

## TEACHING READING COMPREHENSION IN NEWS ITEM TEXT BY USING FACTS QUESTIONS RESPONSES STRATEGY

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### Abstract

The objectives of this study were to find out whether or not there was a significant improvement on the tenth grade students' news item reading before and after the treatment and to find out whether or not there was a significant difference on the tenth grade students' news item reading between those who were taught by using Facts Questions Responses strategy and those who were. This study used pretest-posttest non-equivalent group design. The sample of the study was selected by using convenience sampling method. There were 70 students taken as sample. In collecting the data, test was used. The test was given twice to both experimental and control groups as a pretest and posttest. To verify the hypotheses, the score data between pretest and posttest in experimental groups were analyzed by using paired sample t-test. In paired sample t-test, the level of significance was 0.000 which was lower than 0.05 and t-value 8.304 was higher than t-table with  $df=34$  (2.032). Then, the score data between posttest in experimental and control groups were analyzed by using independent sample t-test. In independent sample t-test, the level of significance was 0.028 which was lower than 0.05 and the t-value 2.243 which was higher than t-table with  $df=68$  (1.995). It means that teaching reading comprehension in news item text by using FQR strategy had significant effect on the students' reading comprehension achievement.

**Keywords:** facts questions responses strategy, news item text, reading comprehension

### Introduction

English is an international language which is very popular and has been studied and used by a lot of people around the world, including Indonesia. In Indonesia, English is considered as a foreign language. Hamra and Syatriana (2010) state that English is the first foreign language in Indonesia. English becomes one of the subjects in the curriculum of education in Indonesia and taught formally from elementary school up to the university level. So, it helps the students to have better understanding in using the language it self. Based on the curriculum and syllabus (KTSP 2006) of English subject for senior high school, there are four main skills that must be learned by the students. They are listening, speaking, reading and writing. The curriculum shows that the aim of teaching English at senior high school is to develop four components of language skills (Mukminin, Muazza, Hustarna, & Sari, 2015; Mukminin, Ali, & Fadloan, 2015). It means that reading is an important part that needs to be developed.

According to Alyousef (2005), reading can be seen as an "interactive" process between a reader and a text. While, Lems, Miller, and Soro (2010) argue that it becomes an involving interaction between the text and the background knowledge of the reader. Reading is one of the important skills in teaching English. Through reading, students can get the information and knowledge from the text they read and also the students can improve their ability in English. Furthermore, Nunan (2003) states that the goal of reading is comprehension. In reading process, the reader should comprehend what they have read to get the informations from the text. According to Brassell and Rasinski (2008), reading comprehension is the ability to take

information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. It is clear that reading comprehension requires the reader to actually know and understand what they are reading. Therefore, the students must have ability in reading comprehension.

Based on the syllabus of English subject for the tenth grade students of senior high school. There are some texts that must be learned by the students. One of them is news item text. News item text is a brief text which informs readers about events of the day. Sudarwati and Grace (2007) define that news item text is a text which is used to inform readers, listeners, or viewers, about the events of the day which are considered newsworthy or important. News item text often find in a newspaper because the passage often tells the reader about great, important, interesting, tragic, entertaining or fresh incidents or events that all people should know about it.

The results of the writer's interview to the one of English teacher at SMA Nurul Iman Palembang, the teacher said that the students were not interested in reading the English text and the students had difficulties to find the main idea and information from the text, also the students were not able to convey their ideas of the text. Beside that, the teacher said that students are more difficult to comprehend news item text than descriptive and narrative text. Furthermore, after conducting a small test to the tenth grade students of SMA Nurul Iman Palembang, the writer found that the averages score of students reading comprehension in news item text was lower than narrative and descriptive text. Because of that, the writer assumed that students had difficulties in comprehending news item reading text.

Considering to the problems above, the writer concluded that students' reading comprehension need an alternative strategy in learning reading, especially, news item text. In this case, Facts Questions Responses (FQR) strategy can be used. Dorfman and Cappelli (2009) argue that FQR strategy is a strategy that helps students synthesize information as they read by asking questions, determining important facts, and integrating their own thought and opinions. Meanwhile, Fogelberg, Skalinder, Satz, Hiller, Bernstein, and Vitantonio (2008) state that FQR strategy helps students record new facts, pose question that the new facts may generate, and give their personal responses to the information. Through this process, students can get the important information from the text.

Based on previous explanation, the writer is interested in applying FQR strategy to the tenth grade students of SMA Nurul Iman Palembang in teaching reading comprehension of news item text. The objectives of this study were to find out whether or not there was a significant improvement on the tenth grade students' news item reading before and after the treatment and to find out whether or not there was a significant difference on the tenth grade students' news item reading between those who were taught by using Facts Questions Responses strategy and those who were at SMA Nurul Iman Palembang.

