

CHAPTER I

INTRODUCTION

A. The Background of the Study

In daily life, people are faced with many kinds of written words. It can be from book, magazine, newspaper, advertisement board, flyer/pamphlet, e-book and so on. All of them are kinds of reading materials that contain ideas, in which people are eager to read those to add their own information. Furthermore, some of those readings are also giving warn, offering persuasion, giving instruction, or maybe entertaining them. All of the outputs can be experienced by people through reading.

Considering the information above, reading seems to play an important role in social life. Everyone gets information such as the up-to-date progress of technology, the raising of economic, the development of education, and so on almost through reading. Through reading, people can enrich their information, knowledge, and self-quality. Moreover, the development of a society or a country can also be seen from the quality of reading. In another case, reading also takes important role in academic succession. It can be obviously said and proved by the educational researchers that there is a strong correlation between reading and academic success (Pretorius in <http://esl.fis.edu/> accessed on September 7th 2014).

A student who is a good reader is more likely to do well in school and pass exams than that who is a weak reader.

In specific, reading is included as one of four language proficient, beside speaking, listening, and writing. Reading and listening belong to receptive skill because these skills aim to receive or get some information or messages from certain sources. While, speaking and writing are referred to productive skill because the sounds and the messages are produced when these two skills are being done (Brown, 2001).

Talking about the definition about reading, in the process of taking the intended information, reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002:4). It shows that students as readers try to respond the printed symbols by using right and appropriate meaning to arrive at logic understanding. So, it can be inferred that readers who have difficulties in recognizing words can be assumed to be hard in getting meaning. However, reading is a very complex process (Westwood, 2001). It means that reading is much more than simply decoding words and text; it is a complex process of working to create meaning. Reading is multifaceted process involving word recognition, comprehension, fluency, and motivation (Leipzig, 2001). Besides, in Alexander et al. (1988:3), that there are three important interacting factors in reading: linguistics, affective, and cognitive function. Therefore, reading is a process that requires the reader to actively grasp meaning while decoding printed page by involving his/her ability in recognizing language, his/her attitude in starting to read, and his knowledge to be able to get into the text. It is a complex process in which the final product of that process is comprehension.

Comprehension is the essence of reading. A reader who is reading tries to connect to the text being read. S/he does not only require an ability to pronounce the words correctly, but more than of how the gist of the text can be taken by her/him. It is an active and intentional thinking in which the meaning is constructed through interactions between the text and the reader (Durkin, 1973). It means that a reader brings something to the text; that are purposes and life experiences to be exchanged. Reading comprehension always depends upon the reader's background experiences, purposes, attitude, and needs of the moment.

Entering the particular matter, reading comprehension is an important matter to take in concern in teaching-learning process at all level of education. The Basic Competence of English in Curriculum 2013, specifically for reading in senior high school, students are expected to be able to analyze the text in genre of procedure, report, and analytical exposition, and be able to get the meaning of those text. Furthermore, the achievement of a student depends more on the reading comprehension. When enrolling the school exam or even National Examination, almost about 75 % of the test is reading test. Therefore, reading comprehension is greatly needed by students and should be improved to fulfill the needs of the students.

In fact, teaching reading comprehension is not an easy task. Teachers should spend great effort to teach students reading comprehension. Teachers have to make themselves sure that students are engaged into environment while the reading process is going on. Creating a communicative environment between teacher and students can encourage students' interest in following teacher's

direction while reading. Besides that, teacher is expected to have strategy while conducting reading activity. Such strategy should be modeled well by teacher from the beginning until the end of the class and it is expected can assist the students in comprehending text. Furthermore, the strategy of reading comprehension is a way to monitor students' reading comprehension so students can remember of what they have read.

However, based on some investigations, there are some problems related to reading comprehension. Internationally, sixty nine percent (69%) of 15-year-old students in Indonesia have worst reading performance (Media Indonesia, 2003). Referring to the similar discussion, it is reported in Kompas (2003) that around 37.6% of 15-year-old students are only able to read the texts without understanding the meaning carried by the text (Sukyadi and Hasanah: Scaffolding Students' Reading Comprehension with Think-Aloud Strategy). It describes that many students still have insufficient ability to comprehend the texts.

