

## CHAPTER II

### REVIEWING THE RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Reading

Meaning, learning, and pleasure are the ultimate goals of learning to read<sup>1</sup>. A person will read for getting information to find out something or to do something with the information she/he gets because reading is the most effective way to get information. A person will also read for pleasure. Reading as a leisure time activity has an important role in the lives of both children and adults. The proficient reader is able to satisfy important emotional and intellectual needs<sup>2</sup>. So, a person will read for finding meaning, learning and pleasure in order to satisfy their needs.

Various definitions of reading have been given by many theorists. According to Nunan, reading is a set of skill that involves making sense and deriving meaning from the printed word<sup>3</sup>. Christine Nuttal in Edithia defines that reading is the meaningful interpretation or written verbal symbols.<sup>4</sup> Then Harris in Tinker assumes that reading is the meaningful interpretation of printed or written verbal symbols. Thus, reading is considered accurate when the reader perceives and apprehends the words as the author

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<sup>1</sup> Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.2

<sup>2</sup> Guy L. Bond and Miles A. Tinker, *Reading Difficulties Their Diagnosis and Correction*, (New York: Appleton Century Crofts, Inc), p.5

<sup>3</sup> David Nunan, *Practical English Language Teaching: Young Learner*, (New York: McGraw-Hill Companies, Inc. 2005), p. 69

<sup>4</sup> Edithia Gloria Simanjuntak, *Developing Reading Skills for EFL Students*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 14

wrote them and thus understands approximately the meaning the author intended. Over and above this are the reader's motor responses, his feelings, and his evaluations.<sup>5</sup> Kalayo also states that reading is an interactive process that goes on between the reader and text, resulting in comprehension<sup>6</sup>. It means that reading as a set of skill for the reader to try to recreate the meanings intended by the writer by making sense, giving response and evaluating what she/he read and it is as the process for the reader to determine what the meaning is to get comprehension.

According to Harmer, reading is not a passive skill. To do it successfully, we have to understand what words mean, see the pictures, the words are painting, understand the arguments and work out if we agree with them<sup>7</sup>. Then Grellet defines that reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions<sup>8</sup>. In other word, while reading, the reader will try to find the meaning of the text and try to comprehend the text by seeing the picture, guessing the words, predicting, checking and giving response after reading the text.

In Ajideh Goodman states that reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation.<sup>9</sup> According to Spache in Tinker, reading under a variety of headings: reading as a skill development, as a visual act, as a thinking process and reading as related to cultural background.<sup>10</sup> Ronald Mackay in Edithia gives the definition that reading is an active process. The readers form a preliminary expectation about the material, then select the fewest, most

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<sup>5</sup> Miles A. Tinker, *Teaching Elementary Reading*, (New York: Appleton Century Crofts 1968), p. 8

<sup>6</sup> Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English as a Foreign Language*, (Pekanbaru: Alaf Riau Graha, 2007), p. 114

<sup>7</sup> Jeremy Harmer, *How to Teach English*, (England: Addison Wesley Longman Limited, 1998), p. 70

<sup>8</sup> Francois Grellet, *Developing Reading Skill*, (New York: Cambridge University. 1986), p. 8

<sup>9</sup> Parviz Ajideh, *Schema Theory-Based Pre-Reading Tasks: A Neglected Essential in the ESL Reading Class*, (The Reading Matrix Vol.3 No.1. 2003), p.1

<sup>10</sup> Ibid. Miles A. Tinker, p. 7

productive cues necessary to confirm or reject that expectations.<sup>11</sup> In other words, reading is as the process for getting the expectation of the readers by reading the material related to the process of thinking and cultural background to get understanding of the figurative language.

Bond and Tinker defines that reading involves the recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through the reader's past experience.<sup>12</sup> The resulting meanings are organized into thought processes according to the purposes that are operating in the reader. Such an organization results in modification of thought, and perhaps behavior or it may even lead to radically new behavior which takes its place in the personal or social development of the individual.

