

CHAPTER I

INTRODUCTION

This chapter presents the background, problems and objectives, operational definition of the term, significances, and scope of the research.

1.1 Background of the Research

Grabe and Stoler (2002, p.3) state that reading is a skill to describe the meaning from printed page and interpret the information properly. It means that, the readers must be able to comprehend the meaning of the text, because the main purpose of reading is to know the thought expressed. Furthermore, reading to comprehend is called reading comprehension.

However, based on the previous study, there are some students' difficulties on reading comprehension such as recognizing and properly implementing background knowledge, poor decoding and word identification skills, limited vocabulary knowledge, underdeveloped reading fluency, a less than strategic approach to comprehension, including the use ineffective strategies or inefficient strategies, and limited comprehending about common text structures (Graham and Bellert, 2007, p.76). Those difficulties in reading comprehension will make it hard for the students to comprehend the text. One of them is recognizing and properly implementing background knowledge. If students cannot recognize and properly implementing background knowledge, they cannot construct the meaning of the text.

In Addition, Nunan (2003, p.68) said that reading is a fluent process of readers integrating information from a text and their own background

knowledge to construct the meaning. It means that, if the students have difficulties on reading comprehension, they cannot reach the purpose of reading and understanding the meaning of the text. So, the students' reading skill should be improved to make them a good reader and comprehend the text.

Based on the explanation and problem above, it can be stated that reading comprehension is important on teaching learning process. Therefore, the teacher's role becomes important on teaching and learning process especially in choosing teaching strategies and material. The teacher should apply an appropriate strategy that helps students get the message from the text from what they read.

One of teaching strategies on reading comprehension that may be effective is Read, Ask, Paraphrase (RAP) Strategy. Hagaman, Luschen, and Reid (2010, p.23) state that, this strategy can improve the reading comprehension of students with and without disabilities and is extremely flexible. It means that, RAP strategy can develop students' reading comprehension at all levels student. Students process information by RAP Strategy for better understanding of what they read by questioning and paraphrasing (Hagaman, Luschen and Reid, 2010, p.23). Paraphrasing phase gives students the opportunity to learn to link the new concepts, often in unfamiliar relationships and to talk about the new ideas.

To implement this strategy, the students are required to read the first paragraph of the text. Then, they ask themselves some questions to help them finding the main idea and details for the first paragraph. In the final activity, the students need to paraphrasing the text based on their understanding after reading

the text that has been read. To support this phase through the RAP strategy, students are also taught to use synonyms for words.

Furthermore, studies of RAP strategy on reading comprehension that have been done especially with teaching reading are presented to prove the originality of this study. First, the research in SMK Negeri Labuang with subject eleventh grade students. The conclusion based on the data analysis show that RAP Strategy is effective on reading comprehension (Munawir, Umar, Ridwan, Safriana, 2018). Second, the research in SMA Pawyatan Kediri whose subject eleventh grade students. The conclusion based on the data analysis show that RAP strategy influence in students' reading comprehension (Putra, 2017).

Considering the theory and previous research as explained above, the writer wants to conduct the similar research but in a different school. The writer wants to try RAP Strategy to improve reading comprehension at the tenth grade student SMK Zainul Hasan Balung in the 2019/2020 academic year.

1.2 Problem of the Research

Based on the background of the research, the problem that should be answered in this research as follows. Is there any significant difference of students' reading comprehension between using Read,Ask, Paraphrase (RAP) Strategy and Grammar Translation method at the tenth grade students' reading comprehension at SMK Zainul Hasan Balung in the 2019/2020 academic year?.

1.3 Objectives of the Research

This experimental research is intended to investigate whether there is a significant difference of student's reading comprehension between using Read,Ask, Paraphrase (RAP) Strategy and Grammar Translation method at the

tenth grade students' reading comprehension at SMK Zainul Hasan Balung in the 2019/2020 academic year.

1.4 Operational Definition of the Terms

There are two terms needed to define operationally in order to provide clear illustration about the variables.

1. RAP Strategy

RAP strategy is one of strategies that use paraphrase to improve reading comprehension. In the process, students read the first paragraph, ask to themselves the main idea and the detail, and then paraphrase on their own word based on their understanding on the text.

2. Reading Comprehension

Reading comprehension in this research refers to comprehending the text by constructing the meaning of the text by reading, questioning, and paraphrasing. In this research, reading comprehension achievement will only reach the level of paragraph comprehension. Instrument that will be used in this research is reading comprehension test using multiple choice.

1.5 Significances of the Research

This research is expected to be useful for the students, the English teacher, and other researchers.

1. Theoretical Significance

The result of this study is expected to enrich methods or strategies in teaching reading comprehension.

2. Practical Significance

The result of this research, it can be used as a reference by English teacher in teaching reading comprehension especially using the RAP strategy to increase students' reading comprehension.

1.6 Scope of the Research

This research focuses on investigating the effect of using RAP strategy on the tenth grade students' reading comprehension at SMK Zainul Hasan Balung in the 2019/2020 academic year.

