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## CHAPTER 1

### INTRODUCTION

#### A. Background of The Problem

Reading belongs to one of English's four skills; speaking, listening, reading and writing that should be mastered by the students in order to measure English ability. Nunan (1989:33) stated that, "Reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes". It means that reading is a connection between what the writer writes and words that the reader reads.

In addition, Grabe and Stoller (2002:9) also stated that "Reading is also defined as the ability to draw meaning from the printed page and interpret this information appropriately". It means that in reading, students show their abilities in drawing meaning and interpreting information after reading activity. The information that they got from the text will also add their knowledge.

Furthermore, according to Karen and Graham (2007:2) "Meaning, learning, and pleasure are the ultimate goals of learning to read". Students cannot produce comprehension if they do not know their goals when they read a text given. Based on the definition above, the writer concludes that reading is a process when students want to get information from the text they read. McIntyre (2011:113) said that, "Reading is to comprehend. If the students can read the words of a text, but they do not understand what they are reading, they are not really reading".

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Reading comprehension is the process of constructing meaning by a number of complex processes that include word reading, word and word knowledge, and fluency. Lems (2009:170) views reading comprehension not as a static competency, she said that it is varies according to the purpose for reading and the text that is involved. In addition, Snow (2002:11) states that “Reading Comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. It means that, it is a process run by readers to understand written language.

In order to support students need toward reading, School Based Curriculum (SBC) provides reading as one of the skills in mastery English that must be taught and learned in Senior High School. State Senior High School 02 Singingi is one of the schools that also applies School Based Curriculum (SBC) in teaching and learning process. According to School Based Curriculum (SBC) (2006:13), pointed that in learning English, the students should be able to use language in communication either written or oral language in order to commemorate the global era.

In reading, they learn several genres such as descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review. Based on the Syllabus of the second year students of State Senior High School (2006), the students must achieve two competences; those are standard competence and basic competence.

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In the standard competence, the students should be able to understand the meaning of short functional text and simple essay in a form of narrative, spoof and hortatory exposition in daily life context. Based on the preliminary observation to the second year students of State Senior High School 02 Singingi, the teacher had done a lot of efforts to improve students' reading comprehension especially in narrative text such as using explanation method, discussion strategy even pair working.

The teacher explains about the material generally, then she divided students into groups and made question and answer section. In fact, after using those techniques some of the students still had problems in reading comprehension. Some of the students did not understand what they read. They read the text, but they were not able to identify and comprehend the text.

They can not comprehending and answer the question related to the text.. From the information above, the problems experienced by the students are itemized in the following:

- a. Some students are not able to identify generic structures of narrative text.
- b. Some students are not able to identify the meaning of word in narrative text.
- c. Some students are not able to identify certain information in narrative text.
- d. Some of the students are not able to create inference of narrative text.
- e. Some of the students are not able to identify the main idea of narrative text.

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In teaching and learning reading, many techniques and strategies have been applied to achieve what the teachers and students expect. Sometimes, unsatisfied result can happen when the application of the techniques and strategies are away of the stated concepts or procedures. In this case, it impacts to the uncomfortable teaching and learning atmosphere experienced by both teachers and students. To improve students' reading comprehension, it needs an appropriate strategy to help them.

In brief, they need an alternative strategy in teaching English, in order to increase students' reading comprehension. One of the strategies is Cues and Questions Strategy. This strategy was developed by the researcher, Robert Marzano. Marzano (1998) in Michael (2011), states that asking questions and prompting students' replies with cues are strategies that come naturally to most teachers because 80 % of student-teacher interactions in classroom involve cues and questions. Cues and Questions strategy are among the tools and strategies that teachers use to set the stage for learning. These tools create a framework that helps students to focus on what they are about to learn.

Therefore, the researcher is interested in conducting a research entitled, The Effect of Using Cues and Questions Strategy on Students' Reading Comprehension at the Second Year of State Senior High School 02 Singingi.

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## **B. Problems of the Research**

### **1. Identification of the Problem**

Based on the researcher preliminary observation at State Senior High School 02 Singingi, it is clear that some of the students get difficulties and problems especially in term of reading narrative text. To make the problem of this research are clearly examined, the problems of this research are identified as follows:

- a. Why are some of the students not able to identify generic structure of the narrative text?
- b. Why are some of the students not able to identify the meaning of word in narrative text?
- c. Why are some of the students not able to identify certain information in narrative text?
- d. Why are some of the students not able to create inference of narrative text?
- e. Why are some of the students not able to identify main idea of narrative text?

