

CHAPTER I

INTRODUCTION

In this chapter, that the researcher present about the background of research, formulation from the research problem, research objective, the significant of research, and scope limitaton of research, and the definition of key term..

A. Background of the Research

People use a language for communication to create a meaningful communication among human beings (Nurhayati, 2018:33). One of language that use and need to be learned by people around the word is English. It is notable that English language has been internationally used as means of communication despite of the speakers' background differences, and role of English has made it applied as main international academic language in many countries (Saraswati, et al. 2021.; Albach, 2007). Due to that, learners need to mastered basic skills in English such as speaking, reading, listening, and writing before learning English.

One of important skill in learning English is reading. It has been seen as fundamental skill that could assists the students in mastering other skills (Fuchs & Fuchs, 2006 as cited in Saraswati et.al, 2021). Through a reading, students can learn many vocabularies that can create a continuing language learning (Ahmadi, 2016). So that, reading becomes an important aspect in the process of learning English since it involves complex process of obtaining information through comprehending text.

According to Hilman (1960:50), reading is a process requiring to understand in written language. Several information and knowledge can be achieved from reading. In reading text it requires ability to comprehend the text, especially the texts are written in English language. It means that the readers are not only able to read the text but also be able to get the information or the main ideas from the text that they read. Also the readers should be able to find out and interpret the ideas from the text that they read.

However, according to Alyousef (2005), that reading itself is viewed as an interactive process between the readers and the text being read. It means that in the process of reading, the readers can get information through deep thinking process from the text being read. Because of that, in teaching a language the teacher must encourage the students to comprehend about the materials in teaching learning.

Reading comprehension involves complex cognitive process where students could understand the meaning of written language, and link it to their prior knowledge then build up a mental representation of the information they have read (Keenan, et al, 2008). Reading comprehension refers to the ability to understand information presented in written form. This understanding comes from readers' interaction between the text and how they use their knowledge outside the text.

The failure in achieving the reading comprehension objectives will lead students to have lack of reading ability. As we know, reading comprehension is needed to be mastered and developed in learning English language. The failure of

achieving reading comprehension skills are caused by some factors. There are some common difficulties faced by students in English reading class in Indonesia such as students are reluctant to read and prefer to watch TV instead, lack of vocabularies, difficult to arrange the ideas and make their friends understand with what they deliver (Nurhayati 2014:176-177).

According to researcher observation at MTSN 8 Tuluagung on January 2021, she found that there are some problems influence the failure of achieving reading comprehension skills. One of the problem is the students who lack in giving attention toward the important of developing reading skill and also have difficulties in comprehend a written passage. There are several reasons why students have difficulties in reading, such as students difficult to decode the words on the page, they also have lack of vocabulary, grammar and syntactical skills to organize and interpret the written. Second problem is lack of innovation in materials given by the teacher. The third problem is the use of strategy in English teaching and learning.

In order to be more innovative and creative, a teacher should be find a strategy that can help the students comprehended a text and suitable for the. There are some learning strategies in teaching English that could be used by a teacher. One of the strategy is REAP (Read, Encode, Annote, Ponder) strategy. It is a strategy that help students in reading comprehension. REAP (Read, Encode, Annote, Ponder) is a strategy for helping readers to read and understand a text. According to Allen (2004), the use of this strategy will cause the students to revisit the text during each stage of the REAP

(Read, Encode, Annotate, Ponder) process. The students also learn to represent main ideas and the author's message in their own words. After that, they do the ponder stage. They should connect with the text through analysis and synthesis of their reading. According to Eanet and Manzo (1976), that the purposes of REAP (Read, Encode, Annotate, Ponder) strategy is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension.

REAP is stand for Read, Encode, Annotate, and Ponder (REAP) is a strategy that appropriate to overcome the problems that have mentions before. Every step in REAP (Read, Encode, Annotate, Ponder) strategy has some benefit to help students understanding and comprehending a text. The Read steps aim to help the students to revisit a text. The Encode step allows students to understand the text message efficiently. The Annotate allows the students to access higher order thinking skills to process the written message and infer possible meaning. The Ponder step allows the students to summary of the text. By using this strategy will make the students capable and have ability in reading comprehension. It also helps the students to understand the text and the students can catch information from the text and get idea of the text which they read and may can improve their writing skills.

There are some previous studies about REAP (Read, Encode, Annotate, Ponder) strategy that found by the researcher. First, Fitrah Mutia; Anshari Syafar and Anjar Kusuma Dewi (2016) conducted a research on title "*Applying Read, Encode, Annotate, and Ponder (REAP) Technique to Develop Reading Comprehension of The Tenth Grade*

Students". In this research the researcher conducted the research in tenth grade students of MA Al- Khairaat Pusat Palu. In their research they use quantitative approach, and they use intact group research design. Their findings revealed that applying REAP technique develop the students' reading comprehension of the tenth grade students at MA Al- Khairaat Pusat Palu.

