

CHAPTER I

INTRODUCTION

This chapter includes background of the research, research problem, objective of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of keyterm.

A. Background of the Research

English is called as an international language and it is also as the second language of many countries in the world. Therefore, people can realize the importance in communication of this language. When someone knows English, they can come to and communicate with the people of most countries in this globe, without any confusion in expressing their feeling and thinking. The position of English also getting stronger used in all fields such as science, technology, economic, politic, commerce, banking, culture, art, film, entertainment and most important is communications. Therefore, English is one of the world largest languages used around the world and most important language to learn and use.

English has four language skills they are listening, speaking, reading and writing. They are important to be mastered, but the most precious one to be mastered is reading skill. Carrel et al. (1998: 1) state that for many students reading is the most important of the four skills in a second language particularly in English as a second language.

English is one of the foreign languages learned by students in Indonesia. Many Indonesian students have started to read and learn English skills from their childhood. They read in order to acquire information and also to enhance the other language skills they have. There is no doubt that reading is important as the other three language skills. Students can get and discover new knowledge and actively involved in the classroom discussion by reading. Moreover, it is expected that students gain broader knowledge and enrich their vocabulary. It means that reading ability for the students is very important to achieve a successful life. On the other hand, reading is a way to find the meaning of what is read. In this case, reading is a direction to get knowledge. According to Hill (2006), reading is the process of constructing meaning from print and from other symbols.

Reading is fundamental function in today's society. It becomes more important because many sources of information about technology, science, economy, politic and education are mostly in written form. Particularly in education field today, the greater part of students' ability in reading is necessary. According to Wilson & Trainin (2007) in Westwood (2008: 1) "The cornerstone of academic achievement and the foundation of success across the curriculum is learning to read and write proficiently."

Certainly, reading ability can broaden and enlarge students' knowledge that lead them to success in their study. For instance, when the students face a test, they have to learn by reading previous material in order to have better understanding and give good answer. Therefore, the ability to comprehend the

content of reading material plays an important role in determining the students' success in study.

Having a good reading ability is really important for students. In relation to teaching learning of English at school, Mikulecky and Jeffries (1996:87) state that reading is one important way which can improve the students' general language skills in English. Reading can improve the vocabulary, the writing and the speaking skills and also finding out the new ideas, facts and experiences. Furthermore, when students come to the next educational level, they should pass a test first. It is done to see how well students learn on a certain stage of education. Reading skills are usually used in an examination. So, the students must have a good reading comprehension if they want to pass the examination.

In Indonesia, English is a foreign language and has been taught to the students from different levels of education. It has four skills and three components. The students are expected to master all English skills (listening, speaking, reading and writing) and English components (grammar, pronunciation, and vocabulary). In other words, students are expected to be able to use English both in spoken and written forms. The students are expected to express their ideas and feelings actively in English. Many Indonesian students find a lot of difficulties to learn English skills and components. The teachers not yet applied an appropriate technique, method, approach, and model to teach reading. Students still have some difficulties in understanding text.

The other reason is students have difficulty to understand about meaning of the text because they are lack of vocabularies, it makes them difficult to

comprehend the text. It also makes them lack of motivation in learning reading. The material that given by the teacher are not appropriate with the students need, such as the material that given by teacher are not up-to-date for students and the teacher give same material like at the last semester. It can make the students not interesting in learning reading.

The students still have many problems in reading skills, like on some genre texts, such as descriptive text, narrative text, recount, etc. Teachers should give motivations in order to enable them to master English skills and English components. Students have different problems in learning process. One of the ways of learning process is through reading.

The students can be a good reader if they can reach the goal of reading it self. As Nunan (2003) states that the goal of reading is comprehension. Reading comprehension refers to the ability to understand information presented in written form. Mendonce (2012) states reading comprehension is the level of understanding of text. This understanding comes from readers' interaction between the text and how they use their knowledge outside the text. In order to pass the examination, the students are expected to be good in reading.