Burns states that reading is a thinking process. The act of recognizing words requires interpretation of graphic symbols.<sup>13</sup> Then, Dallmann defines that reading is a much more complex process. We know that effective reading involves all of the higher mental processes. It involves, recall, reasoning, evaluating, imagining, organizing, applying, and problem solving. Good reading requires good thinking.<sup>14</sup> In other words, to comprehend a reading selection thoroughly, a reader must be able to use the information to make inferences and read critically and creatively to understand the figurative language. Good reading is a reaching out, a searching of meaning.

Reading is also a complex act that must be learned.<sup>15</sup> It means that a person learns to read and reads to learn and in order to understand what she/he did not understand before.

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<sup>11</sup> Ibid. Edithia Gloria Simanjuntak, p. 15

<sup>12</sup> Guy L. Bond and Miles A. Tinker, *Reading Difficulties Their Diagnosis and Correction*, (New York: Appleton Century Crofts, Inc, 1985), p. 19

<sup>13</sup> Paul c. Burns, *Teaching Reading in Today's Elementary Schools*, (Boston : Houghton Mifflin Company, 1984), p. 10

<sup>14</sup> Martha Dallmann, *The Teaching of Reading*, (Ohio: Wesleyan University, Holt, Rinehart and Winston, Inc. 1964), p. 17

<sup>15</sup> Op.cit, Paul. C. Burns, p. 11

Based on the definition and explanation above, it can be concluded that reading is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

## **2. Reading Comprehension**

The major goal of reading for high school students is comprehension. Reader' ability to understand the author's messages is influenced by their background knowledge to the topic given in the text. Making connections is the key to comprehension. Tankersley defines that comprehension is the center of reading<sup>16</sup>. According to Duffy, comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading<sup>17</sup>. It means that comprehension is the last goal of us after reading the text and we do the communication with the author in written language.

According to Tanskersley, comprehension is a process, not a product. Readers filter understanding through the lens of their motivation, knowledge, cognitive abilities, and experiences<sup>18</sup>. According to Smith, comprehension may be regarded as relating aspects of the world around us—including what we read—to the knowledge, intentions, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read<sup>19</sup>. In other

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<sup>16</sup> Karen Tanskerley, *The Threads of Reading*, (Virginia: Association for Supervision and Curriculum Development Alexandria, 2003), p.90

<sup>17</sup> Gerald G. Duffy, *Explaining Reading*, (New York: The Gulford Press, 2009), p. 14

<sup>18</sup> Karen Tanskerley, *Literacy Strategies for grades 4-12*, (Virginia: Association for Supervision and Curriculum Development Alexandria, 2005), p. 108

<sup>19</sup> Frank Smith, *Understanding Reading sixth edition*, (New Jersey: Lawrence Erlbaum Associates, 2004) ,p. 13

words, comprehension is a process for understanding the text with our background knowledge, our ability and experiences to find our expectations during reading.

Catherine Snow defines that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language<sup>20</sup>. It means that reading comprehension is the interaction process in written language to emphasize the importance and the insufficiency of the text as a determinant of reading comprehension.

Duffy explains that reading comprehension depends on prior knowledge or knowledge about the world. Prior knowledge is expressed with words. When comprehending, readers say to themselves, in effect, “In my experience with words associated with this topic or situation, the author must mean something close to what I’ve experienced.” So they use the words in the text to build a meaning consistent with their past experience with these words<sup>21</sup>. Bond and Tinker also state that comprehension depends upon facility in the use of concepts or meanings evolved through experience. To be of use in reading, the concepts acquired through experience must be attached to words or group of words as symbols of their meanings<sup>22</sup>. Then, According to Murcia, reading comprehension requires that the reader draws information from a text and combines it with information and expectations that the reader already has.

In other words, reading comprehension will happen when the text has relation with the reader’s background knowledge and experiences in order to get the information in the text easily and effectively. Comprehension entails three elements:<sup>23</sup>

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<sup>20</sup> Catherine Snow. Chair, *Understanding for Reading* (Santa Monica: Rand, 2002), p. 11

<sup>21</sup> Op. Cit, Duffy, Gerald G, p. 14

<sup>22</sup> Op. Cit, Bond, Guy L. and Miles A. Tinker, p. 230

<sup>23</sup> Opcit. Snow Catherine, Chair. p. 11

- a. The *reader* who is doing the comprehending
- b. The *text* that is to be comprehended
- c. The *activity* in which comprehension is a part.