## Literature Review

### *Concept of reading comprehension*

Reading is a process to understand the informations from the text, through reading the reader can enlarge their knowledge. Based on Linse (2005) reading is a set of skills that involves making sense and deriving meaning from the printes word. Meanwhile, Lems et al. (2010) argue that it becomes an envolving interaction between the text and the background knowledge of the reader. Additionally, Brassell and Rasinski (2008) argue that reading is the creation of meaning from the printed page. So, reading is an interactive process between the reader and the text to get the informations that delivered by the author in the text.

In reading process, the reader should comprehend what they have read to get the informations from the text. According to Harvey (2012) comprehension is a process that involves thinking, teaching, past experiences, and knowledge. In addition, Duffy (2009), state

that 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. Reading comprehension requires the reader to actually know and understand what they read. In this case, the students not only read the text but also they have to find and understand the written information or message from the text. Brassell and Rasinski (2008) state that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. While, Klingner, Vaughn, and Boardman (2015) state that reading comprehension is a multicomponent, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge) as well as variables related to the text itself (interest in the text, understanding of the text types). Moreover, Duffy (2009), mentions that reading comprehension depends on prior knowledge or knowledge about the world. Prior knowledge is expressed with words. When comprehending, readers say to themselves.

From the explanations above, it can be concluded that reading comprehension is the ability to comprehend the text in depth that include sub-skills in reading. Besides, one who can comprehend the text, he/she can find the main idea, interpret meaning of the words and find specific information easier.

### ***Facts questions responses strategy and procedures***

According to Buehl (2007), FQR is an acronym for “Facts, Questions, Responses,” which are outlined in a graphic organizer that students use to monitor their comprehension. While, Dorfman and Cappelli (2009) state that Facts Questions Responses strategy is a strategy that helps students synthesize information as they read by asking questions, determining important facts, and integrating their own thought and opinions. Additionally, Harvey and Goudvis (2007) state that FQR is a strategy that allows students to think more deeply about the topic by requiring that students record facts, questions and responses. In doing so, students synthesize information and come to new and deeper understanding. Griek (2010) states that FQR is a reading comprehension strategy in nonfiction text for eighth to twelfth graders. In addition, Buehl (2007) states that FQR is a strategy for reading nonfiction includes informational text and news report text (news item).

Buehl (2007) states that there are some advantages of FQR strategy. They are: (1) the FQR strategy walks students through productive thinking as they construct an understanding of written texts. (2) Students learn to entertain their personal questions about material they are reading. (3) Students are encouraged to personalize their learning by integrating new ideas into previous understandings and respond to what an author has shared with them. (4) the response column prompts readers to interject their background experiences into the chart and engages them in synthesizing new learning related to the factual information. Meanwhile, Fogelberg et al. (2008) state that FQR strategy helps address the readers’ 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 the important information while working through the interesting details. Students use an FQR sheet with three columns headed, Facts, Questions, and Responses, respectively serves as the springboard for conversation about what is the important information provided by the author.

According to Harvey and Goudvis (2007), the procedures of FQR strategy as follow:

1. Teacher introduces the passage that students will read and describes the details of the FQR focused reading strategy.
2. As students read the text, they should make note of the facts, questions, and responses that arise as they read the material. And paste these in appropriate places in the reading.
  - 1) Facts: materials presented as truthful items. Students can also include items in this category that they want to verify or have clarified.

- 2) Questions: items from the text that are confusing or for which further information is needed.
- 3) Responses: personal reactions to specific sections of the reading.
3. After students complete the reading, teacher asks them to enter their data in the student discovery guide or FQR chart.
4. Discuss the results of the reading with the entire class.

### ***News item text***

According to Sudarwati and Grace (2007) news item text is a text which is used to inform readers, listeners, or viewers, about the events of the day which are considered newsworthy or important. Additionally, Gerot and Wignell (1995) state that the social function of news item text is to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

Moreover, Priyana, Riandi, and Mumpuni (2008) state that the generic structure of news item is divided into three parts. The first part is newsworthy events that consists of recount of event in summary form. The second parts is background events. This part includes the elaboration of what happened, to whom and in what circumstances experts on the event . The last part is source that consists of comments by participants, witnesses and authorities experts on the event. Beside that, there are some language features of news item text. They are: Information on the use of headlines, the use of material processes to retel the events, focus on circumstance, the use of action verbs, the use of saying verbs, the use of passive sentences, the use of adverbs in passive sentences (Sudarwati and Grace, 2007).

### **Methodology**

In this study, the writer used a quasi experimental design. Specifically, one of the quasi experimental designs used in this study was pretest-posttest non-equivalent group design. There were two groups, they were experimental and control group which both were given pretests and posttests. The experimental group was given treatments by using FQR strategy, but the control group was not.

