CHAPTER II
REVIEW OF RELATED LITERATURE

A. The Theoritical of Framework

1. Reading Interest

According to Gunarso (1995), Interest is something that is related to the attitude. Interest can cause someone active to do something in order that they can achieve goal. Interest can bolster motivation to complete tasks that are boring and tedious.[1]

Interest is adaptive because it motivates people to develop diverse experiences that can be helpful when unforeseen events occur. According to Izard and Ackerman (2000), interest can motivate exploration and learning, and guarantee the person's engagement in the environment. Survival and adaptation require such engagement.[2]

Interest serves long-term developmental goals: curiosity about the new and the possible broadens experiences and attracts people to new possibilities. The broaden-and-build model suggests that interest cultivates diverse experience by orienting people to new and unusual events and facilitates the growth of competence by motivating sustained activity in a specific area.[3]

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[1] Paul J. Silvia, *Exploring the Psychology of Interest*, Oxford: Oxford University Press, 2006, page: 22. http://bookfi.org (accessed June, 2013).

[2] *Ibid*. Silvia.

[3] *Ibid.* Silvia.

The concept of interest presented here has the following features that are not shared by most contemporary motivational theories:[4]

a) Interest is a content-specific concept. It is always related to specific topics, tasks, or activities.

b) Interest is a directive force. It is able to explain students' choice of an area in which they strive for high levels of performance or exhibit intrinsic motivation.

c) Interst plays an important role as an explanatory factor in the subjective theories of teachers and educators.

d) Interest consists of valences attached to a topic or activity. It may be either enduring or short lived, and either general or specific.

e) When understood as a content-specific concept, interest fits well with modern cognitive theories of knowledge acquisition, in that new information is always acquired in particular domains.

f) Subject-matter-speciffic interest is probably more amenable to instructional influence than are general motives or motivational orientations.

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[4] Ulrich Erlbaum, *Interest, Learning, and Motivation,* (Lawrence Erlbaum Associate, I991), page: 301.

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.[5]

Reading processes depend on the language of the reader and the writing system that encodes that language. The units of the writing system are converted into mental representations that include the units of the language system.[6]

Interest in reading subject can promote motivation and learning. The students will learn if they are interested and will not learn or perform well if they are uninterested. Therefore, interest as an important aspect of motivation that influences attention, learning, thinking and performance of the students.

a. Individual Interest

Individual interest refers to an abiding and deep-seated personal involvement with a given topic, domain, or activity (Hidi, 1990; Schiefele, 1991). An individual interest in a subject matter, by definition,

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[5] Reading (process). http://en.wikipedia.org/wiki/Reading_%28process%29. (Accesed June, 2013).

[6] Charles A. Perfetti. *Reading Skills*, Learning Research and Development Center, (University of Pittsburgh, 2001). Page: 1.

implies the desire to learn more about it. Readers are therefore expected to be more highly engaged in reading about a content area in which they have an individual interest. This greater degree of engagement (along with the prior knowledge they have acquired about the content) is likely to result in more effective learning from such text (Alexander, 1998).[7]

b. Situational Interest

Situational interest is a transient arousal or heightened attention sparked by features of the proximal environment (Hidi, 1990; Schiefele, 1991). For readers, features that can trigger situational interest include reference to universal attention-getters such as sex, danger, death, and money (Schank, 1979). Strong visual images or perceived links to personal experience can also draw readers' attention (Graves, Slater, Roen, Redd-Boyd, Duin, Furniss, & Haseltine, 1988; Sadoski, Goetz, & Fritz, 1993). Schraw, Bruning, and Svoboda (1995) identified six potential sources of situational interest in texts: ease of comprehension; coherence; vividness; engagement; emotiveness; and readers' prior knowledge. They found that higher situational interest in a text tended to accompany better recall. On the other hand, situational interest was found to be a distracter from learning under some conditions, as when the features that stimulate situational interest do not align with the important

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[7] Emily Fox & Patricia A. Alexander, *Op. Cit.* Page:6.

content of the text (Alexander & Jetton, 1996; Alexander & Kulikowich, 1994).[8]

As readers engage with a text, the affective element of interest comes into play. 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 (McKenna, 1994).

Readers bring them to reading situations with different levels of interest in the activity of reading per se; 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. Among other influential variables are strategic processing and knowledge.