In considering the reader, it includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, it includes the purposes, processes, and consequences associated with the act of reading.

Reading comprehension depends on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.<sup>24</sup>

Based on the statements above, it can be concluded that reading comprehension is an interactive process involving the reader, the text, and the context in which reading accords. Then reading comprehension has the factors in order to get comprehending and understanding of the text.

Highlighting the importance of comprehension instruction, the NRP (2000) found research evidence for the following eight reading comprehension strategies.<sup>25</sup>

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<sup>24</sup>Keren Tankersley, *The Threads of Reading: Strategies for Literacy Development*, (Virginia: Library of Congress Cataloging in Publication Data., 2003), p.90

<sup>25</sup> Molly K. Ness, *Reading Comprehension Strategies in Secondary Content Area Classrooms: Teacher Use of and Attitudes Towards Reading Comprehension Instruction*. Reading Horizon, V49.2, 2009, p. 144

1. Comprehension monitoring in which the reader learns how to be aware or conscious of his or her understanding during reading and learns procedures to deal with problems in understanding as they arise.
2. Cooperative learning in which readers work together to learn strategies in the context of reading.
3. Graphic and semantic organizers, which allow the reader to represent graphically (write or draw) the meanings and relationships of the ideas that underlie the words in the text.
4. Story structure from which the reader learns to ask and answer who, what, where, when, and why questions about the plot and, in some cases, maps out the time line, characters, and events in stories.
5. Question answering in which the reader answers questions posed by the teacher and is given feedback on the correctness.
6. Question generation in which the reader asks himself or herself why, when, where, why, what will happen, how, and who questions.
7. Summarization in which the reader attempts to identify and write the main or most important ideas that integrate or unite the other ideas or meanings of the text into a coherent whole.
8. Multiple strategy instruction in which the reader uses several of the procedures in interaction with the teacher over the text. Multiple strategy teaching is effective when the procedures are used flexibly and appropriately by the reader or the teacher in naturalistic contexts.

### **3. Teaching Reading**

One of the most common misconceptions about teaching literacy is that it should be taught separately from the rest of the content of teaching. This is one of the reasons many teachers believe that literacy instruction is the English teacher's job.<sup>26</sup> Being a good teacher of reading starts with an understanding of what reading is. According to Johnson, reading is the practice of using text to create meaning.<sup>27</sup> It means that if there is no meaning created, there is no reading taking place and reading should be practice in order to get better.

In the first place, many of the students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. According to Harmer, reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.<sup>28</sup>

The purpose of reading also determines the appropriate approach to reading comprehension.<sup>29</sup> The readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationship with the new incoming information on the page. In order to understand the text, a reader must be able to identify words rapidly, know the meaning of the words and be able to combine units of meaning into coherent message.

In this case of reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non relevant information and tolerate less than word by word comprehension. To accomplish this goal, instructors focus on the process of reading than on its product.<sup>30</sup>

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<sup>26</sup> Margot Kinberg, *Teaching Reading in the Content Areas for Elementary Teachers*. (Huntington Beach: Shell Educational Publishing, 2007), p. 11

<sup>27</sup> Andrew P. Johnson, *Teaching Reading and Writing*, (Maryland: Rowman and Littlefield Education, 2008), p. 68

<sup>28</sup> Op. Cit, Harmer, Jeremy. p. 68

<sup>29</sup> Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English as a Foreign Language*, (Pekanbaru: Alaf Riau Graha Unri Press, 2007), p.114

