above 400 were categorized as **High ability**, and students whose scores were below it were categorized as **Low ability**. The students then were divided into several groups based on their category. A learning group consisted of 4 or 5 students with the same category was labeled as **a homogeneous** ability grouping while the other group of students with mix category was named a Heterogeneous ability grouping. There were 121 students that were taken as the sample from 4 English classes; a. 30 students from Accounting A1 class which was then labeled as QtA classroom with heterogeneous ability grouped of students;2. 31 students from Accounting A2 class that were named QtA classroom with homogeneous ability grouping of students; c. 30 students were taken from Management A1 class and named CSR with heterogeneous ability grouping of students; d. and also 30 students from Management A2 class which were labeled as CSR classroom with Homogeneous ability grouped of students. Besides, the students were asked to fill a reading self-efficacy questionnaire to find out their level of reading self-efficacy beliefs.

Instrumentation
Reading comprehension pre-test and post-test
To assess students' reading comprehension, a pre-test and post-test were conducted at the beginning and the end of the semester during the study. The test was adapted from a standardized reading comprehension section of TOEFL test consisting of five types of reading questions**;** getting the main idea, dealing with vocabulary, making inferences and also finding the supporting details with total 30 questions. The type of each question's item is listed below:

Table

Type of Questions	Item's Number
getting the main idea	7,17,35,38,46
dealing with vocabulary	12,14,16, 21, 23,28,32,33,34,40,44,45,48
making inferences	3,5,13,24,25,26,30,39,43,50
finding the supporting details	1,2,4,9,10,11,15,18,19,20,22,27,29,31,36,37,41,42,47,49

Reading comprehension test adapted from reading comprehension section of TOEFL test was given to the students at the beginning and the end of the study. The result of the pre-test and post-test was analyzed by using statistical SPSS software to see the impact of teaching instruction (CSR and QtA), ability grouping (Homogeneous and Heterogeneous grouping) and also reading self-efficacy (high and low) on students Reading Comprehension. Besides, the test is also used to see the interaction between those variables. As a standardized test, reading section of TOEFL test is chosen because of several reasons. First, TOEFL is categorized as a high validity and reliability test (Alderson,2000;Grabe,1991). Second, most of the students in Indonesia are familiar with this kind of standardized test. Last, in the University of Dehasen Bengkulu, TOEFL prediction test is usually used to measure students' ability in English before they enter the university program. Thus, the writer was confidence in choosing this test as one of the instruments.

Reading Self-Efficacy Questionnaire

The writer uses a questionnaire in to find out the level of students' reading self-efficacy. The questionnaire is adopted from Piercey (2013) who had designed the questionnaire based on several reading self-efficacy's measurements. The writer chooses this questionnaire because of several reasons. First, this questionnaire is a recent one and measures a whole aspect of reading self-efficacy compared to the previous ones (Motivation for Reading Questionnaire, Motivated strategies for Learning Questionnaire, Program for International Student Assessment and Self Regulated Learning Questionnaire). It combines several aspects of reading self-efficacy measurement such as general reading self-efficacy, reading test self-efficacy, self-efficacy for self-regulation in reading, self-efficacy for academic reading and self-efficacy for extracurricular reading. It is hoped that by using this questionnaire, the writer can get complete information on all aspects of students' reading-self efficacy in Universitas Dehasen Bengkulu. Second, this instrument is considered as a high validity and reliability questionnaire and the procedure of recording the data also fit with the research question of this study. And last, this instrument also contains an accepted scales for measurement. According to Creswell (2011) an instrument which developed recently, has high validity and reliability, has a clear procedure which matches with the research questions and contains accepted scale of measurement can be categorized as a good instrument to use.

Procedures

Four English classes of economic faculty, Universitas Dehasen Bengkulu were the experimental groups of this study. They are 2 classes with CSR instruction and 2 classes with QtA instruction; Each class consisted of several groups of students that have been categorized as homogeneous or heterogeneous ability grouping. Procedures used for collecting the qualitative data are outlined below.

During the 1st week, students from all classes were informed about the study and were asked to take a reading comprehension test as they pre-test. They were also asked to fill a reading self-efficacy questionnaire adopted from Piercey (2013).This questionnaire was given to all students to find the level of students self-efficacy in Reading. Based on the result of the reading test and reading self- efficacy questionnaire, the writer took 121 students from 4 classes as the subject of the study.

