

Hak Cipta Diindungi Undang-Undang

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CHAPTER 1 INTRODUCTION

A. Background of the Problem

English is now the dominant language in almost all countries that is used as the tool of communication by people around the world. In Indonesia, English is a compulsory subject that is learned by students in the formal or non formal education and has been adopted as one of the most important foreign language that must be learned by the students at junior high school up to the university level. The instructional aim of the English teaching in junior high school is to help the students master the language skills such as listening, speaking, reading and writing respectively (Curriculum KTSP 2006).

In the English teaching, reading is one of the communication skills that needs to be developed and mastered by the students. Reading is a way to get information from something that is written and it helps readers to know everything. In learning reading, students should be able to sound out the printed word and also comprehend the text. Reading, according to Patel and Jain (2008), is an active process which consists of recognition and comprehension skill, an important tool for academic success. According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background to build meaning and the goal of reading is comprehension. It means, when student reading a text they must be able to take some important information from also comprehend the text itself.

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When the students can comprehend the text well, it can be said that they have a good reading. A good reading competence requires many components. According to Bermuister (1974), the students should have some indicators that can indicate reading competence such as understanding reference in reading text, understanding main idea, understanding kinds of paragraph development, understanding the message of the story, understanding vocabulary, understanding logical inference, distinguishing between general idea and topic sentence, making accurate prediction, and understanding grammar.

The core competence stated in curriculum 2013 of reading skill for Junior High School at the first semester of the eighth grade is understanding meaning of written functional text and simple short essay in form of descriptive, narrative, and recount dealing with around environment. State junior high school 23 Pekanbaru is one of the schools that uses curriculum 2013 in applying English teaching. Students study English 2 times for 40 minutes in a week. This school uses scientific approach as guidance in teaching and learning process. According to syllabus 2016/2017 academic year for eighth grade in the first semester, the basic competence is applying structure of text and language features to implement social function of greeting card related to context used. Then, it is to comprehend the meaning of short simple invitation card and greeting card in written text. The indicators in learning English for the eighth grade especially in reading are students identify social function, structure of text, language feature, and comprehend the meaning of invitation and greeting card.

The English teacher at state junior high school 23 Pekanbaru has taught the students by using mixed techniques or variation techniques that

depend on teacher's ways. Generally, the teacher introduces the material to the students and gives example. Then, the teacher asks the students to read materials, translate the text, find out the difficulty words, answer the questions based on the reading passage and finally asks them to collect the task. Besides that, the teacher gives support to students in order to improve students' reading comprehension by providing English day.

In this research, the researcher focuses on short functional text. Especially for short functional text, the student learn various short functional texts which are related to their daily life such as advertisement, shopping list, memo, announcement, greeting card, invitation, and letter. Based on the syllabus of curriculum 2013, the score cumulative minimum standard (KKM) that must be achieved by students is 78. While, the table below shows the scoring rubric for assessing the students' reading comprehension:

Table I. 1
The Scoring Rubric of Reading Comprehension

No	Range	Descriptions
1	80-100 (Very Good)	Students understand very well about the social function and generic structure; identify very well the topic, main idea, reference and inference, information and language features of the text; answer very well the questions.
2	70-79 (Good)	Students understand well about the social function and generic structure; identify well the topic, main idea, reference and inference, information, and language features of the text; answer well the questions.
3	60-69 (Enough)	Students understand enough about the social function and generic structure; identify very well the topic, main idea, reference and inference, information and language features of the text; answer enough the questions.
4	50-59 (Poor)	Students understand little about the social function and generic structure; identify very well the topic, main idea, reference and inference, information and language features of the text; answer little the questions.
5	0-49 (Fail)	Students do not understand about the social function and generic structure; identify very well the topic, main idea, reference and inference, information and language features of the text; they do not answer the questions.

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Based on the scoring rubric above, students in learning reading comprehension (short functional text) should be able to understand very well about the social function and generic structure; identify very well the topic, main idea, reference and inference, information and language features of the text; answer very well the questions. But in reality, the researcher found that some of the students did not reach the standard minimum score that has been set by the school.

The researcher's preliminary study at state junior high school 23 Pekanbaru on August 20th2017, some of the students still faced problems in reading comprehension text. The students had limited vocabularies that made them unfamiliar with the word available in the text or passage and caused difficulties in finding main idea and obtaining specific information from the text. Sometimes, they did not show the critical response and tended to keep silent in interpreting and evaluating text given to them. The researcher also found that students still did not comprehend the text and had low motivation in learning reading. When the students answered the questions, they still got difficulties to find out the answer because some of students did not understand the question of reading text clearly. It made them only search the similar word of the text as the answer. So, it can be inferred that the students at junior high school generally have lack of reading.