<sup>30</sup> Ibid, Kalayo, pp. 115-116

- a. They develop students' awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language.
- b. They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn by giving students some choice of reading material.
- c. When working with reading tasks in class, they show students the strategies that will work best for the reading purpose and the type of the text. They explain how and why students should use the strategies.
- d. They have students practice reading strategies in class and ask them to practice outside of class in their reading assignments. They encourage students to be conscious of what they're doing while they complete reading assignments.
- e. They encourage students to evaluate their comprehension and self-report their use of strategies. They build comprehension checks into in-class reading assignments, and periodically review how and when to use particular strategies.
- f. They encourage the development of reading skills and the use of reading strategies by using the target language to convey instructions and course-related information in written form: office hours, homework assignments, test content.
- g. They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

Instruction in reading strategies is not an add-on, but rather an integral part of the use of reading activities in the language classroom. Instructors can help their students become effective readers by teaching them how to use strategies before, during, and after reading.<sup>31</sup>

Before reading: plan for the reading task

- a. Set a purpose or decide in advance what to read for
- b. Decide if more linguistic or background knowledge is needed
- c. Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrase)

During and after reading: Monitor comprehension

- a. Verify predictions and check for inaccurate guesses
- b. Decide what is and is not important to understand
- c. Reread to check comprehension
- d. Ask for help

After reading: Evaluate comprehension and strategy use

- a. Evaluate comprehension in a particular task or area
- b. Evaluate overall progress in reading and in particular types of reading tasks
- c. Decide if the strategies used were appropriate for the purpose and for the task
- d. Modify strategies if necessary

According to Harmer, there are six principles behind the teaching of reading:<sup>32</sup>

1. Reading is not a passive skill
2. Students need to be engaged with what they are reading

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<sup>31</sup> Ibid, Kalayo, p. 117

<sup>32</sup> Op. Cit, Harmer, Jeremy, p. 69

3. Students should be encouraged to respond to the content of a reading text, not just to the language
4. Prediction is a major factor in reading
5. Match the task to the topic
6. Good teachers exploit reading texts to the full

#### **4. 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.<sup>33</sup>

The generic structures of news item text are as follows:

- 1) Newsworthy event (s) : tells the event in a summary form
- 2) Background event (s) : elaborates what happened, explains what caused the incident
- 3) Source (s) : comments by participants, witnesses, authorities, and experts involved in the event

The Language Features of News Item:<sup>34</sup>

- 1) Information on the use of headlines
- 2) The use of action verbs
- 3) The use of saying verbs

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<sup>33</sup> Adrian Santoso, *News Item Text*, Retrieved on August 12th, 2013 from the world web <http://prezi.com/cmoj5l5gqasr/news-item-text>

<sup>34</sup> Ibid, Adrian Santoso

- 4) The use of passive sentences
- 5) The use of adverbs in passive sentences

## **5. Facts, Questions, Responses (FQR) Strategy**

Reading nonfiction is about reading to learn. The Facts/Question/Response (FQR) form supports readers to read. Record information and respond to the information as they read.<sup>35</sup> 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.<sup>36</sup> The FQR (Harvey and Goudvis, 2000) guides students through these thinking phases as they construct an understanding of a written text. FQR is an acronym for “Facts, Questions, and Response,” which are outlined in a graphic organizer that students use to monitor their comprehension.<sup>37</sup> This strategy helps readers reflect and glean important information and deepen understanding through questioning.<sup>38</sup>

FQR strategy helps address these reader challenges. It provides a graphic, structure in which student can records new facts, pose questions that the new facts may generate, and pay attention to their responses to the information. Through this process, students can get to the important information while working through the interesting details. Students use a FQR sheet with three columns headed, Facts, Questions, and Responses, respectively. This serves as the

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<sup>35</sup> Harvey, *Text Lifting: Lifting and Reasoning Through a Piece of Text*, 2001, p. 2 (Retrieved February 10<sup>th</sup>, 2013), <http://www.mcte.org/resources/textlifting>.