In reading class, most of the reading activities focus on reading for comprehension. As argued by Richards and Renandya (2002: 227), reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts by their teacher. In order to do that, it is expected that students are good readers who are able to comprehend a text efficiently. Mastering reading skills is very important but students still have any

difficulties in mastering reading. The researcher found that most students have a difficulty in comprehending a text. Moreover, many teachers also do not use an appropriate technique to help students comprehend a text properly.

Comprehension is the main goal of reading skill, the teacher attempts to help the students to be able to read and comprehend the text. The students have to be able to discover the meaning which is as the purpose of the text. The students read to construct the meaning of the text by analyzing, learning, and organizing the information that is logic to the learners. To construct the meaning of the text the readers need to know the main idea of the text. Reading comprehension involves more than readers responses to the text. It involves many interactions between readers and what they bring to the text.

Reading comprehension is very important to the development of children's reading skills and therefore to their ability to obtain an education. Perkins (1992) states that education must aim for active use of knowledge and skill. Furthermore, When students are able to use (comprehension methods) successfully, they perform better in recall, answering questions, generating questions, and summarizing texts. Reading is one of pillars of the act of reading, and without comprehension, reading is simply following words on a page from left to right while sounding them out. Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. As they read, good readers are both purposeful and active.

Generally the researcher found the problems of the eight grade students of MTs Sunan Ampel Ringinrejo Kediri especially in reading comprehension. The

students had some problems, from the first students have a difficulty in understanding English word, phrase, and sentence in English. They also lack of vocabularies. The students have difficulty in finding the main idea of the text. The last is teachers can not find the right method or technique to provide materials for students to learn and quickly understanding the material presented. When the class discussion was started they cannot convey the information of the text. It caused the students become passive in the classroom.

In teaching reading skill the teachers have to be able to help the students to read and comprehend the text. The teacher need to lead the students to know the purpose of the text, how the sentences are connected each other in order to comprehend the content of the text. Mostly the teachers when they taught reading skill they asked the students to read the text and answer the question from the text then, correct it. This teaching method makes the condition of the class bored. The teacher needs to make the students to be more active in comprehending the text.

In order to help the students comprehended a text, there were some learning strategies in teaching that could be used by a teacher. One of them is Read, Encode, Annotate and Ponder (REAP) strategy. Read, Encode, Annotate and Ponder (REAP) was a strategy for helping readers to read and understand a text. According to Allen (2004: 34), the use of this strategy will cause the students to revisit the text during each stage of the REAP process.

REAP develops independent reading skills by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form. It can be employed as a study technique, thereby assisting long term

memory. 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. The purposes of REAP strategy is to develop students to a greater understanding of writer's roles in writing and improve their reading comprehension. REAP strategy will help the students to connect between a text and their words to enable them to communicate their understanding of the text.

By using Read, Encode, Annotate and Ponder (REAP) Strategy, it was expected that the students can improve their reading comprehension. It was assumed that Read, Encode, Annotate and Ponder (REAP) was appropriate to overcome the problem of the students. It was because every steps in REAP strategy had some advantages in order to help students understanding a text.

In relation to above facts, reading strategies are believed to play an important role in teaching and learning. Therefore, REAP is essential to implement strategy that can solve the problems. REAP can bring students out of boredom, competitive, more student- centered so that can improve the students reading interest and more over reading comprehension.

The Read step was aimed to help the students to revisit the text. The Encode step allows students to understand the text by restating main ideas and important points of the text in their own words. The Annotate steps can improve the students' attention and make reading a more active process. This step can also help the students to understand unfamiliar words on the text by using quotes,

phrases, or other words. The Ponder step allows the students to make a personal connection between the texts with their understanding.

There are some previous studies about REAP 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 these 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 Vera Maria Santi (2015) on title "*Improving Students' Reading Comprehension by Using REAP (Read, Encode, Annotate, Ponder) Strategy*". The researcher conducted her research in seventh grade students of SMPN 14 Bengkulu. In this research she used quantitative and qualitative approach and also used classroom action research. The result of her research shows that using REAP strategy successfully improved students' reading comprehension. There were 83, 7 % students reached the very good category or got the score >75.