The second research was conducted by, Yayah Fauziyah (2014) conducted the research on title "*The Effectiveness of Using Reading, Encoding, Annotating, and Pondering (REAP) Technique towards Students' Reading Skill of Descriptive Text*". In this research the researcher conducted the research in seventh grade students of MTs Salafiyah. This research using quantitative approach and also using quasi-experimental research. The result is REAP (Read, Encode, Annote, Ponder) strategy is effective towards reading skill of descriptive text in the seventh grade of MTs Salafiyah, the students' reading skill in the experimental class after being given the treatment of using REAP (Read, Encode, Annote, Ponder) strategy were higher than the students' reading skill in the control class who did not get the treatment of using REAP (Read, Encode, Annote, Ponder) strategy.

The last, Fanny Dwi Pratiwi (2014) conducted the research on title "*The Effect of Using REAP Strategy Towards Reading Comprehension in News Item Text of the First Year Students at State Islamic Senior High School Dumai*". In this research on the first year at State Islamic Senior High School Dumai. The researcher using quantitative approach and also using quasi-experimental design. The result was significant effect of using REAP strategy for reading comprehension at

experimental class that compare with the control class that does not give the treatment.

Based on the previous study above, it has some similarities and differences. The similarities mostly examined the effectiveness of REAP (Read, Encode, Annote, Ponder) with the target of senior high school and use descriptive text. But there is also one of researcher who examine junior high school students using REAP (Read, Encode, Annote, Ponder). The diffences mostly in the factors found by the researchers. Every students have different factors influence them in reading comprehension. The REAP (Read, Encode, Annote, Ponder) strategy was very effective strategy for reading comprehension to improve the students achievement in reading text.

In this study, the researcher has done an observation and found some problems faced by students in developing reading comprehension. According to the problems faced by students at MTSN 8 Tulungagung, and the prove of the effectiveness of REAP (Read, Encode, Annote, Ponder) strategy used by some previous researchers on senior high school. Then, researcher wants to explore more about the REAP (Read, Encode, Annote, Ponder) strategy that may suitable and effective to be used as strategy in reading comprehension for students at MTSN 8 Tulungagung. Then, the researcher was very interested to conduct this research entitled *“The Effectiveness of Using Read, Encode, Annotate, and Ponder (REAP) Strategy toward Second Grade Students Reading Comprehension at MtsN 8 Tulungagung”*.

B. Formulating of The Research Problem

In line with the background of the study above, the researcher formulates the research problem of the study as follows: is using REAP (Read, Encode, Annotate, Ponder) Strategy effective for teaching reading in eighth-grade of MTsN 8 Tuungagung?

C. The Purpose of The Study

To know whether REAP (Read, Encode, Annotate, Ponder) strategy is effective in teaching reading students of eighth-grade at MTsN 8 Tulungagung.

D. Significant Of The Study

That the researcher hopes that the result of this research can give contribution and advantages for:

1. The English Teachers

It is expected to give contribution and inspire for the teacher to overview this strategy which can be applied when they will get similar problems in teaching English especially it is to enrich students' reading comprehension. The result of this study is expected to give contribution for the teacher as feedback to improve their strategy in teaching English especially it is to enrich students' reading comprehension.

2. The Students

That the use of REAP (Read, Encode, Annotate, Ponder) Strategy can make the student more enjoyable in learning reading. Thus can improve and raise their reading comprehension.

3. The Readers

Which will can improve their knowledge and new perspective in teaching and learning English, also easy to understand and to use of meaningful of REAP (

Read, Encode, Annote, Ponder) Strategy in teaching reading.

E. Scope and Limitation of Study

In avoding the deviation from this topic, the researcher focused on the students' reing comprehensions ability, especially students' reading comprehension ability for by use of REAP (Read, Encode, Annote, Ponder) strategy.

The researcher limits the problem area into a more specific one which focus on the students' reading comprehension ability of the eight-grade students at MTsN 8 Tulungagung.

F. Definition of Key Term

To avoid misunderstanding of the concept used this study, there is some explanation fro the title metioned in the previous items. The title is “ The effectiveness of using REAP (Read, Encode, Annote, Ponder) Strategy toward student's reading comprehension at MTsN 8 Tulungagung”.

For the researcher provide some definition of the keys terms are s follows :

The definitions of key terms are as follows:

1. Reading Comprehension

According to Richard and Schmidt (2002: 443), reading perceives a written text in order to understand its contents. When the understanding from the result is called reading comprehension. So, reading comprehension is understanding the text from the read, or tthe process of constructing meaninng from the text above.

2. Strategy

Strategy is procedure used in learning, thinking, etc. Which serve as away of teaching learning a goal (Richard and Schmidt, 2002: 515)

3. REAP (Read, Encode, Annote, Ponder) Strategy
According to (Eanet and Manzo 1976) REAP is strategy for helping readers read and understand a text. By using REAP strategy, the students comprehend text by using written form and orally.