

CHAPTER I

INTRODUCTION

1.1 Background

Reading is one of four basic skills in language learning that should be mastered by students in order to comprehend the lesson. In line with that, Rivers (1987) states that reading is the most important skill, in which the students will get new information, improve and strengthen the other area of language in any language class. Reading is also an interaction between reader and writer where the text provides some information that the author wants the reader to understand in certain ways (Grabe, 2009, p. 15). Thus, reading is important skill in language learning because by reading student will get new information and knowledge that can help them to acquire language.

Reading is an activity that requires readers to get information of the text given. In line with that Jatmiko, Kurniawan & Putri (2014) state that the purpose of reading is comprehending, or to get meaning from written text. It involves both readers and the text (Grabe, 2009). It means, students will get some information from the text given. The way the students can grasp some information of the text given is by comprehending the text itself. In line with that Supriyadi (1995) states that real reading doesn't only read and pronounce the words in the text, but also it is also about comprehending the text precisely. It means besides being able to pronounce and decode written words provided, students need to understand the text. Therefore, it is important to note that reading and comprehension are tied together.

Comprehension is a process of understanding the passage. Comprehension can be defined as the readers' understanding of what is being read (Zarrillio, 2007). Other words, comprehension is the understanding of the readers about the text that they read. In addition, reading comprehension is a complex process. Snow (2002, p. 11) states that reading comprehension.

Comprehension is a process of extracting and constructing the meaning of the text at the same time through an interaction with the text. In line with that Grabe (2009, p.15) states reading is centrally a comprehending process; in which reader understand what the writer intended to convey in writing. It means that in reading, comprehension is really important to be known in order to catch the intended information provided by the writers in form of written text

Durkin (1993) stated that the essence of reading is comprehension. It means students take a role as the reader of the text who will be able to comprehend the reading passage. In addition, Duffy (2009) stated that the goal of written language is the communication of message. The students will be able to comprehend the written text as well as to communicate what they have read through comprehension.

According to *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 21 Tahun 2016* about *Standar Isi* states that in primary and secondary education, reading activity in Junior High School in Indonesia covers some activity that ask the students to read the text such as descriptive, recount, narrative, procedure, and report text. Then, the standard of reading competence in syllabus in the first semester of the eighth grade is to learn the simple meaning of interaction and interpersonal skill from the text, in formal and informal situation. The students have

to understand the meaning of the text that they read related to the types of text in junior high school.

Many students found difficulties in comprehending and understanding reading passage. According to Nurdiansyah, Syahrudin and Ismail (2015) many students especially in grade 4 of Elementary School find difficulties in both comprehending and understanding the reading passage because of they read the reading passage extensively, in which they will not be able to understand even comprehend the passage. In line with that United Nation Education, Scientific and Cultural Organization research (2012) shows that the reading interest of Indonesian is 0.001; it was the lowest reading interest in South – East Asia. It shows us that generally reading interest among Indonesian people is so lack.

Specifically, Indonesian students find difficulties in reading. It is caused by their habit in school that has significant effect in their daily live. According to observation which was conducted in SMP N 3 Tabanan, it was showed that students were not actively engage during reading activity in the classroom. There were only few students were willing to read and share their reading text. In consequence, they have no idea about text that they have been brought to the classroom. They only bought the text to the classroom because it is told by the teacher a day before the lesson begins. Moreover the students thought it was hard to comprehend the text because they did not get any information from the text after reading the text.

Based on the preliminary interview with English teacher who teach the eighth grade student in SMP N 3 Tabanan, the researcher found that most of the eight grade students had problem in reading. It was proven by the students who were lazy to

read when the teacher asks them to read the text. The teacher was providing the text for the students after that they have to read it first one by one. After that teacher asked the students to find difficult words in the text. After that the teacher ask the students to answer some questions provided and discussed the answer together. In the end the teacher ask the students to review the lesson. According to the explanation before it can be said that the strategy that is used by the teacher was reading guide strategy. Thus, a reading strategy is needed to help students in comprehending the reading passage. One of promising strategy is REAP strategy.

REAP strategy is one of strategy that can helps student easier to understand the reading passage. REAP Stands for Read, Encode, Annotate, and Ponder was firstly proposed by Marilyn G. Eanet & Anthony V. Manzo (1975). REAP strategy helps students to participate in summarizing ideas of the text given(Marilyn G. Eanet & Anthony V. Manzo, 1975). It means by the use of REAP strategy students can participate in giving summarization of ideas of the text that can give impact on their comprehension. In Addition, Eanet & Anthony(1975) states this strategy is used to encourage students to read and analyzed the text than summarized it by using their own words. It means students can analyze the information and understand the information stated in the text.

