

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the important skills to be mastered by the students besides writing, speaking, and listening in order to be able use English as global language to communicate and get information well. It means that reading as one of the four basic language skills that must be mastered in language learning, especially in English learning. The awareness of the importance of reading comprehension have encouraged the Indonesia goverment to make a policy in educational system. Reading is a subject that must be taught from Primary until Senior High School. The students are expected to be able to comprehend the written text they read well through teaching and learning.

Reading comprehension is very important, however it is not an easy thing to do for the students. It is added that apart from the internal problem the failure of teaching and learning program, students sometimes struggle in building their comprehension because of some external problems, such as their home circumstance, parental and family support, and their attitude toward reading. Referred to the previous evidence, the success or the failure of learning including reading lies on the strategies or techniques used and the personality of the learners themselves.

The reality is that there are many students who are able to read texts with the appropriate pronunciation but do not know what they are reading about. They just spent their time to earn the meaning word by word, then consult the unknown vocabularies, continue with the meaning of each sentences. Actually, what it is

done by them just touch the linguistic knowledge. This is actually the phenomenon that teacher faced in the class included in Madrasah Aliyah Swasta (MAS) Al Washliyah Tembung. This school has applied Curriculum 2013, but the researcher got the average score of students in reading comprehension was still low. It can be seen in the following table :

Table 1.1
Students' Reading Comprehension Average Scores

Academic Year 2018/2019	Average Scores	Minimal Passing Grade Criteria (KKM)
XI IPA 1	65	75
XI IPS 1	60	75
XI IPS 2	63	75

Table 1.1 shows that the average scores of students' reading comprehension in MAS Al Washliyah was still low and under Minimal Passing Grade Criteria (Kriteria Kelulusan Minimal : KKM).

By having some facts related to reading comprehension, the researcher conclude that students need strategies in order to overcome their lack desire of reading comprehension. One of the tools that can help the students accomplish tasks to a higher standard with much more effort is teaching strategy (Harris & Graham, 2006). A teacher uses a strategy to do tasks better, more easily, or more quickly. In other words, in teaching strategy there is strategy planning. That is, the strategy is still essentially conceptual about decisions to be taken in the implementation of instruction.

In reading comprehension, there are many strategies that can be used. Two of them are PLAN and RAP strategy. PLAN is an acronym for four distinct steps of Predict, Locate, Add, and Note. This strategy is involved before, during and after reading activities. The PLAN strategy is defined as a great strategy intended

to start with an evaluation of students' prior knowledge and conclude with an appropriate culminating activity. There are several contributions of using PLAN in teaching reading. Seagrave (2006) found 5 contributions when use the PLAN strategy in teaching reading. First, PLAN strategy facilitates active reading. It means that the students interact more with the text they read while creating their predictions into a map. Then, it engages students' background knowledge of the topic that simultaneously build their interest and motivation to read. Seagrave (2006) also found that this strategy encourages students to take responsibility of their comprehension by requiring concrete evidence of their reading. Creating concept map helps the students to visualize the ideas in the text that will monitor their comprehension. It is also helps the students to recognize text construction easily.

Saputri (2016) found that there were differences significant of reading comprehension skills between students who learning used PLAN strategy and students who learning used conventional strategy. She stated that PLAN strategy is effective in learning reading comprehension.

Another strategy that can be applied in teaching reading is RAP strategy. Read, Ask, Paraphrase strategy is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content instruction. This three-step strategy (read, ask, paraphrase) can improve the reading comprehension of students with and without disabilities and is extremely flexible. It can be used for elementary, middle, and high school students across many different content areas (Hagaman, et al: 2010).

Munawir (2018) found that using RAP strategy in reading comprehension at the eleventh grade students of SMK Negeri Labuang was effective to increase reading comprehension. Dalimunthe (2017) also found that there was a significant effect of using RAP strategy on students' reading comprehension of narrative text.

The researcher is interested in these kinds of reading strategies under the considerations that PLAN provides strategies in which the students comprehend the text by activating their background knowledge and experiences while learning. Furthermore, PLAN strategy encourages the students to self-assess what they know about a topic and provides them with an opportunity to organize and summarize what already know or have learned through their reading. In contrary, the RAP strategy requires the students to engage in reading materials through questioning and paraphrasing to increase their comprehension of the material. From the questioning and paraphrasing, students process information for better understanding of what they read. In other words, by this strategy the students can wrap the text ideas together by chunking and then putting what has been read into their own words.

Besides the teaching strategies, one thing that has strong influence on learning is interest (Ainley, Hidi & Berndorff, 2002). Individuals with defined interest are more likely to set goals that are task-specific, and have effective learning behaviors that resemble habits (Lipstein & Renninger, 2006). Hamalik (2001) argues that the interest is the change of energy in a person who is marked by the emergence of feelings and reactions to achieve the goal. Lack of interest is expected to obtain satisfactory results in every activity. In another hand Hamalik (2001) explains more, that learning without interest would be difficult to achieve

optimal success. Busri (2016) found that students' achievement in reading expository text of students with high interest was higher than that of students with low interest.

Based on the explanation above, it is believed that teaching strategies and the level of students' interest can significantly affect reading comprehension achievement of students. Therefore, in this study the researcher was interested in discovering the effect of teaching strategies (PLAN and RAP) in improving the students' reading comprehension for those who have high and low interest.

1.2 Problems of the Study

The problems of this study were formulated in question form as follows :

- 1) Is the students' achievement in reading comprehension taught by using PLAN strategy significantly higher than that taught by using RAP strategy?
- 2) Is the students' achievement in reading comprehension with high interest significantly higher than that low interest?
- 3) Is there any significant interaction between teaching strategies and interest on the students' achievement in reading comprehension?

1.3 Objectives of the Study

In carrying out the research, it is necessary to state the objectives of the study clearly. So, the objectives of this study were:

- 1) to describe whether the students' achievement in reading comprehension taught by using PLAN strategy is significantly higher than that taught by RAP strategy;

- 2) to elaborate whether the students' achievement in reading comprehension with high interest is significantly higher than that low interest; and
- 3) to explain whether there is significant interaction between teaching strategies and interest on the students' achievement in reading comprehension

1.4 Scope of the Study

Reading comprehension is influenced by many factors such as attitudes, motivation towards reading, interest, language uses, background of knowledge, reading purpose, reading strategy, thinking abilities and text variables. All of the factors are affected in successful reading.

Considering the fact that reading comprehension is influenced by many factors, so the writer focused her research on the students' interest. In this case, the students' interest in learning English especially in reading activity. Besides, there are many strategies that teacher can use in enhancing students achievement in English especially in reading comprehension. This research was conducted in Madrasah Aliyah Swasta (MAS) Al Washliyah Tembung grade XI IPS 1 and XI IPS 2. This study focused on the application of PLAN strategy and RAP strategy and also interest which was assumed could help students in reading comprehension.

1.5 Significances of the Study

The findings of the study are expected to be useful for teachers of English in overcoming the students' problem in reading comprehension. Theoretically, it is hoped that the result of the study would add what has been found in the era of teaching English as a foreign language.

Meanwhile, practically, for the students, hopefully this research can drive students to flexibility improve the reading comprehension skill. For English teachers, the result of this study would inform the them in their attempts to decide which of the best strategies in helping the students or learners to read comprehensively. For another researcher, This study is also expected to be useful as a trigger and as the grounds for further research in conducting a research related to the improvement of the students' reading comprehension to reach the highest level of comprehension.

