

# **CHAPTER I**

## **INTRODUCTION**

This chapter deals with introduction that consists of background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

### **A. Background of the Research**

English is one of international languages which has an important role in the world. English is a foreign language that is taught from elementary school until University. There are four skills in English. They are speaking, writing, listening, and reading. One of the language skills that has to be mastered by students in learning a foreign language is reading skill. It is very important in the process of learning because reading in English helps the students learn to think in English, build English vocabulary, can encourage the students to focus on grammar and punctuation and makes them comfortable in English.

Reading is considered as an important aspect for students because of its valuable benefit in developing knowledge. Reading is also the most important skill for EFL learners especially in academic context because students need to comprehend and deal with all reading aspect and difficulties. Naturally, reading skill is very complex, therefore it is difficult to master. This stands to reason for reading involves determining main idea, identifying specific information,

reference, inference and vocabulary. Having good reading proficiency means the reader has abilities to understand written statements or any type of written texts accurately and efficiently (Mahfoodh, 2007: 1).

Dallman (1982:23) suggests that reading is more than knowing what letters of alphabet stand for; reading involves more than word recognition, and comprehension is an essential of reading that without comprehension, no reading takes place. From the definition above, Dallman is intended to clarify that without comprehension, there is no reading. It is impossible that someone reads a text without any purpose. The purpose of reading will be gained if the reader is able to comprehend the text well.

Knowing that reading is the most important one of four English skills, it becomes a challenge for the English teacher to arouse student's motivation to read. The student's failure in reading when they study at school can be caused by their motivation in studying especially reading. Student's motivation in studying reading is low. Since the motivation is low, so they have some difficulties in reading comprehension. They can't comprehend the content of the text well. They can't grasp the information of the text they read. Since they cannot grasp the information of the text, so they are not able to get the main idea of each paragraph they read. It means that by the difficulties of students' reading comprehension stated above, the students need more time allocation in reading since they can't read fast and need more time to finish the text and comprehend the meaning of what they read.

In reading comprehension, the students not only read for comprehending or for answering the text. They also should know the meaning of the text they read. The meaning that exist in the text is there are two, explicit meaning and implicit meaning. To know the explicit meaning the students do not need to be confused since it is stated explicitly in the text. But when they want to know about implicit meaning, they must read the text until they are really understand and comprehend the text well. It means that to know the implicit meaning of the text the students should comprehend the text they read. When the students can't comprehend and understand the text well so, they will not be able to comprehend the implicit meaning of the text.

In order to make the teaching process interesting and the purpose of the teaching learning process achieved, the teacher needs a special strategy. The purpose of using it is to make the students easy to learn and understand the lesson. Besides making the student easier to comprehend, using a strategy in comprehending a text can make the teaching learning process more effective and make the students more active. There are many strategies that can be used to teach reading comprehension. In this study, the writer proposed to apply RAP strategy. Because it provides meaningful stages; Read the text, Ask the main idea of the text, Put the idea into the reader's own word (RAP).

The RAP strategy can enhance a learner's skills for identifying main ideas, and it can effectively enhance reading comprehension. Watson et al. (2012: 79) stated that the RAP strategy also allows the student to engage in self-questioning by looking at the first sentence and deciding whether or not the sentence

highlights the main idea of the paragraph; does it tell what the paragraph is about? If the first sentence is not indicative of the paragraphs main idea, a student must engage in the process of looking for repetitive word patterns. Jitendra and Gajria (2011: 1) indicated that asking one's self what the main idea of a paragraph is has resulted in the improvement of reading comprehension and maintenance. Instruction in main idea strategies using direct instruction meshed with the self-questioning strategy increases reading comprehension abilities.

A strategy that is used for students who have average decoding skills but struggle with comprehension is the RAP strategy. This strategy can be used for students at any grade level but is most commonly used in the primary grades and older students who have cognitive disabilities. RAP is an acronym that stands for read, ask and put. During *reading*, students are taught to read just one paragraph. At the end of the paragraph, they *ask* themselves questions about what they read, the main idea, and details about the paragraph. They then summarize the information by *putting* it into their own words.

This strategy can increase the ability of the students to comprehend the text and also make the students easy to grasp the information from the text. In comprehending the text using RAP strategy the students not only know how to comprehend but also help the students to be more active and critics in comprehending a text.