REAP strategy has some advantages in its applications. Clark (2007: 149) explains that REAP strategy could develop students greater understanding of author's role in written text. In addition, this strategy helps students to build a bridge between their own word and the text. It means through REAP strategy students will develop greater understanding of the text by finding out what is intended by the writer such as information stated in the text. Moreover, in the end, students will

build their understanding of the text by using their own words which convey the meaning of the text. Thus, this strategy is appropriate to be used in teaching and learning process since we can find some advantages that make students easier in learning.

There are some researchers that already conduct research on REAP strategy on students ability in reading comprehension. Rahmawati, Supardi and Bunau (2015) found that REAP strategy significantly improve students reading comprehension. In 2018 Cahyaningtyas and Mustadi found that REAP strategy give positive and significant effect on reading comprehension of fifth grade students in Kotagede Yogyakarta. According to these 2 researchers, REAP strategy can be used as teaching strategy in order to teach students especially in reading.

Based on the explanation and preliminary observation above, REAP strategy expected to be appropriate to be used in teaching. It is because this strategy expected to be appropriate in helping students to understand the text easier by the use of guidance. Theoretically, this strategy is appropriate to help students that have difficulties in reading comprehension. Empirically, the implementation of this strategy is limited in Bali. Moreover, researcher found that students in SMP N 3 Tabanan faced some problems in reading as well as in comprehension of reading passage. Thus, this research is needed because there are limited evidence about this strategy especially in Bali.

Regarding to the previous explanation, theoretically REAP strategy can help the students to comprehend the text. This strategy will help students in comprehending the text by the use of guidance given by the teacher. Thus, in this

study was investigated whether or not the REAP has significant difference on reading comprehension of eighth grade students in SMP Negeri 3 Tabanan.

1.2 Identification of Problem

In relation to the background stated previously, the students in junior high school did not have motivation in reading. They did not want to read when the teacher asked them to read. In consequence, they did not understand the text and get the information of the text. It means, it is also impact on their comprehension. The use of different strategy in teaching could avoid misunderstanding and miscomprehension during reading activity. It is to motivate the students in reading activity. Here REAP strategy could help students in understanding and comprehending the reading passage. By the use of guidance both from instruction and printed guidance, students are expected to be easier in learning, especially easier in comprehending the text. However, it is still hard to find the evidence of this strategy in Bali. It can be seen by the limited evidence of this study that conducted in Bali. It means this strategy is still seldom use in teaching and learning activity in Bali. Thus, it is needed to conducted research on REAP strategy especially in Bali. Through the strategy, researcher expects that it helps student in comprehending the text or passage in reading especially for students in SMP N 3 Tabanan.

1.3 Limitation of Research

The limitations of this research are:

- 1.3.1 Limitation of place, this research was conducted on 8th grade students in SMP Negeri 3 Tabanan
- 1.3.2 Limitation of aspect of research, this research was only analyzed on the effect in applying REAP strategy.
- 1.3.3 Limitation of time, this research was conducted as long as 4 to 8 weeks in SMP Negeri 3 Tabanan

1.4 Statement of Problem

Based on the background of study which had been stated above, researcher finds one problem that was investigated. That is formulated as follow;

- a. Is there any significant effect of REAP strategy on reading comprehension ability of the eight grade students in SMP N 3 Tabanan in academic year 2018/2019?

1.5 Purpose of Study

In accordance to the statement of the problem above, the purpose of this study is to investigate the significant effect of REAP strategy on reading comprehension of the eight grade students in SMP N 3 Tabanan seen from their reading score.

1.6 Significance of Study

This research was conducted in SMP N 3 Tabanan , in eight grade students. It investigated the significant difference of REAP strategy on students' reading comprehension. The result of this research is expected to be beneficial theoretically and practically. Theoretically, the result of this research is expected able to give contribution on the development of the education. Practically, the result was expected beneficial for:

1.6.1 The students

It is expected that the students can have better understanding of the text through the application of REAP strategy.

1.6.2 The teachers

It is expected that the teacher can use this as the guidance in conducting the teaching and learning process by the use of REAP strategy in order to enhance students understanding and comprehension. Moreover, it can be a choice in teaching reading.

1.6.3 The other researchers

It is expected that the other researchers will have the sources in conducting the same study.

1.6.4 Researcher

This study and investigation expected to be very useful for the researcher. As a teacher in the future, it is worth to conduct this investigation because this study can be the guidance of how to make the students comprehend the reading passage in learning English by applying this strategy for students and also it can be a good guideline for researcher which is a prospective teacher that will apply some strategy especially reading.