### **2. Limitation of the Problem**

In line with the identification of the problem stated above, therefore the researcher requires to limit and focus the problem of this research on students' reading comprehension in narrative text and teacher's strategy in teaching reading.

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In conclusion, the researcher focuses on the effect of using Cues and Questions Strategy on Students' Reading Comprehension of narrative text at the second year of State Senior High School 02 Singingi.

### 3. Formulation of the problem

The problems of this research can be formulated in the following questions:

- a. How is students' reading comprehension in narrative text taught by using Cues and Questions strategy at the second year of State Senior High School 02 Singingi?
- b. How is students' reading comprehension in narrative text taught without using Cues and Questions strategy at the second year of State Senior High School 02 Singingi?
- c. Is there any significant difference between using Cues and Questions strategy and without using Cues and Questions strategy on students' reading comprehension in narrative text at the second year of State Senior High School 02 Singingi?
- d. Is there any significant effect of using Cues and Questions strategy on students' reading comprehension of narrative text at the second year of State Senior High School 02 Singingi?

### C. Objective and Significance of the Research

#### 1. The Objective of the Research

- a. To identify the students' reading comprehension in narrative text taught by using Cues and Questions strategy at the second year of State Senior High School 02 Singingi.

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- b. To identify the students' reading comprehension in narrative text taught without using Cues and Questions strategy at the second year of State Senior High School 02 Singingi.
- c. To identify whether there is a significant difference between using Cues and Questions strategy and without it on the students' reading comprehension in narrative text at the second year of State Senior High School 02 Singingi.
- d. To identify whether there is a significant effect of using Cues and Questions strategy on students' reading comprehension of narrative text at the second year of State Senior High School 02 Singingi.

## 2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. This research is beneficial for novice researcher, particularly in learning how to conduct a research.
- b. These research findings are expected to be useful and valuable, particularly for students and teachers of English of the second year of State Senior High School 02 Singingi. Therefore it is expected to be considerations for their future teaching and learning of English subject.
- c. These research findings are also expected to be positive and valuable information for those who concern in the world of teaching and learning English as a foreign or a second language.

- d. These research findings are also expected to be practical and theoretical information to the development of language teaching theories.

#### **D. Definition of the Key Terms**

To avoid misunderstanding and misinterpretation about some terms used in this research, the researcher defines them as follows:

##### **1. Effect**

Cresswell (2012:620) points out that “Effect means identifying the strength of the conclusion about group differences or about the relationship among variables in a quantitative study”. In this research, the effect refers to the influence of Cues and Questions strategy on students’ reading comprehension.

##### **2. Cues and Questions Strategy**

Marzano (1998:10) states that, “Cues and Questions are an instructional strategy of providing students with a brief preview of the information or skill that is to be addressed in a lesson. Students with a stimulus to retrieve and activate the knowledge they possess about the topic so that it might be utilized in working memory.

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Cues and questions are among the tools and strategies that teachers use to set the stage for learning. These tools create a framework that helps students focus on what they are about to learn. In this study, Cues and Questions strategy will be applied to the second year of State Senior High School 02 Singingi.

### 3. Reading Comprehension

According to Klinger (2007:8) “Reading comprehension is a multi component. The highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself”. In this research, reading comprehension is the students ability to answer the questions based on their understanding in reading narrative text.

### 4. Narrative Text

In reference to Syafi’I (2011: 53) he said that, “Narrative is story telling that tells a true story or fiction. A narrative text gives an account of one or more experience. It tells a story to make a point or explain an idea or event”. In this research, narrative text refers to the type of the text used for both pre-test and post-test and during treatments at both control and experimental groups include legend, fable and etc.

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**E. Reasons for Choosing the Title**

The researcher is interested in carrying out this research because of some reasons as follows:

1. The topic of this research is relevant with the researcher's status as a student of English Education Department.
2. The problems of this research are not yet investigated by other previous researchers in State Islamic University of Sultan Syarif Kasim Riau
3. The location of this research facilitates the researcher in conducting the research.
4. The topic is very important to be discussed because the topic is about reading skill that is very crucial in learning and teaching English.