On the next 14 weeks during the 2nd until 15th weeks, students were taught by using CSR and QtA teaching instructions as the treatment. The first class, consisted of students in a homogeneous ability grouping which was taught by using Collaborative Strategic Reading as the treatment. The second class also received Collaborative Strategic Reading Instruction as the treatment, but in heterogeneous ability grouped. In another hand, the third and the fourth classes were taught by using Questioning the Author as the treatment. However, they have formed in different ability grouped. Students in the third class were formed as a homogeneous ability grouped while students in the fourth class were grouped as a heterogeneous ones.

During these weeks, the writer observed the implementation of each comprehension instruction and the group work by using an observation checklist. She and another two observers also made some field notes to describe the activities in the classrooms which cannot be recorded by the observation checklist. Finally, at the end of the fifteen-week meeting, the students were asked to complete a reading comprehension test as the final test. The postest scores were used for the comparison with the previous pre-test scores.

Data Analysis

In order to find out the result of the study, the writer analyzed the data by using SPSS 16 program. Descriptive statistics were used to calculate the frequency distributions, means, and standard deviations for the test scores while the inferential statistics (i.e., t-test and Three-way ANOVA) were used to determine the level of statistical significance ($p < 0.05$) in order to investigate the impact of comprehension instruction, ability grouping and self-efficacy and also the interaction among those variables in enhancing students' reading comprehension.

Results
Descriptive Statistics

Table 1 provides the between-subjects factors of the variables. It presents the value label of the variables and also the sums of each variable. On the other hand, Table 2 provides the descriptive statistics of the variables. It shows

the mean, standard deviation, and sum of Comprehension instruction (CSR and QtA), Ability Grouping (Homogeneous and Heterogeneous), and Self-Efficacy (High and Low) in the detail groups.

Table. 1
Between-Subjects Factors

		Value Label	N
TI	1	CSR	60
	2	QTA	61
A G	1	HOMO	61
	2	HETERO	60
S E	1	HIGH	68
	2	LOW	53

Table. 2
Descriptive Statistics
Dependent Variable:NILAI

TI	AG	SE	Mean	Std. Deviation	N
CSR	HOMO	HIGH	65.31	9.898	16
		LOW	67.86	8.690	14
		Total	66.50	9.284	30
	HETERO	HIGH	79.33	7.844	18
		LOW	76.00	8.442	12
		Total	78.00	8.116	30
	Total	HIGH	72.74	11.255	34
		LOW	71.62	9.368	26
		Total	**72.25**	10.410	60
QTA	HOMO	HIGH	72.63	10.664	16
		LOW	56.60	10.802	15
		Total	64.87	13.326	31
	HETERO	HIGH	70.50	11.991	18
		LOW	65.08	12.094	12
		Total	68.33	12.127	30
	Total	HIGH	71.50	11.266	34
		LOW	60.37	11.965	27
		Total	**66.57**	12.764	61
Total	HOMO	HIGH	68.97	10.781	32
		LOW	62.03	11.233	29
		Total	**65.67**	11.451	61
	HETERO	HIGH	74.92	10.945	36
		LOW	70.54	11.624	24
		Total	**73.17**	11.332	60
	Total	HIGH	**72.12**	11.194	68
		LOW	**65.89**	12.083	53
		Total	69.39	11.952	121

Table 3 shows the Homogeneity level of all variables through Levene's test of equality of Error Variances. The Statistics value of F =0.861 with df 1= 7 and df2=113 with P-value = 0.539 > 0.05. The result infers that all the samples have the same variance and categorized as Homogeneous.

Table.3
Levene's Test of Equality of Error Variances[a]

Dependent Variable:NILAI

F	df1	df2	Sig.
.861	7	113	.539

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + TI + AG + SE + TI * AG + TI * SE + AG * SE + TI * AG * SE

Table 4 is a three-way anova for finding the frequency distribution, mean score, F value and P value of each variable in the study. This table shows the main effects and the interaction effects of each variables.

