CHAPTER I

INTRODUCTION

1.1 The Background of the Study

There are four language skills in learning English. One of the four language skills is reading. Reading is one of the most important skills in language besides listening, speaking and writing. Reading is an essential skill for all students at all levels. Reading arguably the most essential skill for success in all educational context, remain a skill of paramount importance as we create assessment of general language ability (Brown, 2006:185). It is emphasized that reading is very important. Because, through reading, students can get knowledge, information, and self-quality. Reading also takes important role in academic succession. Lesson books contain information supporting them in understanding the lesson that they are studying. Want or not, students have to read those books to get knowledge. 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. So, reading should never be ignored and separated in studying and learning process in the class.

Educational Unit Curriculum 2006 about standard competence in reading states that student are expected to be able to comprehend especially to identify, compare, interpret the meaning of interpersonal and transactional written text formally as well as informally in the forms of narrative, explanation, discussion and review in the context of daily life. It means that in reading skill, students are expected to be able to get some knowledge and information and understand the context explained in the text. Students must be able to get a considerable amount of information from a text. Therefore,

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students require understanding and remembering abilities about main ideas, supporting ideas and details in a text. They also need to link the text to their knowledge base. However many students had difficulties in understanding the text.

Some studies Hagaman and Reid, 2008; Munro, 2008; Blume, 2010; Hagaman, Kati, and Reid, 2012; Halterman, 2013; Dahlia, 2014; N Veronika, 2015 and Yunitasari, 2015 showed that students' reading comprehension was still low. Studies by indicated that the students are still difficult to comprehend the reading text. The study proves that the ability of Indonesian students' achievement in reading comprehension is lower than the International Standard. PIRLS (Progress in International Reading Literacy Study) is an international study that observes the reading ability of the students in the world.The result shows that Indonesian students have the 42 rank of 45 countries in the world (PIRLS,2012). This study supported by PISA (Programme for International Students Assessment) and OECD (Organization of Economic Co-operation and Development) on 2012 indicated that Indonesian students in 64 rank from 65 countries with 369 reading score (OECD, 2014: 5-7). Thus, reading comprehension can be stated as one of difficult skills for Indonesian students.

Based on the writer's experience in her teaching practice in MAN Sipirok, the students have lack interest in reading. The teacher uses Direct Reading Thinking Activity strategy (DRTA). She asked the students to examine text by looking at the title, illustrations, and the first few pages, and then make prediction what the text would be about. Subsequently, they read the text and confirmers or disconfirm their prediction read the passage and to search main idea. However, one thing that needs to be highlighted is 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 get the meaning upon the text. The strategy makes the students feel meaningless and cannot comprehend the text. They express that they have difficulties in comprehending a text.

However the reading comprehension does not run well and students' score do not satisfied. Based on the preliminary observation and interview with some English teachers and some students at MAN Sipirok where the researcher do teaching practice, it is found that the students' reading comprehension are low. The researcher gives a test to get the information on students' achievement in reading comprehension. The test consist of 25 question in multiple choice form. And as the final result, the scores gotten by the teachers, 38 of 64 or about 59% students in science class got score less than minimum passing standard (KKM) stated by the school, that is 78. It means that 26 students got score above KKM. So, the class average score just 74.

The low ability in reading comprehension can be caused by many factors; internally and externally. Internally means the factor known which come from the students themselves (Kahayanto, 2005:13), or usually known as personal factors, the factors has existed inside the readers. This factors dealt with age, attitude, learning style, interest, intelligence, talent, background knowledge, and including self-regulation. Externally means the factor which come from outside the readers. This factor is caused by curriculum, teaching media, teaching materials, environment, and teaching strategies.

There are many kinds of teaching strategies. In this study the researcher only take two strategies RAPPS (Read, Ask, Put and Paraphrasing Strategy), DRTA Strategy (Direct Reading, Thinking Activity Strategy), and self regulation which are considered

suitable for reading comprehension because these strategies appropriate for solving the problem that students encounter. The RAPP strategy was developed by Schumaker, Denton, and Desler in 1984.The RAPP 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 students should carefully read the text, think about the text, and then transfer author's message into their 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.

RAPP strategy has apositive effect on the reading-comprehension skills of general education students (Hagaman, 2012). Acronyms are taught to students in order to trigger or activate their inner, cognitive dialogues and to have them think about and actively apply the steps in a particular strategy, while paraphrasing is the restating or the rewriting of a text into one's own words. It involves readers retelling a sentence in their own words. Their task is to generate a literal representation of a sentence read by substituting as many of the words and phrases in it (Munro, 2005). This strategy is one that may be explicitly taught to support both the development of oral language and reading comprehension.

While self-regulation construction has emerged as a central theme in the study of academic learning. Self-regulation can be defined as self-generated thoughts, feelings, and actions for attaining academic goals (Zimmerman,2002). Self-regulation regulate and control students' cognition, motivation, and behavior to obtain set goals guided and constrained by both personal characteristics and the contextual features in

the environment (Pintrich and Zusho, 2002). So, having a good self-regulation can also help students to improve their reading comprehension.

