

# CHAPTER I

## INTRODUCTION

This chapter discusses about the introduction of the research. It elaborates the research background, problem identification, research scope, research problem, research objective, and research significances. The followings are the explanations of each part.

### 1.1 Research Background

English is considered as an international language. English mastery has become a necessity for everyone in many countries included in Indonesia. In Indonesia, English is taught as a foreign language. English has been taught from Elementary School as a local content, Junior High School until Senior High School as a compulsory subject, and even until university. In this case, English is used by students as a target language both orally and in writing as well as actively and passively.

In learning English, four essential skills should be mastered, namely listening, speaking, reading, and writing skill. They are the basic language skills especially in learning English as a Foreign Language (EFL). One of the four language skills that is fundamnetal to master by students in EFL context is reading. Sari *et al.* (2013) convey that reading competency is an important part in EFL context. It is because EFL students may not always practically use English in their daily communication, but rather use English only in a formal situation. Thus,

by mastering reading skill, it may help the EFL students to master their target language. Additionally, Rahmawati *et al.* (2014) explain that comprehending English texts as a part of reading skill is important to be mastered by students. Suwana *et al.* (2018) note that by having good reading comprehension, it does not just help the students to understand learning materials, but also helpful to develop the other language skills. This means that students need to master reading skill in which they are not only able to read English passages, but also comprehend the meaning of the passages being read so that the other language skill can be developed too. Paris (2005) states that language learners need to succeed in reading because it is the foundation for learning and academic achievement. Thus, being able to read and comprehend a text is very important. Success in reading is necessary because it is a basic tool of education.

Regarding the importance of reading, unfortunately, some students in Indonesia still have difficulties in comprehending texts which hinder their academic success. According to the Organization for Economic Cooperation and Development (OECD) (2016), Indonesia got the 62<sup>nd</sup> rank out of 72 countries in reading performance that participated in Program for International Student Assessment (PISA) (2015). From the facts above, it can be stated that 6513 Indonesian students which are 15 years old on average (Aditomo & Faridz, 2019) who completed the assessment in 2015 faced problems in reading. Since English is a foreign language in Indonesia, it can be assumed that Indonesian students are more difficult to comprehend a passage written in English as it is not their first language. Nation (2009) confirms that learning to read English as a foreign language involves language learning such as sounds, vocabulary, grammar, and

discourse. It means that EFL students need to interpret the meaning of words in the text based on the context and be familiar with the structure of the language to be able to comprehend the text being read wholly.

Some difficulties influence students' reading comprehension achievement. Attaprechakul (2013) conveys that the struggles of reading text faced by students are they commonly reading at a slow speed, picking up limited information, while being hardly able to catch even main ideas that directly stated. Based on the previous research done by Fadhli *et al.* (2017), they found out that the students often find difficulties in answering reading comprehension test which includes finding the main idea, sequence, and inference. Additionally, based on the preliminary observation done at SMP Negeri 2 Singaraja, the ninth grade students face difficulties in comprehending reading passages. The difficulties are related with recognizing the specific information; interpreting the main idea, social function, text structure; finding the word, phrase, sentence meaning and usage; and also understanding textual references from the reading passage given. From the informal interview done with the English teachers of SMP Negeri 2 Singaraja, students are less motivated to comprehend the English passage wholly. Moreover, they are unwilling to open their dictionary when they encounter unfamiliar vocabularies which then hinder them to understand the passage. In other words, they are not able to comprehend the English passages being read yet. Furthermore, reading activities that are done by the teacher are still using conventional strategy in which the teacher only gives reading topic to the students, asks them to read the passage aloud and finds difficult vocabularies which then translated by the teacher, after that answers following questions related to the passages which

finally discussed together with the teacher. Such a way of teaching reading makes students bored and less enthusiastic in following reading activities which then makes students' reading comprehension is not improved.

Considering the problems in reading mentioned above, Hewit (2008) confirms that four important aspects that can make the teaching and learning process successful namely, strategy, style, motivation, and attitude. Teachers need to teach reading using interesting strategy which can help students to build good concentration or attention during the reading activity (Kresnawati *et al.*, 2013). Ahmadi and Gilakjani (2012) assert that reading strategy gives a positive effect on the readers' reading comprehension achievement. It is because readers who learn reading strategies try to recognize the main point of a paragraph, elaborate unclear vocabularies and summarize their reading. It means that reading strategy is needed by the students in solving their problems while trying to comprehend the reading passage being read.

Concerning this, it is important to choose an innovative teaching strategy into consideration to solve the students' problem in reading comprehension especially to the ninth grade students of SMP Negeri 2 Singaraja. This school is chosen because based on the preliminary observation and informal interview with the English teachers, there are still reading comprehension problems faced by the students especially the ninth grade students. It is necessary to teach the ninth grade students who still have problems in reading comprehension by an innovative teaching strategy that can help them comprehend the English passage easier and effectively as they will face the national examination at the end of the semester which requires them to master reading comprehension skill. One strategy

that is potential to be applied to make students' reading comprehension better is REAP strategy. REAP is an acronym that stands for Read, Encode, Annotate, and Ponder as the reading steps. Manzo *et al.* (2002) define REAP strategy as a comprehension strategy which provides four stages of reading to support a more meaningful reading. Renette (2016) defines REAP as a strategy to help readers to understand a reading passage. It means that each step of REAP strategy makes students respond to the content of the text to develop their comprehension. In term of its effectiveness in teaching reading, Jatmiko *et al.* (2014) conducted a research to know the effect of REAP strategy towards reading comprehension in the narrative text of the second year students at SMAN 14 Pekanbaru. The result showed that there was a significant effect achieved in reading Narrative text after the application of REAP strategy. Similarly, a study conducted by Zasrianita (2016) involving eighth graders of junior high school students in Bengkulu found that applying REAP strategy in teaching Narrative text can improve students' reading comprehension.