Table. 4
Tests of Between-Subjects Effects

Dependent Variable:NILAI

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	5468.825[a]	7	781.261	7.562	.000
Intercept	566035.643	1	566035.643	5.479 E3	.000
TI	1038.018	1	1038.018	10.048	.002
AG	1504.061	1	1504.061	14.559	.000
SE	913.687	1	913.687	8.844	.004
TI * AG	461.863	1	461.863	4.471	.037
TI * SE	788.624	1	788.624	7.634	.007
AG * SE	41.371	1	41.371	.400	.528
TI * AG * SE	502.518	1	502.518	4.864	.029
Error	11673.918	113	103.309		
Total	599728.000	121			
Corrected Total	17142.744	120			

a. R Squared = ,319 (Adjusted R Squared = ,277)

Research Question 1: What is the impact of Comprehension Instructions (CSR and QtA) on Students' Reading Comprehension

Based on the result of paired samples test of Collaborative Strategic Reading pre and post-test, it was found that sig(two tailed) (0.000) was lower than α (0.025). Moreover, t obtained 16.525 was higher than t(0.025,59). The result showed that Collaborative Strategic Reading was significant in improving students reading comprehension. Likewise, the result of paired test of pre and post test QtA showed that sig(two tailed) (0.000) was lower than α (0.025). Moreover, t obtained 9.948 was higher than t(0.025,60). The result implied that Questioning the Author was also significant in improving students reading comprehension.

The result from table B shows that the mean score of the students is different. The mean score of the students' reading comprehension who is teached by using CSR is 72.25, while the mean score of the students who are taught by using QtA is 66.57. The ANOVA test for comprehension instruction from table D showed that the result is **Sig. = 0.002< 0.05.** Thus, it is inferred that there is a significant impact of Strategy instructions (CSR and QtA) in increasing students' reading comprehension. It also found that the mean score of students reading comprehension in CSR Classes outperformed the QtA Classes.

Research Question 2 : What is the impact of Ability Grouping (Homogeneous and Heterogeneous) on Students' Reading Comprehension?

Based on the result of the paired samples test of Homogeneous ability grouping pre and post-test, it was found that sig(two-tailed) (0.000) was lower than α (0.025). Moreover, t obtained 9.984 was higher than t(0.025,60). The result showed that Homogeneous ability Grouping was significant in improving students reading comprehension. Likewise, the result of the paired test of pre and post-test of Students' in Heterogeneous ability grouping showed that sig(two-tailed) (0.000) was lower than α (0.025). Moreover, t obtained 19.068 was higher than t(0.025,59). The result implied that Heterogeneous ability grouping was also significant in improving students reading comprehension.

The result from table B above shows that the mean score of the students is different. The mean score of the students' reading comprehension in Homogeneous ability grouping is 65.67, while the mean score of the students in Heterogeneous ability grouping is 73.17. Then, after doing a homogeneity test represented by table C, it can be concluded those data are homogenous because they have the same variance. Moreover, the result from Anova test represented in table D showed that **Sig. = 0.000< 0.05** for Ability grouping**.** Thus,it is inferred that there is a significant impact of Ability grouping (Homogeneous and Heterogeneous) on students Reading Comprehension. It also found that the mean score of students reading comprehension in Heterogeneous ability grouping outperformed the Homogeneous Ability Grouping.

Research Question 3 : What is the impact of Self-Efficacy Beliefs on Students' Reading Comprehension?

The result from table B above shows that the mean score of the students is different. The mean score of the students' reading comprehension who have High Self-Efficacy is 72.12, while the mean score of the students who have low self-efficacy is 65.89. Then, after doing homogeneity test showed in table C, it can be concluded those data are homogenous because they have the same variance. It is proved by **Sig. = 0.539 >α = 0.05**. After that, based on the result of Anova test in Table D, it found that the significancy level of Self-efficacy is **0.004< 0.05.** Thus, it is inferred that there is a significant impact of Self-Efficacy on Students' Reading Comprehension. Moreover, It also found that the mean score of students reading comprehension with High Self-Efficacy outperformed students with Low Self-efficacy beliefs.

Research Question 4 : What is the interaction between Comprehension Strategy instruction and Ability Grouping on Students' Reading Comprehension?

The homogeneity test for all the variables in the study through Levene's test in Table C shows that those data are homogenous because they have the same variance. It is proved by **Sig. 0.539> 0.05**. Moreover, the tests of Between-Subjects Effects through Anova test shows that the F value between Comprehension Instructions and Ability grouping is **F (4.471**) with **Sig. = 0.037< 0.05.** Thus, it is inferred that there is an interaction between teaching instruction and ability grouping on students' Reading Comprehension.