Readers' level of interest in reading and in the content of that reading will help shape the activity of text processing and development of comprehension in various ways. For example, interest contributes to the frequency and form of strategic processing in which readers engage (Paris & Winograd, 1990). In turn, readers' levels of interest will be related to their knowledge of domain or topic under consideration, with greater knowledge being linked to stronger interest in the subject matter as content to read and learn about (Alexander & Judy, 1988).[9]

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[8] Emily fox & Patricia a. Alexander. *Ibid.* Page:4-5

[9] Emily fox & Patricia a. Alexander. *Ibid.* Page:2

Based on the explanation above, the writer can conclude that interest is something that is related to the attitude that can develop diverse experiences, can be helpful when unforeseen events occur motivates exploration and learning and cultivates diverse experience by orienting people to new and unusual events and facilitates the growth of competence by motivating sustained activity in a specific area. While, reading is a process interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

2. The Nature of Recount Text

a. Definition of Recount Text

A recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. A recount has social function. Recount "tell what happened". The purpose of a social recount is to document a series of events and evaluate their significance in some ways. It is also to give the audience a description of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains.[10]

Besides, recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.[11]

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[10] Dwi Nur Indah, *Improving Writing Recount Text by Using Photographs: A Case Study of the Eleventh Year Students of SMA Negeri 1 Batangan Pati in the Academic Year of 2009/2010,* (IKIP PGRI Semarang, 2010), page: 16-17.

[11] Puguh, *Recount Text,* Wordpress, 2011.

Recount text is text that retells about a story, experience, and other. It uses simple past tense or past perfect tense in its phrase. Recount text retells about past event. It is very easy to different recount text from another text. You can make recount text from your story.[12]

b. Generic Structure of Recount Text

Generic structures of Recount are:[13]

1) Orientation: Introducing the participants, place and time.

2) Events: Describing series of event that happened in the past.

3) Reorientation: It is optional. Stating personal comment of the writer to the story.

c. Language Feature of Recount Text

Language Feature of Recount are:[14]

1) Introducing personal participant; I, my group, etc.

2) Using chronological connection; then, first, etc.

3) Using linking verb; was, were, saw, heard, etc.

4) Using action verb; look, go, change, etc.

5) Using simple past tense

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[12]Rugayamanan, *Definition of Recount, Report, Narrative, Descriptive and Procedure Text*, (Wordpress, 2012).

[13]English Direction, *What is Recount*, 2007. http://www.englishdirection.com/2007/12/what-is-recount.html.

[14] *Ibid*.

d. Types of Recount Text

There are three types of recount. They are:[15]

1) Personal Recount

Personal recount is a recount that retells an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

2) Factual Recount

Factual recount is a recount that records the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount).

3) Imaginative recount

Imaginative recount is a recount that takes on an imaginary role and gives details events (e.g. a day in the life of a Roman Slave: how I invited…).

In conclusion, the writer can conclude that recount text is a text that retells about story, experience, past event and others. The purpose of recount text is informing and entertaining. There are three generic structures of recount text, they are orientation, event, and reorientation. The last, there are three types of recount text, they are personal recount, factual recount, and imaginative recount.

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[15] Dwi Nur Indah, op. Cit, page: 17-18.

3. Student Questions for Purposeful Learning (SQPL) strategy

According to Masenson (2011), Student Questions for Purposeful Learning (SQPL) strategy is a strategy that present students with a statement that provokes interest and curiosity they would like answered.[16] This strategy was used to a learning activity takes place to activate students' prior knowledge. This strategy could help students to improve their foundational literacy skills within a content area as long as they are taught through explicit instruction before a learning activity occurs.

SQPL is a strategy designed to gain and hold students' interest in the material by having them ask and answer their own questions.[17] According to Guthrie & Wigfield (2000), when the students instead of the teacher or text pose questions about what is to be learned, they become much more motivated to pay close attention to the information source for answers to their questions. Although SQPL begins with a teacher prompt to stimulate student questions, the process can become internalized so that students can begin to ask and answer questions on their own over content they must learn. SQPL legitimizes students' own questions as vehicles for learning. Instead of being interrogated, they become interrogators exploring information and ideas with purpose and with heightened attention.[18]

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[16] A. Mosenson, *Instructional Literacy Strategies for the Content Area Classroom,* 2011, page: 2.