Third, Dessy Nuke Wulandari; Diemroh Ihsan; and Rita Hayati (2014) conducted the research on title "*Teaching Reading Comprehension to The Eighth Grade of SMP Negeri 53 Palembang Trough REAP Strategy*". They conducted the research by using quantitative approach and using quasy experimental design.

On their result findings there was significant different in reading comprehension achievement between the students who were taught through REAP strategy and those who were not. It could be proven by analyzing the students' pre-test and post-test scores of the experimental group and control group using independent sample t-test.

Fourth, Yayah Fauziah (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 these 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 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 technique were higher than the students' reading skill in the control class who did not get the treatment of using REAP technique.

The last, Fanny Dwi Pratiwi (2012) 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, the REAP strategy was very effective strategy for reading comprehension to improve the students achievement in reading text. The researcher was very interested to conduct this reseach entitled *“The Effectiveness of Read, Encode, Annotate, and Ponder (REAP) Strategy Toward the Students’ Reading Comprehension Ability on Narrative Text of the Eighth Grade Students at Mts Sunan Ampel Ringinrejo Kediri”*.

B. Research Problem

Based on the explanation above, the researcher draw a research question as follow : “Is there any significant difference on the students’ reading comprehension ability before and after being taught by using Read, Encode, Annotate, Ponder (REAP) strategy of the eighth grade students at MTs Sunan Ampel Ringinrejo Kediri ?”.

C. The Objective of the Research

The objectives of this research is: “To analyze whether there is any significant difference on the students’ reading comprehension ability before and after being taught by using Read, Encode, Annotate, Ponder (REAP) strategy of the eighth grade students at MTs Sunan Ampel Ringinrejo Kediri”.

D. Research Hypothesis

In this research there are two kinds of hypothesis formulated to be tested. There are Null Hypothesis (H_0) and Alternative Hypothesis (H_a).

The Null Hypothesis (H_0) : There is no significant different score of the students' reading comprehension ability before and after being taught by using Read, Encode, Annotate, and Ponder (REAP) strategy.

The Alternative Hypothesis (H_a) : There is significant different score of the students' reading comprehension ability before and after being taught by using Read, Encode, Annotate, and Ponder (REAP) strategy.

E. Significance of the Research

This study is significant to enrich the understanding about English teaching and learning in reading comprehension ability, especially REAP (Reading, Encoding, Annotating and Pondering) strategy. From this study was expected to give contribution for:

1. For the teacher

Helping the teacher when he uses REAP (Reading, Encoding, Annotating and Pondering) can enhance the quality students' reading comprehension. Also can be used as an input in teaching learning process especially in reading comprehension.

2. For the students

This study is expected to give the students motivation in learning reading and hopefully increase their reading ability of texts.

3. For the further researcher

The other researchers can use this study as a comparison to other similar studies. Then the research can be used reference for those who want to conduct a research in teaching reading.

F. Scope and Limitation of the Research

In avoiding the deviation from the topic, the writer focuses on the students' reading comprehension ability, especially students' reading comprehension ability for narrative text by using REAP (Read, Encode, Annotate, and Ponder) strategy.

The writer limits the problem areas into a more specific one which focuses on the students' reading comprehension ability of the eighth grade students at MTs Sunan Ampel Ringinrejo Kediri.

G. Definition of Key Term

1. Reading Comprehension

Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text.

2. Read, Encode, Annotate and Ponder (REAP)

Eanet and Manzo cited in Mehmed (2010: 1) states that REAP is a strategy which is aimed to help readers synthesize the author's thought in

their own words, thus improving their comprehension and writing skills so as to enable learning and remembering to occur.

3. Narrative Text

Narrative text is a reading material in which the students will comprehend it by using REAP strategy. Narrative text is a text that deals with some problems which lead the climax and then turn into a solution to a problem. The purpose of the text is to entertain or amuse readers about the story.