To prove whether that statement above is correct or not, the writer observed students in SMA Katolik Budi Murni 2 Medan. They expressed that they had difficulties in comprehending a text. The teacher used conventional strategy. He asked the students to read the passage and to search main idea. Thereafter, he gave them the instruction to do some tasks referring to the text. However, one thing that needs to be highlighted was that the teacher seemed not teach them how to monitor their comprehension individually during reading. Working on the questions after reading seemed not enough to consider whether the students really understood or really got the meaning upon the text. That strategy gave impact that

every student could not really comprehend the text and felt meaningless after reading. And as the final result, learning process did not run well because the core purpose of reading activity could not be reached and students' score in reading comprehension was not satisfied. Westwood (2001:26) states that students fail to learn to read in school because they are not taught correctly and parallel to that situation, the point that should be evaluated is the suitable strategy that supposedly must have been modeled or applied by the teacher to the students; teachers should teach a suitable strategy which can help them in comprehending passages or texts.

Comprehension strategy in reading is important to be learnt and owned by students in monitoring their comprehension, so they can remind themselves of what to do to store what they have just read and understood in long term memory. And related to the problem above, the writer proposes RAP Strategy as a way out of this problem. It is so since RAP Strategy is suitable for solving the problem that students encounter. RAP Strategy (for the acronym of its steps: **R**ead the paragraph, **A**sk yourself what main idea and two details, and **P**araphrase the information into your own words) was developed by Schumaker, Denton, and Desler in 1984. This strategy focuses attention on the main idea and key details within paragraphs of a passage and active engagement with the text by rephrasing the main idea and details into a student's own words. The readers/ the students should carefully read the text, think about the text, and then transfer author's message into the reader's own words. By using their own words, it can help

students to make sense of what they read, to monitor comprehension by themselves, and to remember the main idea and the details in long term memory.

RAP Strategy evidently can improve students' comprehension. There have been some previous researchers dealing with RAP Strategy. In a study conducted by Hagaman and Reid (2008) on students' reading comprehension of middle school students at risk for failure in reading shown that the use of RAP Strategy increased reading comprehension of three sixth-grade students. Tampubolon (2013) and Dahlia (2014) also conducted study on students' reading comprehension by using RAP Strategy and obtained the result that it was significantly affect students' reading comprehension either in junior or senior high school.

Therefore, the writer simplifies that to overcome the problem in reading comprehension, in teaching-learning process needs to be applied RAP Strategy, in which it can help students in monitoring their comprehension and retaining the main idea and details they get. If students already have a strategy when comprehend a text, they will be able to overcome the problems they face. Applying RAP Strategy is expected to solve the problem and to bring good improvement on students' reading comprehension.

B. The Problem of the Study

Based on the background of the study, the problem of the study was formulated as the following: "Does using RAP Strategy significantly affect students' reading comprehension in reading analytical exposition text?"

C. The Objective of the Study

Parallel with the research problem, the objective of the study was to investigate the effect of using RAP Strategy on eleven grade students' reading comprehension in reading analytical exposition text.