There are no specific criteria for choosing the level of school for applying this strategy. So, the researcher chooses SMAN 1 Rejotangan as the subject of the research. Meanwhile, this school has a lot of achievement in all aspect, like

achievement in science, social, sport, and art competition. In this research, the researcher intended applying this strategy in the first grade of senior high school. Because, the material of narrative text is being taught from first grade and appropriate with syllabus of first grade of senior high school. The material of narrative text in the senior high school is more complex than in the junior high school. So, this strategy is appropriate for help them in comprehending the text. Hopefully, it can increase their knowledge in learning narrative text and they can use this strategy to help them comprehends the text in the next level.

Based on the Explanation above, the writers is interested in conducting a study entitled *“The Effectiveness of Using RAP (Read, Ask, Put) Strategy toward the Students’ Reading Comprehension at The First Grade of SMAN 1 Rejotangan”*. This research is intended to find out if there is any significant effect in applying RAP (Read, Ask, Put) strategy on students achievement in reading.

## **B. Research Problems**

Based on the background of the study above, the researcher can state the research problems as follows:

1. How is the students’ achievement in reading comprehension before being taught by using RAP strategy?
2. How is the students’ achievement in reading comprehension after being taught by using RAP strategy?
3. Is there any significant difference before and after being taught by using RAP strategy?

### **C. Objectives of the Research**

Based on the research problem above, the objectives of the research are as follows:

1. To investigate the students' reading comprehension before being taught by using RAP strategy.
2. To investigate the students' reading comprehension after being taught by using RAP strategy.
3. To find out the significant differences of students' reading comprehension before and after being taught by using RAP strategy.

### **D. Research Hypothesis**

Research Hypothesis is a tentative explanation for certain behaviors, phenomena, or events that occurred or will occur. A hypothesis states the researcher's expectations concerning the relationship between the variables in the research problem; hypothesis is the most specific statement of problem (Gay, 1992:66). They are two research hypothesis that researcher used in this research. They are:

1. Null hypothesis (Ho). The null hypothesis of this research is there is no significant difference score of students' reading comprehension ability before and after taught by using RAP strategy.

2. Alternative hypothesis (Ha). The alternative hypothesis of this research is there is significant difference score of students' reading comprehension ability before and after taught by using RAP strategy.

### **E. Significance of the Research**

The findings of this study are expected to give contribution for the English teachers, English learners, other researchers and the writer herself.

1. English teachers

The result of this study can be used by English teachers as a reference that they may apply to improve students' ability in reading. Teacher can apply such kind of strategy to make students easier to grasp the content of the text that they read.

2. English learners

The result of this study is expected to be useful for the students to increase their reading comprehension. Because this strategy give them very detail activity that can make them easier to really comprehend the text they read.

3. Other researchers

In this research, the researcher conducted RAP teaching strategy in teaching reading comprehension at X grade students of Senior High School to investigate the improvement of the strategy in their reading

comprehension achievement. Other researchers can conduct this strategy on different level of students and for the other texts.

#### 4. The writer

The research findings are expected to give the writer knowledge and experience in teaching learning process, especially in teaching reading using RAP strategy. It also can be used as new reference about strategy in teaching learning process especially in teaching reading.

### **F. Scope and Limitation of the Research**

To avoid misunderstanding upon what the writer has explained, the writer limits the scope of the study in order to make it more detail and focus. This study is only limited on the effect by using RAP strategy. This study is conducted at the first grades of senior high school in SMAN 1 Rejotangan. Thus, the result of this study only applied to the target population, specifically at the first grades of senior high school in SMAN 1 Rejotangan. There are some kinds of text such as narrative, recount, descriptive, expository text and etc. This study focuses on the applying of RAP strategy on the students' reading comprehension in narrative text.

### **G. Definition of Key Terms**

In this discussion the writer defines the key term used in this study to make the reader easier to understand the content of this research as follow:



## 1. Reading comprehension

Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible (Grellet, 2010: 3). In reading comprehension, the students need to read a text then comprehend the relation of one sentence with others within a text and also becomes an evolving interaction between the text and the background knowledge of the reader.

## 2. RAP

RAP (Schumaker et al., 1984) is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content instruction. RAP is a three-step strategy; (1) *Read a paragraph*, (2) *Ask yourself, "What were the main ideas and details of this paragraph?"*, (3) *Put the main idea and details in your own words.*