<sup>36</sup> Op.cit, Dorfman, Lynee R., Rose Cappelli, and Tony Stead, p. 29

<sup>37</sup> Doug Buehl, *The Reading Room*, (WEAC an NEA Affiliate, 2007 ), p. 1

<sup>38</sup> , AEA 267, *Extending the Text Activities*, 2008, p. 1 (retrieved November 20<sup>th</sup>, 2012) <http://www.aea267.k12.ia.us>

springboard for conversation about what is the important information provided by the author.<sup>39</sup>

The FQR Chart walks students through highly productive thinking as they construct an understanding of written texts. The advantages of this strategy are as follows:<sup>40</sup>

- a) Students must pinpoint factual information that truly stands out from the dense background of details
- b) Students learn to entertain their personal questions about material they are reading;
- c) Students are encouraged to personalize their learning by integrating new ideas into previous understandings and respond to what an author has shared with them.

### **FQR Chart<sup>41</sup>**

#### **Facts– Questions– Response**

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<sup>39</sup> Ellen Fogelberg, Carole Skalinder, Patti Satz, *Integrating Literacy and Math*, (New York: The Guilford Press, 2008), p. 101

<sup>40</sup> Op. Cit Buehl, Doug, p. 2

<sup>41</sup> Doug Beuhl, *FQR Strategy*, p. 1 (retrieved November 20<sup>th</sup>, 2013), [http://www.Weac.org/news\\_and\\_publications/education\\_news/2006-2007/readingroommarch07.aspx](http://www.Weac.org/news_and_publications/education_news/2006-2007/readingroommarch07.aspx)

Facts	Questions	Response
Even a mild concussion may cause fatigue, irritability, difficulty concentrating, memory problems and depression over time.	I wonder how many people are suffering these symptoms, and <u>are</u> unaware that they have had a concussion?	We need to take concussions much more seriously and more thoroughly monitor people who have experienced them.
A concussion is an immediate and short-lived loss of consciousness, resulting in brief amnesia, caused by blow to head.	I wonder if I have ever had a <u>concussion</u> ?	Being "knocked out" must be a more serious form of concussion. Boxers are highly at risk for brain injury from concussions.
Postconcussion syndrome happens when brain is not given chance to heal before another head injury occurs.	I wonder how doctors can tell whether a brain has been given enough time to <u>heal</u> ?	I didn't understand why some athletes took so long to return to playing after a concussion; I do now!
Concussions occur most frequently with children, in sports and bicycle accidents.	I wonder how strong a connection there is between learning disabilities and <u>concussions</u> ?	I think of sport announcers laughing and saying a player "got his bell rung." They don't seem to take dangers of concussions seriously.
Young athletes should wait a month or more to return to their sport, and their school workload should be reduced.	I wonder how often this advice is followed in sports for <u>kids</u> ? I wonder how many teachers are aware of this need for less <u>work</u> ?	Because young brains are still growing and are very vulnerable, parents and coaches need to make sure kids are protected.
Prevention of concussions involves properly fitted helmets in sports and wearing seat belts in vehicles.	I wonder what makes a helmet "properly fitted"? I wonder how you can tell if a helmet is going to be effective for concussions?	I think of all those years of riding my bike without a helmet! I also appreciate workers needing safety helmets for certain jobs.

Note:<sup>42</sup>

**Step 1:** The first column is designated for significant factual information from a text students are reading. Students are limited to only a chosen handful of facts during this phase of the activity. However, not everything from an article is worthy of being included in the "Facts" column.

**Step 2:** Next, model some issues related to this fact that might be wondering. These are entered in the "Questions" column.

**Step 3:** The third phase allows readers to weigh in with what's on their minds. The "Response" column prompts readers to interject their background experiences into the chart and engages them in synthesizing new learning.

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<sup>42</sup> Ibid, Beuhl, Doug, pp. 1-2

**Step 4:** Students are now ready to read the rest of the article and complete the chart for themselves.

## **B. Relevant Research**

As a matter of fact, there are some preliminary researches dealing with the use of strategy of FQR to improve English skills:

1. Mary Shea (2004) returned a journal entitled “Teacher's Guide for APPLESEEDS Harriet Tubman.” In her journal, she explains about the use of FQR strategy in teaching process in her class because she assumes that by using this strategy, students could identify key facts presented in the selection in note form in the first column. They could start any "fact" offered by the author that they felt need to be verified or clarified. Next, they generated personal questions stimulated by the facts and personal reactions/responses.<sup>43</sup>
2. HUI-FANG SHANG, I-JU CHANG-CHIEN (2010) conducted a research entitled “The Effect of Self-Questioning Strategy on EFL Learners’ Reading Comprehension Development.” The purpose of this study was to explore the effect of self-questioning strategy training on EFL learners’ reading comprehension. Based on the statistical analyses and students’ perceptions of self-questioning strategy uses, several major findings came out from the study. First of all, regarding the effect of self-questioning strategy training on reading performance, the result of the present study indicated that

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<sup>43</sup> Mary Shea, *Teacher's Guide for APPLESEEDS Harriet Tubman*, (New York: Cobbleston & Cricket, 2004), p. 1

students generally obtained improvement in comprehension after self-questioning training.<sup>44</sup>

### C. Operational Concept

Operational concept is the concept to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept.<sup>45</sup> There are two variables used in this research. There are a variable X that refers to the effect of FQR strategy and variable Y that refers to students' reading comprehension. Therefore, variable X is as independent and Y is as dependent.

#### 1. The FQR Strategy ( Variable X)

The procedures of the FQR strategy for Experimental Class are as follows:<sup>46</sup>

- 1) The teacher introduces the passage that students will read and describe the details of the FQR
- 2) The teacher divides students into group
- 3) The teacher gives a paper named FQR chart
- 4) The teacher asks students to read the passage, they should make note of the facts, questions, and responses that arise as they read the material.  
Paste these in appropriate places in the reading.

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<sup>44</sup> Hui-Fang Shang, I-Jung Chang-Chen. *The Effect of Self-Questioning Strategy on EFL Learners' Reading Comprehension Development*, Taiwan. The International Journal of Learning Volume 17, Number 2, 2010, <http://www.Learning-Journal.com>, ISSN 1447-9494

<sup>45</sup> M. Syafi'i, S, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensif (LBSI), 2007), p. 122

<sup>46</sup> Harvey, S. & Goudvis, A. *Strategies that Work*, (NewYork: Stenhouse Publishing, 2000), p. 1

- a. Facts: materials presented as truthful items.
  - b. Questions: items from the text that are confusing or for which further information is needed.
  - c. Responses: personal reactions to specific sections of the reading.
- 5) The teacher asks students to complete their data in the FQR chart that consist of the column of Facts, Questions, and Responses after they have read the text.
  - 6) The teacher and students discuss the results of the reading with the entire class.

The procedures of conventional technique for the control class are as follow:

1. The teacher explains the texts to the students
2. The teacher asks the students to read the passage on the texts
3. The teacher asks the students to find out the difficult words from the text.
4. The teacher asks the students to answer the questions from the texts.
5. The teacher asks the students to collect their answers.

## 2. Reading Comprehension (Variable Y)

The indicators of Reading Comprehension are as follow:<sup>47</sup>

- 1) Students are able to find factual information of News Item text.
- 2) Students are able to identify main idea of News Item text.

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<sup>47</sup> Judith Westphal Irwin, *Teaching Reading Comprehension Processes*, (New Jersey: Prentice Hall. 1986.p.3), in Abdul Rasid, *The Effect of Using Mind's Eye Strategy Toward Students' Reading Comprehension At The Second Year At State Senior High School 3 Pekanbaru*, (Pekanbaru: Unpublished, 2012)

- 3) Students are able to locate the meaning of vocabulary in News Item text.
- 4) Students are able to identify references in News Item text
- 5) Students are able to make inferences from the News Item text.

## **D. The Assumption and Hypothesis**

### **1. The Assumption**

There is assumption of the writer before coming to the research. The writer assumes that FQR strategy gives significant effect to improve students' reading comprehension.

### **2. The Hypothesis**

$H_o$  = there is no significant effect of using FQR strategy toward Reading Comprehension of the first year students at SMAN 12 Pekanbaru.

$H_a$  = there is a significant effect of using FQR strategy toward Reading Comprehension of the first year students at SMAN 12 Pekanbaru.