D. The Scope of the Study

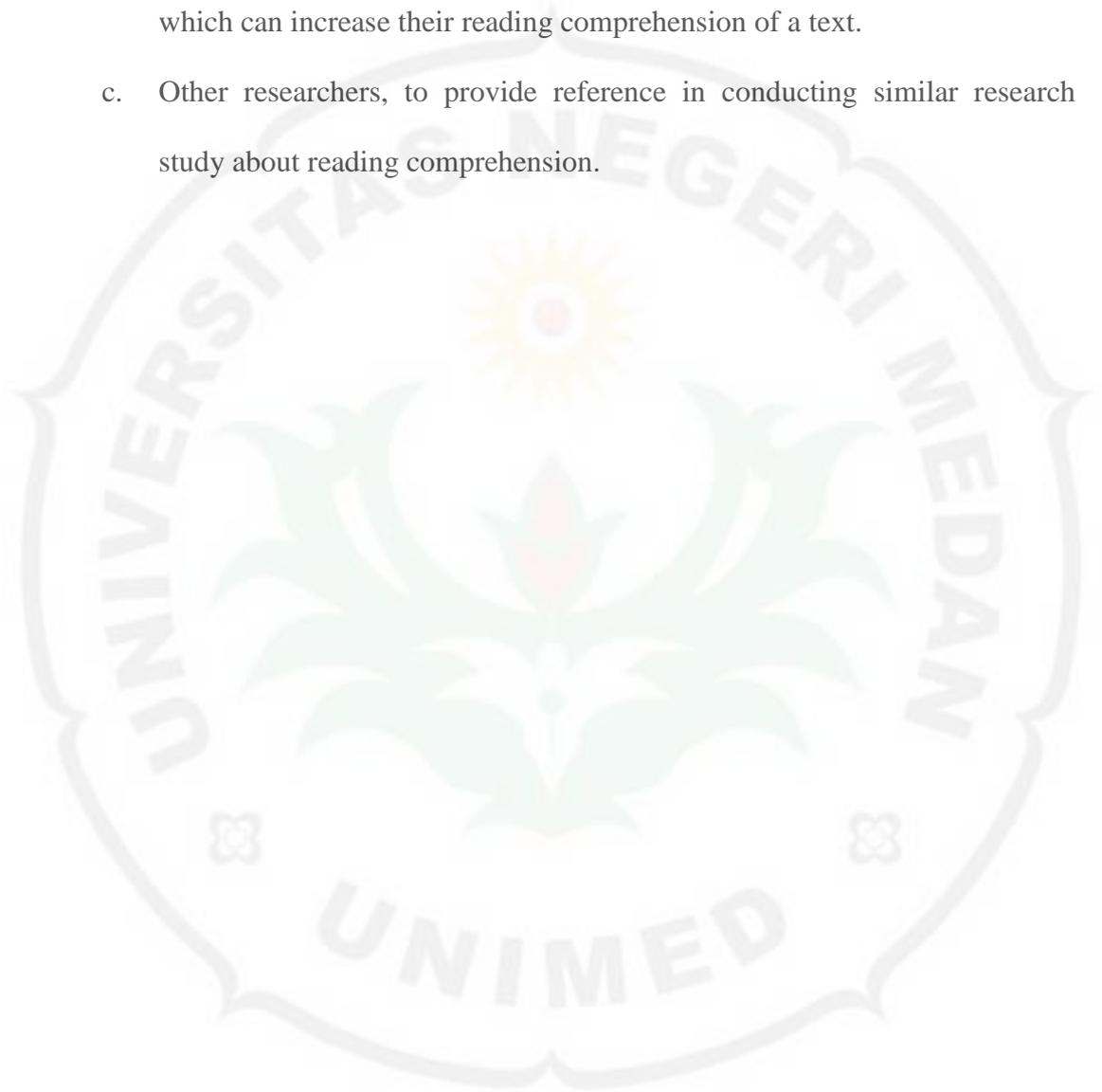
There are four levels of reading comprehension; they are literal, interpretive, critical and creative comprehension. In this study, the levels of reading comprehension are limited only on literal and interpretive because of the consideration that literal and interpretive level are mostly found in the reading test of National Examination or school examination and it is still proper to measure the senior high school students' reading comprehension in literal and interpretive level. This research focuses on identifying the effect of RAP Strategy on the students' reading comprehension in grade eleven of senior high school in analytical exposition text.

E. The Significance of the Study

The findings of this study are expected to be theoretically and practically significant and relevant for some matters.

1. Theoretically, the finding of the study is expected to give evidence about the result of using RAP Strategy in students' reading comprehension.
2. Practically, the findings of the study are expected to be useful for:
 - a. English teachers, to provide recommendation in providing strategy for teaching reading comprehension.

- b. Students, to give them information of reading comprehension strategy which can increase their reading comprehension of a text.
- c. Other researchers, to provide reference in conducting similar research study about reading comprehension.



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