The population of this study was all the tenth grade students of SMA Nurul Iman Palembang consisting of three classes. The total number of the students was 100 students. Furthermore, the sample of this study was taken by using convenience sampling. The number of the sample from two classes were seventy students. Each class consisted of 35 students from X.1 class and X.2 class. Beside that, the writer determined the two classes which class became control and experimental group, after those classes were given the pretest. The result of pretest between X.1 and X.2 showed that the students' score in class X.2 was lower than class X.1. Therefore, it was assumed that X.2 class was better to get the treatment by using Facts Questions Responses strategy.

The research was conducted at the tenth grade students of SMA Nurul Iman Palembang. The reading materials were taught based on teaching learning objectives that refers to the English syllabus (KTSP 2006) of Senior High School for the tenth grade. The treatments were given twice a week. Each meeting took ninety minutes. The writer gave the treatment to the experimental group as many as twelve meetings. There were two meetings for pretest and posttest. So, the total meetings were fourteen meetings.

To collect the data, the writer used test (pretest and posttest). The kind of test was a multiple choice reading questions which cover four options, namely (a, b, c, and d). The total numbers of question was forty after the test was tried out to the one class of tenth grade students of SMA Karya Ibu Palembang. Before they were implemented as a research instrument, it must be analyzed or checked for their validity and reliability. The writer had consulted the

instrument with three validators to evaluate whether the components of the instrument were valid or no to be applied in research activities. The result of instrument test and lesson plan form were B. It means that the instrument test and lesson plan could be used with a slight revision. Furthermore, validity of Each Question Item was used to indicate whether the test items of each question were valid or not. A question item was considered valid if  $r$ -output was higher than  $r$ -table (0, 349). From 80 questions, there were 47 questions considered valid and 33 questions considered invalid. Then, to measure the reliability test, the writer calculated the students' scores using Split Half. The result shows that  $p$ - output of Guttman Split Half Coefficient was 0.771 which was higher than 0.70. Since the result of reliability of test was higher than 0.70, it can be stated that the reading test was reliable for this study.

After the data obtained, independent and paired sample  $t$ -tests were used to analyze the data from pretest and posttest between experimental and control group. Paired sample  $t$ -test measured whether or not there was any significant improvement on the tenth grade students' reading comprehension achievement who were taught by using FQR strategy before and after the treatments. Meanwhile, independent sample  $t$ -test measured whether or not there was any significant difference on the tenth grade students' reading comprehension achievement between the students who were taught by using FQR strategy and those who were not.

## Findings

### *Data descriptions*

In the data descriptions, distributions of frequency data and descriptive statistics were analyzed. In distribution of data frequency, the writer got the interval score, frequency and percentage. The result of pretest and posttest scores in control and experimental group was described in table 1 and 2.

**Table 1.** Distribution of data frequency on students' pretest scores in control and experimental groups

	Interval Score	Category	N	Frequency	Percentage (%)
Control Group	85-100	Very Good		0	0%
	75-84	Good		4	11.5%
	55-74	Average	35	25	71.2%
	$\leq 54$	Poor		6	17.3%
Experimental Group	85-100	Very Good		0	0%
	75-84	Good	35	2	5.7%
	55-74	Average		24	68.4%
	$\leq 54$	Poor		9	25.9%

**Table 2.** Distribution of data frequency on students' posttest scores in control and experimental groups

	Interval Score	Category	Frequency	Percentage (%)	
Control Group	85-100	Very Good	0	0%	
	75-84	Good	5	14.4%	
	55-74	Average	26	74%	
	≤54	Poor	5	11.6%	
Experimental Group	85-100	Very Good	1	2.9%	
	75-84	Good	9	25.7%	
	55-74	Average	5	23	65.7%
	≤54	Poor	2	5.7%	

### *Prerequisite analysis*

In prerequisite analysis, there were two analyses should be done. They were normality test and homogeneity test. In measuring normality test, I- Kolmogorov-Smirnov was used. The result showed that the significance value of students' pretest scores in control group was 0.540, while the experimental group was 0.680. Moreover, the result showed that the significance value of students' posttest scores in control group was 0.716, while the experimental group was 1.060. it could be stated that the students' pretest and posttest scores in control and experimental group were considered normal since the result of p-output were higher than 0.05. Furthermore, in measuring homogeneity test, Levene Statistics was used. Levene statistics is a formula that used to analyze the homogeneity data, it was found in SPSS program. The result was obtained from the students' pre-test and post-test scores in experimental and control groups. From the result of the output it was found that the significance level was 0.672 for pretest and 0.262 for posttest. it can be stated that the students' pretest and posttest scores in experimental and control group was homogenous since it was higher than 0.05.