Referring to the information above, this study is made with the objective to investigate whether or not there is a significant difference in reading comprehension of the ninth grade students of SMP Negeri 2 Singaraja in the academic year 2019/2020 between those who are taught by Read, Encode, Annotate, Ponder (REAP) strategy and those who are taught by conventional strategy. The difference between this study with the previous related study is that it is conducted in a different grade, setting, and using different kind of reading topics. In this study, REAP strategy is implemented to the ninth grade students of SMP Negeri 2 Singaraja in the academic year 2019/2020 in which they are taught

using Label text and Procedure text as the reading topics for the ninth grade students based on the school syllabus.

## **1.2 Problem Identification**

Based on the preliminary observation done in SMP Negeri 2 Singaraja and the informal interview done with the English teachers, the ninth grade students of SMP Negeri 2 Singaraja faced problems in reading comprehension. The students were able to read but could not comprehend the meaning essence of a passage. It is because they do not understand the meaning of words, phrase, sentence meaning and usage in the passage being read. Besides, students had difficulties in finding the main idea, textual references, specific information, social function, and also text structures of the English passage given. It can be said that they still have reading comprehension problems. Furthermore, reading activities that were done by the teacher are still using conventional strategy in which the main activity done was by giving question and answer session. Such a way of teaching reading makes students bored and less enthusiastic in following the reading activities which then hinders them to comprehend the text effectively.

Based on those problems, different ways of teaching reading are needed to get the students to comprehend what they read and make it easier for them to answer questions related with the passages given correctly. One way that can be used to teach reading comprehension is by Read, Encode, Annotate, Ponder (REAP) Strategy. English teacher in SMP Negeri 2 Singaraja admitted that he never applied REAP strategy in teaching reading. Therefore, the researcher wants to investigate whether or not there is a significant difference on reading

comprehension of the ninth grade students of SMP Negeri 2 Singaraja in the academic year 2019/2020 between those who are taught by Read, Encode, Annotate, Ponder (REAP) strategy and those who are taught by conventional strategy.

### **1.3 Scope of the Study**

The researcher decides the study is conducted to the ninth grade students of SMP Negeri 2 Singaraja in the academic year 2019/2020. This study is focused to investigate the use of Read, Encode, Annotate, Ponder (REAP) strategy on students' reading comprehension.

This study is restricted to an English teacher who teaches junior high school students that more focuses on using conventional strategy rather than using REAP strategy in teaching reading comprehension. Also, it is limited for the ninth grade students of Junior High School.

### **1.4 Research Problem**

Based on the background of the study, the researcher formulates the research question in order to answer the problem itself. The research question of this study is formulated as follows:

Is there any significant difference on reading comprehension of the ninth grade students of SMP Negeri 2 Singaraja in the academic year 2019/2020 between those who are taught by Read, Encode, Annotate, Ponder (REAP) strategy and those who are taught by conventional strategy?

### **1.5 Research Objective**

Based on the research problem, the objective of this research is formulated as follows:

To investigate whether or not there is a significant difference on reading comprehension of the ninth grade students of SMP Negeri 2 Singaraja in the academic year 2019/2020 between those who are taught by Read, Encode, Annotate, Ponder (REAP) strategy and those who are taught by conventional strategy.

### **1.6 Research Significances**

The result of this study is expected to give theoretical and practical significance. The theoretical and practical significance of this research is described as follows:

#### **1.6.1 Theoretical Significance**

Theoretically, the result of this study is expected to give empirical evidence about whether or not there is a significant difference on reading comprehension of the ninth grade students of SMP Negeri 2 Singaraja in the academic year 2019/2020 between those who are taught by Read, Encode, Annotate, Ponder (REAP) strategy and those who are taught by conventional strategy. In addition, it becomes an alternative resource to support other researchers in researching topic in the same field.



### 1.6.2 Practical Significance

The practical significance of this study is expected to give contributions to some parties as follows:

1) The English teacher

The result of this study is expected to inspire teachers to broaden knowledge about the strategy that can be used to teach reading comprehension and to get a deeper understanding about using Read, Encode, Annotate, Ponder (REAP) strategy to teach reading comprehension to the ninth grade students of SMP Negeri 2 Singaraja.

2) The students

This study is expected to make the students get good opportunities and make their reading comprehension better especially in reading English passage through Read, Encode, Annotate, Ponder (REAP) strategy.

3) The Other Researchers

This study is expected to become a reference or additional source and information for further researchers. It will open a chance to the other researchers to conduct further researches concerning other aspects which are deeper to enhance students' reading comprehension.