Research Question 5 : What is the interaction between Comprehension instruction and self-efficacy?

The homogeneity test for all the variables in the study through Levene's test in Table C shows that those data are homogenous because they have the same variance. It is proved by **Sig. 0.539> 0.05**. Moreover, the tests of Between-Subjects Effects through Anova test shows that the F value between Comprehension Instructions and Self-Efficacy is **F= 7.634** with **Sig. = 0.007< 0.05.** Thus, it is inferred that there is an interaction between Comprehension Instruction and Self efficacy on students' Reading Comprehension.

Research Question 6 : How is the interaction between ability grouping and self-efficacy?

The homogeneity test for all the variables in the study through Levene's test in Table C shows that those data are homogenous because they have the same variance. It is proved by **Sig. 0.539> 0.05**. Moreover, the tests of Between-Subjects Effects through Anova test shows that the F value between Ability Grouping and Self-Efficacy is **F= 0.400** with **Sig. = 0.528> 0.05.** Thus, it is inferred that there is not any interaction between Ability grouping and Self Efficacy on students' Reading Comprehension.

Research Question 7 : How is the interaction between Comprehension Strategy instruction, Ability Grouping and Self Efficacy on Students' Reading Comprehension?

The homogeneity test for all the variables in the study through Levene's test in Table C shows that those data are homogenous because they have the same variance. It is proved by **Sig. 0.539> 0.05**. Moreover, the tests of Between-Subjects Effects through Anova test shows that the F value between Comprehension Instructions, Ability Grouping, and Self-Efficacy is **F= 4.864** with **Sig. = 0.029< 0.05.** Thus, it is inferred that there is an interaction between Teaching instruction, Ability grouping, and self-efficacy on students' reading comprehension.

Discussion and Implications

The first research question examined and compared the impact of Comprehension Instructions (CSR and QtA) on Students' Reading comprehension. Based on the result of the test, it was known that comprehension strategy instructions (CSR and QtA) give a positive effect on students' reading comprehension. There is a significant difference between students' reading comprehension scores before and after the treatment in both classes. However, students in Collaborative Strategic Reading classes got a higher mean score in their Reading Comprehension test after the treatment compared to students in QtA classes. CSR instruction provides students with an explicit learning model which was easier to be implemented by students. This instruction also facilitates students to have group interaction thus gives them an opportunity to get support from their peers. However, this finding is different from that of McCown (2013), she found that there is not any significant difference between students' reading comprehension scores on standardized reading comprehension test compared to students who do not receive CSR instruction. Moreover, she also found that on MARSI test, there is not any statistical difference between those groups. These findings could be related to several reasons. First, students got a limit exposure to the strategy since the treatment was in a short time. According to Klingner, Vaughn, and Boardman (2007) implementing CSR is time-consuming and is so complicated thus an extra time is needed to get a maximum result. Moreover, the form of a standardized reading comprehension that definitely in form of multiple-choice test makes it more difficult for students since in the classroom practice they usually use an open-ended questions in a learning log.

Indeed, many previous studies supported the current study regarding the effectiveness of CSR in increasing students' Reading Comprehension. Rozak, Ngadiso, and Asib (2012) found that CSR was effective in improving students' reading comprehension. Another studies (Fan,2009; Nosrantini,2013; Karabuga&Kaya, 2013) also found that CSR instruction helps learners in increasing their reading comprehension performance. Students' collaboration and group discussion made the process of comprehension become easier and more comfortable. As Klingner et al (2007) stated that CSR is effective because it combines cooperative learning and reciprocal teaching which provides students with a clear and an explicit learning model. It also facilitates students' learning through procedural strategies and also facilitating interactive group discussion between students. Since CSR provides students with a clear and explicit learning instruction, it helps students in monitoring their learning when they are using variety of strategies and skills before, during and after reading. The idea is supported by

Rupley, Blair, and Nichols (2009) by saying that the reader seems to learn essential reading skills and strategies better if the strategy instruction becomes the part of teachers teaching method. In this situation, students get new information about the strategy through meaningful and explicit explanation from the teacher. When the teacher demonstrates the skill or strategy, it will be easier for the students to practice and apply it and obtain feedback.