### *Hypothesis testing*

Based on the result of paired sample t-test, it was found that p-output was 0.000, t-obtained was (8.304) and t table was (2.032), it means that t-obtained is higher than t table and the p-output was lower than 0.05. it can be stated that there was a significant improvement on the tenth grade students' reading comprehension achievement before and after the treatments. The result analysis of paired sample t-test is figured out in table 3 below.

**Table 3.** Result analysis of paired sample t-tests from pretest to posttest scores in experimental group

Using FQR Strategy	Paired Sample T-Test			Ho
	T	Df	Sig. (2-tailed)	
	8.304	34	0.000	Rejected

Moreover, based on the result of independent sample t-test, it was found that p-output was 0.028, t-obtained was (2.243) and t table was (1.995). Since t-obtained is higher than t table and the p-output was lower than 0.05. It can be stated that there was a significant difference on

students' reading comprehension scores between the students who were taught by using FQR strategy and those who were not. Therefore, it could be concluded that the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. The result analysis of independent sample t-test is figured out in table 4 below.

**Table 4.** Result analysis of independent sample t-test from posttest scores in control and experimental groups

Control and Experimental Groups	Independent Sample T-Test			Ho
	T	Df	Sig. (2- tailed)	
	2.243	68	0.028	Rejected

## Discussion

Based on the finding in the previous section, some interpretations were made. Before doing the treatments, the writer had conducted the pretest in both classes X.1 and X.2 to know the students' reading comprehension scores and also to know which class will be the experimental and the control group. After the students' pretest scores obtained from both classes, the writer chose X.1 as a control group and X.2 as experimental group. It was because the students' scores in control group were higher than the students' scores in experimental group. It was also proved by the mean of pretest in X.1 which was higher than X.2.

The writer found that the students faced difficulties in learning reading before the treatment in experimental group. The problems were the students did not interest to read the English text, especially news item text. In fact, the students got difficulties to find the main idea on each paragraph and identify detail information of the text. The last, some of the students got difficulty in conveying ideas from the text. It was happened because the students were still lack of prior knowledge about news item text.

Therefore, the writer applied Facts Questions Responses strategy to help students in learning reading, especially news item text. The treatment were given to the experimental group in twelve meeting from 16<sup>th</sup> of August until 27<sup>th</sup> of September 2016. In first meeting, the writer focused in explaining about news item text in order to make the students understand how to use FQR strategy properly. In second to fourth meeting, some of students still confused to follow the learning process on news item reading using FQR strategy. The writer had to explain them again in order to make them comprehend the text given by using this strategy. By the time, after fifth meeting and go on, the students could follow the learning process of news item reading which is taught by using FQR strategy and the students began to have an enhancement on their reading comprehension. It could be seen when the treatment was conducted, the students become active in giving their opinion about the text and they could find the new information from the news item text easily. Dorfman and Cappelli (2009) state that Fact Question Responses strategy is a strategy that helps students synthesize information as they read by asking questions, determining important facts, and integrating their own thought and opinions. Then, the students became interested in learning news item reading through the steps of FQR strategy. The students tended to give their personal responses related to the information from the text and the students began to show a greater interest in discussing the results of FQR sheet. It is related to Fogelberg, et. al. (2008), they state that FQR strategy helps address the readers' 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 the important information while working through the interesting details. Besides, the students were able to connect the information from the text and their prior

knowledge through this strategy. It is lined with the statement of Buehl (2007), he states that the students are encouraged to personalize their learning by integrating new ideas into previous understandings and the response column prompts readers to interject their background experiences into the chart and engages them in synthesizing new learning related to the factual information.

After the treatments conducted, the posttest was given to the students in experimental and control group. Based on the result of paired sample t-test, It was found that there was significant improvement from students' pretest scores to posttest scores in experimental group. Nevertheless, the students in control group also have an improvement, but not as significant as the experimental group. In other words, students' reading comprehension scores in experimental group significantly improved after they were being taught by using Facts Questions Responses strategy. Moreover, from the result of independent sample t-test analysis, it was found that there was a significant difference between the students' posttest scores in experimental and control group. It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Therefore, it could be interpreted that FQR strategy can be a reference to the teacher to improve students' reading comprehension achievement.

## Conclusion

Based on the findings and interpretations presented in the previous chapter, the writer concluded the result of this study. First, based on the result of pretest and posttest in experimental group, it could be concluded that there was a significant improvement on the tenth grade students' news item reading before and after the treatment. Second, from the result between posttest in experimental and control groups, it could be concluded that there was a significance difference on students' news item reading between those who were taught by using Facts Questions Responses strategy and those who were not at SMA Nurul Iman Palembang. Therefore, it could be assumed that there was a good improvement that showed by the students after the treatments in experimental group. In other words, FQR strategy was successfully applied to the tenth grade students of SMA Nurul Iman Palembang and this strategy can be considered as one of alternative strategies to be used especially in teaching reading news item text.

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