[17] Pat Bushard, *Loc. Cit.*

[18] *Student Questions for Purposeful Learning*, 2006. page. 112. (Accessed March, 2013).

a. Look over the material to be read and covered in the day's lesson. Think up a statement related to the material that would cause students to wonder, challenge, and question.

b. Present the statement to students.

c. Have students pair up and, based on the statement, generate two or three questions they would like to answer. The questions must be related to the statement

d. When all student pairs have thought of their questions, ask someone from each team to share questions with the whole class. As students ask their questions aloud, write them on the board. Eventually, similar questions will be asked by more than one pair. These should be starred or highlighted in some way.

e. Once all questions have been shared, look over the student-generated list and decide whether you need to add some questions of your own. This may be necessary when students have failed to ask about important information you want to be sure to learn.

f. At this point, students will be ready for the information source so they can seek answers to their questions. In this step, students are given text about material.

g. Tell them as they read or listen to pay attention to information that helps answer a question from the board. They should be especially focused on material related to the questions that were starred.

h. As content is covered, stop periodically and have students discuss with their partners which questions could be answered, then ask for volunteers to share. Students might be required to record the questions from the board and the answers they find in their notebooks for later study.

Teachers have a thought-provoking statement or question related to the material written on the board. For example: "It is only a matter of time before Earth will be hit by a large object from space" or "People are happiest when government takes care of them." Next, have the students work in pairs to generate two questions they would like to answer related to the statement. Teams share questions and compile a class list. Students may now read the text to answer the questions. It is best to stop periodically to determine which questions have been answered.[19] By striving to maximize student engagement and expand meaningful learning the teacher finds less mock participation and more genuine attentiveness.[20]

Based on the explanation above, the writer can conclude that student Questions for Purposeful Learning (SQPL) strategy is begun with stimulating students questions. This strategy helps teacher make students interested in the material, because students should find out the answer of the questions that they ask. This strategy will help students be interested in reading especially in recount text.

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[19] Pat Bushard. *Loc. Cit.*

[20] Op. Cit, page. 114.

B. Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.[21] Talking about SQPL stategy, there are a lot of investigation that have been done by many researchers. The following are some relevant researches to this research project:

1. Brozo (2007) conducted a research entitled "Student Questions for Purposeful Learning (SQPL)"**.** His research was SQPL strategy toward technology tools. The results of his research were SQPL Interactive, PowerPoint Template to type information, MS. Word SQPL Template to type questions in technology tools.[22] While, the writer researched about "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**".**

2. A. Masenson (2011) conducted a research entitled " Instructional Literacy Strategies for the Content Area Classroom". In the journal he explained about his research about SQPL strategy toward comprehension and vocabulary. This strategy was used before a learning activity took place to activate students' prior knowledge.[23] While, the writer researched about "The Effect of Using Student Questions for Purposeful Learning (SQPL)

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[21] 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), page. 122.

[22] William G. Brozo, *Student Questions for Purposeful Learning (SQPL)*, 2007.

[23] A. Mosenson, *Op. Cit.*

Strategy toward Students' Reading Interest on Recount Text of First Year at SMAN 1 Kundur**".**

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure.

Operational concept is the concept used to clarify the theories used in the research, to know the students' ability in reading interest on recount text of the first year at SMAN 1 Kundur.

1. Variable X [Student Question for Purposeful Learning (SQPL) strategy]

    a. Teacher writes a statement in the whiteboard about the material in recount text.

    b. Teacher asks students to collect some questions about the statement.

    c. Teacher gives material (text) in recount text and ask students to read and find the answers about the questions.

    d. Teacher asks students to focus on the material.

    e. Teacher asks students to discuss about the answers.

2. Variable Y (Students' Reading Interest)

    a. Individual Interest

       1) The students would like to read the text,

       2) The students connect their interest with the material in reading text,

       3) The students are encouraged to read English text,

       4) The students would love to repeat reading English text,

5) The students increase their reading interest.

b. Situational Interest

1) The students enjoy reading text,

2) The students share what they read,

3) The students imagine what they read,

4) The students give more attention in reading text,

5) The students do interaction (share their comprehension) after reading the text.

D. The Assumption and Hypotheses

1. Assumption

In this research, the writer assumes that the better using Student Questions for Purposeful Learning (SQPL) Strategy toward students' reading interest of first Year at SMAN 1 Kundur the better the results will be.

2. Hypothesis

The Null Hypothesis (Ho) : There is no significant effect of using Student Questions for Purposeful Learning (SQPL) strategy toward students' reading interest of first year at SMAN 1 Kundur.

The alternative Hypothesis (Ha) : There is a significant effect of using Student Questions for Purposeful Learning (SQPL) strategy toward students' reading interest of first year at SMAN 1 Kundur.