CHAPTER I

INTRODUCTION

A. The Background of the Study

English is called as an international language and it also taught as a foreign language in Indonesia. 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. People can realize the importance in communication of this language. People can come to and communicate with the people of most countries at this globe, without any confusion in expressing their feeling and thinking. Therefore, English is one of the world largest languages used around the world and most important language to learn and use.

There are four skills that should be mastered, they are listening, speaking, reading and writing. From all those skills, reading has the most emphasis in teaching and learning especially in Indonesia. 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. It is because Education Institution is focused on the goal of the final examination (Ujian Nasional). Generally, the examination test's questions dominantly consist of reading passages. Therefore, the students are expected to be good in reading to pass the English examination. Reading is one of the receptive skills that need to be acquired by students of senior high school. The students can be a good reader if they can reach the goal of reading itself. 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 addition, according to Alyousef (2005), reading itself is viewed as an interactive process between a reader and the text being read. Therefore, in teaching a language, teacher should encourage students to comprehend the given materials.

According to Wilson & Trainin (2007) in Westwood (2008: 1) "The cornerstone of academic achievement and the foundation of success across the curriculum are learning to read and write appropriately." Certainly, reading ability can broaden and enlarge students' knowledge that leads them to success in their study. 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. Reading can improve the vocabulary, the writing and the speaking skills and also finding out the new ideas, facts and experience.

In Indonesia, 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 teacher are not appropriate with students need, such as the material that given by teacher not up-to-date for students. 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 analytical exposition, narrative text, descriptive text, recount, etc.

The analytical exposition text is one of the difficult genres that students learn in understanding text. It is caused that students had difficulties in composing of analytical exposition text, i.e., in identifying thesis statement, arguments and reiteration (restatement) of this text. In teaching reading to senior high school, the teacher should reflect on the basic competence of senior high school grade eleven of reading skill like presented as following:

Basic Competence		Learning Activities
3.3	Distinguish social functions, generic structures and grammatical features of spoken and written analytical exposition text by giving and asking information about actual issues based on the context	Read two kinds of analytical exposition text about different actual issues
		Analyze the elements of analytical exposition text, ask and give questions and apply them to analyze other analytical exposition text
		Look at a series of sentences which is part of three exposition texts mixed randomly, then work together to classify and reconstitute into three coherent analytical exposition texts like the original
4.4 4.4.1	Analytical Exposition Text Have the contextual meaning related to social function, generic structures and	Read some of analytical exposition text aloud with a correct pronunciation and stress's word in front of the class

	grammatical features of a spoken and written analytical exposition text based on the actual issues	Make the analytical exposition text expressed his/her view on one thing in school, village or their city
4.4.2	Compose written analytical exposition text, related to the actual issues by paying attention to social function, generic structures, and grammatical features, correctly and contextually	Paste that text on the classroom wall and ask and give questions with the reader (other students) who come to read it
		Reflect the learning process and the learning outcomes

Table 1.1 Basic Competence

Generally, the researcher found the problems of the eleventh grade students of SMAN 17 Medan especially in reading comprehension. The students had some problem, 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 teacher cannot 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 teacher have to be able to help 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. The teacher did it in order` to train students to face the National Examination. But, students have variation in comprehending a text. Most students

are not able to comprehend a text. This teaching method makes the condition of the class bored. The teacher needs to make students to be more active in comprehending the text.

In order to help the student comprehended text, there were some learning techniques in teaching that could be used by a teacher. One of them is REAP (Reading, Encode, Annotate and Ponder) technique. REAP was a technique for helping readers to read and understand a text. Allen Janet (2004) states that REAP is acronym for Reading, Encode, Annotate and Ponder. As students go back to the text for each stage of REAP they will consider the text from a different vantage. Each stage asks the student to analyse the text at a higher level to increase and deepen comprehension.

REAP develops independent reading skill 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. By using REAP technique, it was expected that the students can improve their reading comprehension. It was assumed that REAP was appropriate to overcome the problem of the students. It was because every steps in REAP technique had some advantages in order to help students understanding a text.

According to Eanet and Manzo (1976), the purpose of REAP strategy is to develop students to a greater understanding of write'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.

Tierney, Readence, and Dishmer (1980) argues "REAP is alternative to the Directed Reading Activity and Guided Reading Comprehension". In REAP technique the students learn to take the main idea of the text by following four steps. The first step is reading the whole text; the second is encoding the author's ideas into their own words. The third step is annotating, in this step, the students take a note about what the ideas in a piece of paper. The note that they take should in their own language. The last step is pondering the annotation. In this step, the students ponder or make the consideration or conclusion about what they have made in their annotation. The pondering activities can be done by thinking by themselves.

Flippo (2000: 185) views that REAP technique suggests that students first read the text, encode, annotate, then ponder the text; annotations include summary notes, thesis notes, critical notes, and question notes. REAP is a complex elaborative study-reading strategy, taking notes from textbook, or when possible, making text annotations, is a popular strategy, particularly when used in combination with underlining. When annotating the text, the student writes brief notes summarizing key ideas, listing ideas noting relevant examples, making predictions, and underlying key words and phrases.

In relation 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. Discussing appropriate technique (which is) important to attract students' interest in learning reading, REAP is supposed to be an appropriate technique to teach reading comprehension. The purpose of REAP is to give students a fresh way to think while reading to get message of the text. This technique, with modelling and guided practice will help the students in increasing reading comprehension. The REAP technique was very effective technique for reading comprehension to improve the students achievement in reading text. In short, REAP technique helps students to understand the reading materials since they read it.

Therefore, the researcher intends to know how the teacher uses this REAP technique in teaching reading to meet the goals, she is interested in conducting a research which focuses on analyzing the use of REAP (Reading, Encode, Annotate and Ponder) technique in teaching reading analytical exposition text.

B. The Problems of the Study

Based on explanation above, the problems of this research are formulated as the following question:

1. How does teacher use REAP (Reading, Encode, Annotate and Ponder) technique in teaching reading analytical exposition text?
2. Why is REAP (Reading, Encode, Annotate and Ponder) technique used in teaching reading analytical exposition?

C. The Objectives of the Study

In line with the problems of study, the objectives of this research are:

1. To elaborate the use of REAP (Reading, Encode, Annotate and Ponder) technique in teaching reading analytical exposition text.
2. To investigate the reasons of using REAP (Reading, Encode, Annotate and Ponder) technique in teaching reading analytical exposition text.

D. The Scope of the Study

In avoiding the deviation from the topic, the writer focused on the teacher ways in teaching reading analytical exposition text by using REAP (Read, Encode, Annotate and Ponder) technique. The writer limits the problem areas into a more specific one which focused on the teacher's way in implemented four steps of REAP technique in the eleventh grade students at SMAN 17 Medan.

E. The Significances of the Study

This study is significance to enrich the understanding about English teaching and learning in reading comprehension ability, especially REAP (Read, Encode, Annotate and Ponder) technique. From this study was expected to give contributed for:

1. For the teacher

   Helping the teachers when they use REAP (Read, Encode, Annotate and Ponder) can enhance the quality students' reading comprehension. It also can be used as an input in teaching learning process especially in reading comprehension.

2. For the student

   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 researcher 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.

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