

CHAPTER I INTRODUCTION

A. Background of the Problem

Interest in reading is a significant component of acquiring reading skills. Interest in reading will develop if teachers and parents initiate purposeful and well-considered activities.¹ Interest in reading should be enhanced in order that students get raising achievement in studying English especially in reading skill.

Interest plays a role in the decision to read, in the level of engagement with the text during reading, and thus also in the product the reader creates in terms of comprehension of the text and learning from the text. Readers bring them to reading situations with different levels of interest in the activity of reading; in the activity of reading and learning about the particular topic at hand; and in the activity of reading and learning about the given subject matter in general. However, interest alone does not account for readers' performance in a given reading situation.²

Based on the syllabus of SMAN 1 Kundur, in reading skill for first year in Senior High School, the purpose of teaching reading is students understand the meaning of short functional written text of simple essay in recount, narrative and procedure in daily life context. Particularly based on the

¹ Walter de Gruyter, *Interest in Reading as Facilitating Factor in Acquiring Reading Skills*, 2012, accessed in <http://www.degruyter.com/view/j/adverba.2010.2.issue-1/v10196-011-0015-0/v10196-011-0015-0.xml>.

² Emily fox & Patricia a. Alexander, *Reading, Interest, and the Model of Domain Learning: A Developmental Model of Interest, Knowledge, and Strategy Use in Text Comprehension*, University of Maryland, page: 2. (Accessed June, 2013).

indicators of the syllabus, there are nine indicators. Some of them are identifying main idea of a paragraph, the meaning of word in the text, the meaning of sentences in the text, the variation sentence in narrative, recount and procedure text, and many others.³ Actually, in SMAN 1 Kundur, the students are difficult to do these indicators. Those are familiar problems that always happen to the students.

After interviewing the teacher of English of first year at SMAN 1 Kundur, the writer found out the students' problem. The students' problem is they are not interested in learning reading especially on recount text. It is seen from the following phenomena:

1. Some of the students are lazy to study English.
2. Some of the students are not able to identify the meaning of the sentence in the text.
3. Some of the students do not pay attention to the teacher.
4. Some of the students are not interested in learning English.
5. Some of the students are not interested in reading English text.

In the process of teaching and learning, teacher used lecturing, discussion and Three-Phase-Technique. The teacher explained about the material generally, then he divided students into groups and made question and answer section. Futhermore, after using this technique, teacher still had many problems to attract students' reading interest.

³ Syllabus of Senior High School

Therefore, to solve this problem needs a suitable strategy that is related to the students' reading interest. In this case, the writer proposed a strategy that could be applied to solve the problem in reading interest. The strategy is students Questions for Purposeful Learning strategy. According to Brozo, SQPL strategy is designed to hold students' interest by having them ask and answer their own questions.⁴ This strategy helps students ask questions that are important to them before learning and reading. SQPL can promote purposeful reading and learning by prompting students to ask and answer their own questions about content.⁵ All students need to develop the ability to read and learn with a purpose. When students learn purposefully, they focus and sustain attention.⁶

From the symptoms of the problem described above, thus, the writer is interested in investigating these problems by conducting a research entitled: **The Effect of Using Student Questions for Purposeful Learning (SQPL) Strategy toward Students' Reading Interest on Recount Text of First Year at SMAN 1 Kundur.**

B. Definition of the Terms

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

⁴ Pat Bushard, *Literacy Connections*, Rockford School District # 205 Pat Bushard, Secondary Literacy Coordinator, 2010.

⁵ Brozo G. William, *Content Literacy Strategy Description* for the 2008 Louisiana Comprehension Curriculum, (May 2008), page. 22.

⁶ *Ibid.*

1. Effect

Effect is changing somebody or something causes in somebody or something else, or result.⁷ The writer concludes that effect can influence something toward something else. However, the term of effect refers to the effect of Student Questions for Purposeful Learning strategy toward students reading comprehension on recount text at first year of SMAN 1 Kundur.

2. Students Question for Purposeful Learning (SQPL) strategy

Student Question for Purposeful Learning (SQPL) strategy is designed to hold student interest by having them ask and answer their own questions.⁸ This strategy helps students ask questions that are important to them before learning and reading.

3. Reading

Reading is the natural passage of ideas and concepts from one person to another. Because each of us has an intuitive nature and each of us has an imagination, reading is simply connecting one person's intuition to another's. Because the author is imagining something (even when the author is writing about facts), the reader can interpret those writings and glean the author's imaginings.⁹

⁷ Victoria Bull, *Op. Cit.*

⁸ Pat Bushard, *Literacy Connections*, Rockford School District # 205 Pat Bushard, Secondary Literacy Coordinator, 2010.

⁹ Joseph Bennette, *a Course in Light Speed Reading a Return to Natural Intuitive Reading*, (Fifth Edition, 1997), Page: 23.

4. Interest

Interest is desire to learn to know about somebody or something.¹⁰ It means that interest is feeling to learn or to know somebody or something by your self.

5. Recount Text

Recount Text is a text that is telling the reader about one story, action or activity. Its goal is to entertain or inform the reader.

C. The Problems

Based on the problems in the background above, it is very clear that students at first year of SMAN 1 Kundur still have a lot of problems, especially in reading interest.

1. Identification of the Problem

Based on the background and the phenomena, there are many problems that make students difficult in reading interest in English class, not only for text but also for their reason about the important point that they get after reading the text that teacher gave before. Thus, the problems of this research are identified as follows:

- a. Some of the students are not interested in learning reading especially reading recount text,

¹⁰ Victoria Bull, op. Cit. Page:232.

- b. Students have lack of vocabularies,
- c. Some of the students do not pay attention to the teacher,
- d. Some of the students have low reading interest,
- e. The teacher strategy is not appropriate to increase students' reading interest.

2. Limitation of the Problem

In the identification of the problem above, it is clear that there are many problems in this research. Thus, the problems of this research are focused on the students' reading interest. This research is focused on using SQPL strategy toward students' reading interest on recount text of first year at SMAN 1 Kundur.

3. Formulation of the Problem

Based on the limitation of the problem above, thus, these research questions are formulated as follows:

- a. Is the students' reading interest of first year at SMAN 1 Kundur taught by using SQPL strategy higher than taught without using SQPL strategy?
- b. Is there any significant effect of using SQPL strategy toward students' reading interest of first year at SMAN 1 Kundur?

D. Objective of the Research

- 1. To find out the students' reading interest of first year at SMAN 1 Kundur taught by using SQPL strategy.

2. To find out if there is a significant effect of using SQPL strategy toward students' reading interest of first year at SMAN 1 Kundur.

E. Significance of the Research

1. Giving some inputs to the teacher generally, especially to teacher of English in SMAN 1 Kundur and the writer hopes this research finding provides the both theoretical and practical benefits for English teacher who wants to teach reading interest.
2. Fulfilling the requirements to finish the writer's undergraduate study program at English Education Department of Education and Teacher Training faculty of State Islamic University of Sultan Syarif Kasim Riau.