Despite the fact that students' in QtA classes got a lower mean score than in CSR classes, the result of t-test showed that it was also effective for improving students' Reading comprehension. In QtA classes, students are provided with the opportunities to engage with a text in a very supportive environment. This teaching method aids students with a sequence of strategies which help them make meaning of a text. It also motivates students' learning by providing a non-threatening, supportive experience. It facilitates students to build an understanding of text ideas. Moreover, it supports students to minimize their anxiety in learning. It also maximizes students' interaction and helps students build meaning rather than recall factual information.

In the second question that asked about the effectiveness of Ability grouping, it was found that both kinds of students' grouping(homogeneous and heterogeneous) give a positive effect on students' Reading comprehension. The test result also showed that students in heterogeneous ability grouping outperformed students in homogeneous ability grouping. In heterogeneous ability grouping, the collaboration among students with different language proficiency can benefit each other. Students who are more proficient helped they friends in improving their reading skill. On the other hand, they get benefit by increasing their self-esteem and attitudes toward their peers and also the assignment itself. According to Saleh&De Jong (2005) and Poole (2008), several benefits lay in a heterogeneous ability grouping both for high and low ability students. For low ability students, being in a heterogeneous ability grouping give them an opportunity to socialize and learn from students with high ability. They can learn how high ability students deal with the problem in doing the task. This process is also believed to increase their motivation in learning which later on can also help them improve their skill in reading. Meanwhile, for a high ability student, this kind of grouping help them to get a deep understanding of the subject and the assignment by verbally reinforcing the material they understand. This process also helps them to develop their leadership skill since they need to lead the lower ability students in the group. Moreover, both high and low ability students get a valuable academic and social lesson from this kind of grouping. They start to build a good attitude toward each other, build good communication and finally it can help them achieve academic success in learning. On the other hand, a homogeneous ability grouping where students at the same ability is grouped, the group productivity was more predictable since most of the member work at the same pace. Robinson (2008) believes that this condition gives some benefits to the group. Students who work with the same ability peers tend to share the same standards, goal and expectations thus help them to work at a faster pace. Moreover, they can work together with confidence since they can ask questions and give explanation on an equal level (Saleh&De Jong,2005).

Self-efficacy is an affective aspect that gives a significant impact on students' learning. It has been defined as someone's belief about his capability in accomplishing a task (Bandura,2006). Researchers have found that students' self-efficacy is a crucial factor that affects their academic success. This current research found that Students with high reading self-efficacy tend to have a higher reading comprehension test score than students with low reading self- efficacy. Their ability in reading is growing fast since they learn the strategy quickly. As Yogurtchu (2012) stated that students who have high self-efficacy develop great reading comprehension, they also perform a richer cognitive interaction, experiences and also able to access an effective, interactive, strategic, quick of reading comprehension. They also stable and persistence in doing the assignment that has been given. Meanwhile, students' with low self-efficacy also got improvement in their reading comprehension test even it not as high as students' with high reading self-efficacy. They tend to have a great amount of stress and high anxiety which make them slow in the learning process. Moreover, students with low self-efficacy beliefs usually have a low motivation to complete the assignment. Chemers, Hu, and Garcia (2001) stated that there is a strong correlation between self-efficacy and academic expectation,thus students with low self-efficacy have a lower academic expectation and show a less academic performance compared to those with high self-efficacy.

Finally, the findings of the current research showed that there is an interaction between comprehension strategy instructions and ability grouping, comprehension strategy instruction and self-efficacy, and among Comprehension strategy instruction, ability grouping and self-efficacy toward students' reading comprehension. The interaction between Comprehension strategy instruction and ability grouping showed that the effect of CSR

and QtA on Students' Reading Comprehension depend on the form of students' ability grouping. Students in both classes got higher scores if they studied in Heterogeneous ability grouping. In this kind of grouping, both high and low ability students got advantages from each other. Students with high ability got advantages by leading, teaching and explaining the knowledge or the material to low ability students. Through these process, they were able to master the material deeply and internalize it better. As stated by Allwright (2014) students can learn material better if they have had a chance to teach or to explain it to others which help them to develop their knowledge and internalize what they have learned before. On the other hand, students' with low ability improved their ability through interaction with more capable peers. Ellis (2013) believed that through communication with peers with higher capability, students could get more benefit in the interactions and exchanges process. This process ensures that learner can get more information and knowledge.

Moreover, there was also an interaction between comprehension instruction and self-efficacy. The effect of the implementation of each instruction was influenced by the students' differences in their self-efficacy level. Students in CSR classroom with high self-efficacy beliefs tend to have better achievement since they were more confident in using the strategies. Likewise, they were also quick learners who gave more effort on their activities.

