

## **THE USE OF FACT QUESTION RESPONSE (FQR) STRATEGY TO IMPROVE STUDENTS' READING ACHIEVEMENT**

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**Abstract:** Reading is beneficial for students to obtain new information and enlarge their knowledge. In fact, students still face some obstacles in comprehending the reading of report text. Therefore, the purpose of this study was to find out whether there was a significant difference in students' reading achievement of report text between the students who were taught using Fact Question Response (FQR) strategy and that of those who were not. This study used quasi experimental method. The selected samples were used purposive sampling method, therefore, two classes out of seven classes. The accurate data were collected by using written test in the form of multiple choice. Based on the analyzing of independent sample t-test, the result showed that The comparison of the result of posttests between the experimental and control groups showed that the means difference of both tests was 6.08 and t-obtained (2.82) was higher than t-table (2.000) at the significant level of  $p < 0.05$ . The students in the experimental group had better improvement in reading achievement because Fact Question Response (FQR) strategy guided them to survey the chapter to get general idea, to develop their way of thinking, engages the entire class to interact and share their experiences. In other words, there was a significant difference in students' reading achievement of report text between the students who were taught using Fact Question Response (FQR) strategy and that of those who were not.

**Keywords:** reading, report text, fact question response strategy

### **INTRODUCTION**

Reading is an essential skill for the students, therefore, it must be learned by the students in order to enlarge their knowledge. As McNamara (2006, p.1) states that reading is one of the most important activities in your lives as students. It inferred that students cannot get knowledge or

information without reading. McKay (2006, p. 224) also says that reading is both process and product. In addition, Zare and Othman (2013) add that reading is a cognitive activity in which the reader takes part in a conversation with the author through the text. In other words, reading is the process of

getting information and doing communication with the writer through the text. The product of reading is obtaining the information from the text which can be used in communication and reach the success of life.

Nevertheless, most of the students have obstacles in comprehending the reading text. Dewi and Analido (2013) mention that students get difficulties because of some factors. First, the students have shortage of vocabulary so that they do not understand about the text and can not answer the question related to the reading text is given by the teacher and most of the students keep silence when the teacher have finished explaining the text. The second, strategy or method used by teachers are not interesting so that the students feel bored in studying reading. It inferred that most of the students are lack of vocabulary which make them difficult to comprehend the text and the

strategy or method used by the teacher is not interesting so that they are reluctant to read.

To help students' problem in reading the text, Facts Questions Responses (FQR) strategy was recommended. This strategy is used for reading nonfiction text, recording information, and responding to the information as they read. According to Harvey and Goudvis (2000, p. 19), FQR 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. This strategy helps readers reflect and glean important information and deepen understanding through questioning.

Moreover, according to Dorfman (2009, p.21), Fact Question Responses (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. In this case, the students identify what the fact in this text, and then make a question based on the fact and give response about the question. FQR strategy helps address these reader challenges. It helps the students synthesize information as they read based on the fact that tells the important informations, deepen understanding through questions, response to in order to build their understanding of the text. Based on the background mentioned, the purpose of this study was to find out whether there was a significant difference in students' reading achievement of report text between the students who were taught using Fact Question Response (FQR) strategy and that of those who were not.

## **METHODOLOGY**

Quasi experimental method was used to examine the effect after the treatment done in the experimental group. The sample students were two classes out of seven classes of the eleventh grade students of SMAN 1 Tanjung Lubuk which were chosen using purposive sampling method and were divided into two groups: experimental and control groups.

To obtain the accurate data, written test in the form of multiple choice was used. To make the validity of the test, content validity was used in which the test was matched with the eleventh grade English syllabus and table of specification test. Then, to find the reliability of the test, KR21 was used. The reliability of the test showed that the test was reliable because it was higher (0.97) than 0.70. Finally, the obtained data were analyzed by using t-test.

According to Harvey and Goudvis (2000), the implementation of Fact Question Response (FQR) strategy is as follows.

- 1) Introduce the passage that students will read and describe the details of the FQR focused reading strategy.
- 2) Distribute a package of three different color sticky notes to each participant.
- 3) As students 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.
  - a. Facts: materials presented as truthful items. Students can also include items in this category that they want to verify or have clarified.
  - 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.

- 4) After students have completed the reading, have them enter their data in the student discovery guide on the following page.
- 5) Discuss the results of the reading with the entire class.

## **RESULTS AND DISCUSSION**

Before giving the treatment, the mean score of the students in the experimental group was 40.76 and the mean score of the students in the control group was 47.75. It indicated that both groups had the same chance to improve their reading achievement.

The mean of pretest in the experimental group was 40.76 with standard deviation of 12.58, the posttest in the experimental group was 66.60 with standard deviation of 6.70. It showed that there was improvement

after the treatment, that was 25.84. Table 1 showed that t-obtained was 8.84 at the significant level of  $p < 0.05$ . It can be seen in Table 1.

**Table 1**  
**The summary of Students' Score in Experimental Group**

	Mean	Std. Dev.	Mean difference	t
Posttest Exp	66.60	6.70	25.84	8.84
Pretest Exp	40.76	12.58		( $p < 0.05$ )

The mean of pretest in the control group was 60.52 with standard deviation of 12.19, the posttest in the control group was 47.68 with standard deviation of 8.39. It showed that there was improvement after the treatment, that was 12.84. Table 2 showed that t-obtained was 5.70 at the significant level of  $p < 0.05$ . It can be seen in Table 2.

**Table 2**  
**The summary of Students' Score in Control Group**

	Mean	Std. Dev.	Mean difference	t
Posttest Con	60.52	8.39	12.84	5.70
Pretest Con	47.68	12.19		( $p < 0.05$ )

The comparison of the result of posttests between the experimental and control groups showed that the means difference of both tests was 6.08 and t-obtained (2.82) was higher than t-table (2.000) at the significant level of  $p < 0.05$ .

Compared to the students' posttest score between the experimental and control group, it inferred that the students who were in the experimental group had better improvement than the students in the control group. The students in the experimental group had better improvement in reading achievement because Fact Question Response (FQR) strategy guided them to survey the chapter to get general idea, to develop their way of thinking,

engages the entire class to interact and share their experiences.

The students who were taught by using Fact Question Response (FQR) strategy had a progress on their reading score before and after giving treatment. Students' achievement was improved because students got purposes for their reading and Fact Question Response (FQR) strategy gave systematical way for students to have more focus and comprehend the text. Besides, the students were more active than before because Fact Question Response (FQR) strategy could emphasize students to got idea for their mean set. Meanwhile, the students who were not taught by using Fact Question Response (FQR) strategy also had a progress on their reading score. It happened because the students were active and some of them took English course which made them answered reading text using

conventional method (explanation) easily.

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