The previous studies have focused on RAPP strategy, help the students to improve their enthusiasm and attention on reading comprehension. RAPP strategy is easy for students to internalize the information of original source comprehensively. Some researches such as Koolan, 2008 on *Teaching RAP Paraphrasing Improves Reading Comprehension.* Hagaman and Reid, 2008; on *The Effects of the Paraphrasing Strategy on the Reading Comprehension of Middle School Students at Risk for Failure in Reading,* investigated the use of self-regulated strategy development paired with the RAPP strategy as a way to increase reading comprehension. Participants were three sixth-grade students from a midwestern state. Results indicate that use of the RAPP strategy reading comprehension. Blume, 2010 on her research *RAP- a Reading Comprehension Strategy for Students with Learning Disabilities,* result indicated that the use of RAPP strategy had a positive effect on reading comprehension with the most substantial gains for inferential comprehension questions. Still Hagaman, Casey, Reid, 2012, conducted a study using a multiple-baseline design to measure the effects of the RAPP strategy taught using the self-regulated strategy development model on the reading-comprehension skills of six third grade students who were identified as fluent readers with comprehension difficulties. This intervention was taught individually to each student in five to seven sessions over a period of 2 weeks. Data were obtained from the percentage of text recalled (using procedures designed by two of the researchers, based on the Qualitative Reading Inventory–3) and short-answer questions (created by the researchers), both utilizing text from the Dynamic Indicators of Basic

Early Literacy Skills, Oral Reading Fluency Probes. These assessments were used three or more times during baseline, repeatedly during independent performance, and as maintenance probes administered 2 and 3 weeks after the posttest The researchers did not state whether students were reminded on these assessments to use the strategies that they had been taught. on *The Effect of Paraphrasing Strategy on Reading Comprehension of Young Learner*; results indicated that the use of the RAPP strategy increased reading comprehension as measured by the percentage of text recall and short-answer questions (RAP is a three-step strategy: Read a paragraph, Ask myself "What was the main idea and two details?" and Put it into my own words). Ideas for future research and implications are discussed.

Another studies conduct by Halterman, 2013; *Effect of RAP Paraphrasing and Semantic- Mapping Strategy on Reading Comprehension,* the result of the study stated that RAPPS, Semantic-Mapping, and traditional strategies have benefit to increase of students' reading comprehension. Dahlia, 2014 her research on *The Effect Of Using Read, Ask Questions, And Put Into Your Own Words (Rap) Strategy Toward Reading Comprehension Of The Second Year Students At Senior High School Ylpi Pekanbaru* found that students' reading comprehension after being taught by using RAPP strategy was better than students' reading comprehension before being taught by using RAPP strategy. And the same study conducted by N Veronika, 2015 on *The Effect of RAPPS on Students' Reading Comprehension,* indicate that there was significant effect of applying RAPP strategy on students' reading comprehension. Yunitasari, 2015 on her research *Improving Reading Comprehension through RAP Strategy,* have investigated that the study have positive effect on paraphrasing, comprehension and extending the

students vocabulary. A by product of the intervention, which was noted by the classroom teacher, was increase in confidence and the enthusiasm to want to share RAPP strategy with their peers.

To know the relationship between teaching strategies and *self-regulation*, some researchers (Oruc, Arslan 2016 ; and Hoyt, 2016) have reported findings to the favor of using teaching strategies and self-regulation on reading comprehension. Oruc, Arslan (2016) in their research about *The Impact of Self-regulated Learning on Reading Comprehension and attitude towards Turkish Course and Metacognitive Thinking*, have found that self –regulated learning significantly increased the reading comprehension and metacognitive thinking skills of the students in experimental group, by depending on the qualitative data it was found yhat the students in the experimental group used self-regulated learning skills while studying. While Hoyt, 2016, *The Effect of Self-Regulated Strategy Development on Reading Comprehension,* found that self-regulated strategy significantly improves how students with severe reading comprehension problems understand what they have read.

Based on the explanation above, the writer would like to conduct a study about: The Effect of Teaching Strategies and Self-Regulation on Students' Reading Comprehension.

1.2 The Problem of the Study

Based on the background of the study above, a research problem is formulated as the following:

1) Is the students' reading comprehension taught by RAPPS significantly better than the DRTA strategy?

2) Do the students who have high self-regulation significantly better than those who have low self-regulation on reading comprehension?

3) Is there any interaction between the teaching strategies and self-regulation on the students' reading comprehension?

1.3 The Objectives of the Study

The objectives of the study are:

1) To find out if the students' reading comprehension taught by RAPPS is significantly better than DRTA strategy.

2) To find out if the students who have high self-regulation is significantly better than students' who have low self-regulation.

3) To find out if the interaction between teaching strategies and self-regulation affects students' reading comprehension.

1.4 The Scope of the Study

Reading comprehension is defined as the ability of students in understanding the reading text especially in finding out main idea, textual references, and word meaning. There are many factors which influenced to have a comprehend reading for instance

motivation of students towards reading, background knowledge, reading strategy, self-regulation, and text variables.

Based on the fact above, the writer focuses her study on the effect of students' self-regulation and the application of teaching strategies which are expected to help students in reading comprehension. This study is focused on the application of RAPP strategy and DRTA strategy which is assumed can help students' reading comprehension.

1.5 The Significance of the Study

The findings of this study are expected to be theoretically and practically relevant for reading comprehension.

Theoretically, it is hope give positive contribution to overcome teaching reading comprehension. And it can apply when reading books in different area in order to comprehend the content of the books. Moreover, it is very useful not only for English but also for another subject in which the key of enhancing the knowledge in reading.

Practically, the study useful for those who are interested in the further research related to the study and to enrich the theories on language learning.This study useful for the teachers to improve their ability in teaching reading by adopting this teaching method to improve students' reading comprehension. And also for the students who want to improve their ability in reading comprehension individually.