

CHAPTER I

INTRODUCTION

A. Background

It is widely acknowledged that reading is a vital skill for English language learners in the world today. Reading is often characterized as a receptive skill in which one looks at and attempts to understand what has been written. Reading is an interactive process that goes on between the reader and the text resulting comprehension.¹ It means that reading is the interaction between the reader and the text to construct new ideas with the result for getting comprehension. By reading, the students can spend their time in good way to get information, knowledge, and even enrich their vocabulary, and improve their structure.

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.²

1. Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.
2. Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this

¹ Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau, 2007), p. 114

² *Teaching Reading Strategies for Developing Reading Skills*, 2004, p 1 (Retrieved January 12, 2014)
<http://www.ncrc.org/essentials/reading/stratread.htm>

purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

3. Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

Based on KTSP³, the purposes of teaching English are as follows:

1. Developing communication competence in oral and written form to achieve information level
2. Having awareness about the sense and the significance of English in order to increase national competence in global society
3. Developing understanding of students about the relationship between language and culture.

The aim of teaching reading is to develop the students' ability to read the material, get information and understand the text. In order to accomplish students' need toward reading, School Based Curriculum (KTSP) provides reading as one of the skills taught and learned in Senior High School. The main purpose of learning reading for Senior High School is to understand the interpersonal and transactional formally or informally in short functional text of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory

³ Depdiknas, *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, (Jakarta: Unpublished, 2006), p.307

exposition, spoof, explanation, discussion and review in the daily life context to access the science.⁴

SMA 12 Pekanbaru is one of the schools that also uses School Based Curriculum (KTSP) as its guidance in teaching-learning process, especially for English subject. In SMAN 12 Pekanbaru, English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 45 minutes. According to syllabus 2011/2012 of the first year students at SMAN 12 Pekanbaru, the basic competence of reading English refers to the capability of students in understanding the texts, in monologue texts or essays of using various genres or forms of texts such as descriptive, narrative, and news item.⁵

Based on the writer's preliminary observations at SMAN 12 Pekanbaru, reading has been taught by using some techniques, but most of the time, teacher used conventional technique. In teaching reading, teacher taught all materials in the text book. The teacher explained the texts, and asked the students to read the texts. Finally the students were asked to answer the questions. It aimed at seeing whether the students understood about their reading or not. In short, the students of the school have been taught reading well.

Ideally, the students did not have problem with their reading comprehension after being taught by using good strategies and techniques guided by their English teacher at the school, but in fact, the result found shows that most of the students at SMAN 12 still had problem with their reading comprehension. It can be seen from the students' score in learning English. The passing score of English subject at SMAN 12 Pekanbaru is 74, but most of the students got low scores which were under the passing score. The problems of students in comprehending reading texts can be itemized in the following phenomena:

⁴ Ibid, Depdiknas

⁵ Tim Penyusun, *Silabus SMAN 12 Pekanbaru 2011/2012*, (Pekanbaru:Unpublished, 2011), pp. 6-13

1. Some of the students are not able to identify the main idea of the text.
2. Some of the students have difficulties in comprehending and understanding the text.
3. Some of the students are not able to identify the factual information from the text.
4. Some of the students are not able to guess the meaning of unfamiliar words in reading the texts.
5. Some of the students are not able to give response after reading the texts.

It can be caused by some factors. One of the factors is from the technique of teacher which makes the students feel bored and it cannot make the students improve their reading comprehension. Then the students need other strategy to make them easy to comprehend the text.

To improve the students' reading comprehension is needed an appropriate strategy for helping them as a solution for their problems. Actually, there is a strategy that can improve the students' reading comprehension, called Facts-Questions-Responses (FQR). This strategy is used for reading nonfiction text. FQR is a strategy that helps students synthesize information as they read by asking questions, determining, important facts, and integrating their own thoughts and opinions.⁶ FQR is outlined in a graphic organizer that students use it to monitor their comprehension.⁷ This strategy can be as the new activity that can make them active and easy to comprehend the text.

Based on explanation above, the writer is interested in carrying out a research entitled: **“The effect of using Facts, Questions, Responses (FQR) strategy toward reading comprehension of the first year students at SMAN 12 Pekanbaru.”**

B. The Definition of Term

⁶Lynee R. Dorfman, Rose Cappelli, and Tony Stead, *Nonfiction Mentor Text*, (New York: Stenhouse Publisher, 2009), p. 29

⁷Doug Buehl. *The Reading Room*, (WEAC an NEA Affiliate, 2007), p. 1

1. Facts, Questions, Responses (FQR) Strategy

Facts, questions, responses (FQR) is a strategy that helps students synthesize information as they read by asking questions, determining, important facts, and integrating their own thoughts and opinions.⁸ In this research, FQR means a strategy used by writer to know its effect toward students' reading comprehension on News Item text of the first year at SMAN 12 Pekanbaru

2. Reading Comprehension

Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary encountered in the texts, and learning how to abstract meaning from text.⁹ Thus, in this research reading comprehension is the students' ability to comprehend the text of News Item of the first year students at SMAN 12 Pekanbaru.

3. News Item Text

News item is a type of the text that has the main function or communicative purpose to inform readers or listeners or viewer about events of the day that are considered newsworthy or important.¹⁰

C. The Problem

1. The Identification of the Problem

After finding the problems, the writer identified the problems as follows:

⁸ Op.cit, Lynee R. Dorfman, Rose Cappelli, and Tony Stead, p. 29

⁹Talal Abd Al- Hameed Al Odwan, *The Effect of the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan Journal*. Vol. 2 No. 16, August 2012, p. 3

¹⁰ Adrian Santoso, *News Item Text*, Retrieved on August 2013 from the world web <http://prezi.com/cm0j5l5gqasr/news-item-text>

- a. Some of the students are not able to identify the main idea of the text especially in News Item.
- b. Some of the students are not able to identify the factual information from News item text.
- c. Some of the students are not able to guess the meaning of unfamiliar words in reading the News item text.
- d. Some of the students are not able to give response after reading the text especially in News Item.

2. The Limitation of the Problem

To avoid misunderstanding about the problems in this research, it is necessary for the writer to limit the problem. In this research, the writer focused on the effect of FQR strategy toward reading comprehension of News Item text.

3. The Formulation of the Problem

Based on the limitations of the problems, thus the problems of this research are formulated in the following research questions:

1. How is the students' reading comprehension taught by using FQR strategy of the first year at SMAN 12 Pekanbaru?
2. How is the students' reading comprehension taught without using FQR strategy of the first year at SMAN 12 Pekanbaru?
3. Is there any significant effect of using FQR strategy toward students' reading comprehension on news item text of the first year at SMAN 12 Pekanbaru?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

1. To find out the students' reading comprehension taught by using FQR strategy.
2. To find out the student's reading comprehension taught without using FQR strategy.
3. To find out whether there is a significant effect of using FQR strategy toward the first year students' reading comprehension on News Item text at SMAN 12 Pekanbaru.

2. The Significance of the Research

1. To give the valuable input to the teachers of English at SMAN 12 Pekanbaru especially for all English teachers generally as an attempt to improve the students' reading comprehension.
2. To give contribution to the students about the way in comprehending the reading text of News Item by using FQR Strategy.
3. To be one of the partial requirements for the writer to hold Sarjana degree in English as a foreign language at English Education Department of Education and Teacher's training faculty of State Islamic university