There was not any interaction between ability grouping and self-efficacy. The level of students' self-efficacy did not give any impact on students' achievement in each ability grouping. This could happen because students in each efficacy level showed consistency in their learning. They were engaged in the meaningful learning process in both kinds of grouping. As research conducted by Liu (2014) who investigated the relationship between Ability grouping and learner anxiety found that the anxiety level between two groups in the form of ability-grouping were insignificant. The low and average performing students remained homogeneous regarding their anxiety level. High-achieving students also continued to have significantly lower anxiety levels than their counterparts. This finding implied that the interaction between ability grouping and the form of affective elements such as self-efficacy and anxiety is not significant.

Nevertheless, there was interaction among comprehension strategy instruction, ability grouping, and self-efficacy on students' reading comprehension. The effect of comprehension strategy instruction on students' reading comprehension depends on students' Ability grouping and self-efficacy. Both variables are predictors that give influence to students' reading achievement. Students who are taught by using CSR instruction in heterogeneous ability grouping who have high self-efficacy belief tend to have a better reading comprehension than the other groups. CSR instruction is an explicit instruction which taught the students how to deal with comprehension question step by step. It then helps the students to master the strategies well. On the other side, heterogeneous ability grouping helps students to interact and get benefits from students with different ability level. This kind of interaction gives students the opportunities to socialize and learn from others. It also can increase their motivation to learn. Finally, students' high self-efficacy belief helps them to develop a great ability in reading since they have a great belief and motivation to be success in finishing the task.

In summary, it has been known that comprehension strategy instruction, ability grouping and self-efficacy gave significant impact on students' reading comprehension. However, Collaborative Strategic Reading, Heterogeneous ability grouping and students' high self-efficacy beliefs outperformed other variables.

These findings reveal a clear need for future research examining the complex interaction between the relevant variables examined and reading comprehension ability among university students of English as a foreign language in Indonesia. The amount of sample size and the characteristics of participants who come from private universities in Bengkulu were considered representative for fulfilling the generalizability of the findings to Indonesian EFL learners.

Moreover, the current study added support to previous research from all over the world that had demonstrated a good impact of Comprehension instruction, ability grouping, and self-efficacy on students' reading comprehension. It also gives additional information and knowledge on how those variables interrelated each other since it was the first study that examined the effect of these instructions on students' reading comprehension with different ability grouping and self-efficacy.

Finally, it was known that this study need further research to make it perfect especially related to the number of the participants, the teaching material and also the instruments. This study took place in one private University in Indonesia covering just two faculty with 121students. The writer just divide them into two ability grouping, high and low because of the limitation on the number of participants. For the next investigation, it would be better

if the researcher add a moderate ability students to see any different in the result. Another factor that need to be considered in the next research is the use of reading material. In this study, the writer used only expository text thus the use of other text genres will be beneficial. Regarding the used of the instruments, the next study can use another reading comprehension test or build their own test which suit with the material that has been given to the students in the classroom. While for assesing students' self-efficacy beliefs, the future study can use another standardized questionnaire to see any different in the result.

Pedagogical Implication

From the result of the study, it was known that implementing collaborative work amongst students, grouping students based on their ability and knowing students' self-efficacy can help students in improving their reading comprehension ability. Considering these facts, teachers can build more comprehensible classroom activities while teaching reading. They can provide students with an effective teaching instruction that suit students' needs, grouping the students for learning and considering students' self-efficacy before teaching. The findings of this study also provide a crucial information for Indonesian EFL teachers in knowing factors that need to be considered before teaching reading in the classroom.

Moreover, this study demonstrates the potential use of Collaborative learning and ability grouping for English language teaching in Indonesia. It shows that a shift from teacher as a center of learning to students center is possible during teaching and learning process in Indonesia. Likewise, considering students' affective factor such as self-efficacy is also important for their learning. The data showed us that by implementing collaborative learning, applying ability grouping, and considering students' self-efficacy can help students maximized their learning and thus, develop their Reading ability. Finally, it was found that the implementation of collaborative learning together with ability grouping and considering students' self-efficacy provided students with an effective teaching instruction, a great communicative opportunities and a supportive environment that stimulate them to improve their reading comprehension.

Acknowledgments

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