Based on preliminary observation, there are some problems at state junior high school 23 Pekanbaru that can be seen from the following symptoms:

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1. Some of the students are not able to identify main idea in reading short functional text
2. Some of students are not able to identify references and make inference while reading short functional text.
3. Some of students are not able to categorize information in reading short functional text.
4. Some of the students are not able to identify reading purpose in reading short functional text.
5. Some of the students have lack of vocabulary to express their idea in reading short functional text.

Based on symptom above, to solve students' reading comprehension the teacher needs to apply an appropriate learning strategy to ease the students in comprehending the text. One of strategies that is appropriate for helping students improve their reading comprehension is called (Read, Ask, Put) RAP Strategy. RAP introduced by Schumaker (1984) and continued by J.L. Hagaman, Luschen and Reid (2010) is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content instruction. RAP stands for three steps. R stands for "Read the passage". A stands for "Ask yourselves questions". P stands for "Put the information into your own words (paraphrase)". This three-step strategy 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 with many different content areas (Hagaman & Reid, 2010).

This strategy requires students to engage in reading material through

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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. RAP is strategy that can help student remember what they read. It can help student retell a story or answer questions about a story in class or on a test. Students with language impairments can struggle with reading comprehension due to deficiencies in integrating information and making inferences, understanding text structure, and monitoring comprehension (Kelso, Fletcher & Lee, 2007). RAP provides a structure with the steps of the strategy that both issues which is decreasing comprehension as the passage length increases and stating main ideas from reading passages. According to Hagaman and Reid (2010), RAP is an intervention that can teach in a large group setting, small group, group discussing and/or a one-on-one setting.

Based on the explanation, the researcher is interested in conducting research entitled: **“USING RAP (READ, ASK, AND PUT) STRATEGY IN TEACHING SHORT FUNCTIONAL TEXT COMPREHENSION AT SMP NEGERI 23 PEKANBARU”**

B. Definition of the term

In order to avoid misunderstanding and misinterpretation about some terms used in the research, the writer defines them as follows:

1. RAP Strategy

RAP is a three-step strategy: Read the passage, Ask yourselves questions, and Put the information into your own words (paraphrase).RAP is a strategy that can help the students how to understand and remember

what they have read. It means that this strategy is used to help students understand and remember what they read and can help learning process in the classroom. The RAP strategy which is once mastered, enhance poor readers' understanding of textual materials, is anchored in the theory of utilizing paraphrasing to help improve memory of main ideas and details in text. This strategy can instruct the students to be active readers and comprehend all over the content that has been read. The RAP strategy is a reading comprehension strategy that asks students to find main ideas and details from each that is read and then to paraphrase orally that information

2. Reading comprehension

Scott G. Paris and Steven A. Stahl (2005) define that reading comprehension is the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge. In this study, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get information and the meaning of the text.

3. Short Functional text

Short functional text is a type of text that is used for everyday information. In English, there are many kinds of short functional texts, for example: note, letter, written information, shopping list, graph, postcard, e-mail, short message, announcement, brochure, advertisement etc.

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C. The Problem

1. Identification of the problem

Based on the background above, it is clear that there are some factors that cause students' reading comprehension still far from expectation of curriculum. The researcher identifies the problems as follows:

- a. Why do some of the students have difficulties to identify main idea in reading short functional text?
- b. Why do some of the students have difficulties to identify references and make inference while reading short functional text?
- c. Why are some of students not able to categorize information in reading short functional text?
- d. Why are some of the students not able to identify reading purpose in reading short functional text?
- e. Why do some of the students have lack of vocabulary to express their idea in reading short functional text?

2. Limitation of the Problem

Based on the identification of the problems, it was found that there were many problems. So, the researcher wanted to limit and focus on students' reading comprehension of short functional text by using RAP strategy in finding main idea, identifying reading purpose, making the inference, categorizing information, and making the reference.

3. Formulation of the Problem

Based on the limitation of the problem above, the problems are formulated in the following questions:

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- a. How is students' reading comprehension of short functional text taught without using RAP strategy at the eight grade of state junior high school 23 Pekanbaru?
- b. How is students' reading comprehension of short functional text taught using RAP strategy at the eight grade of state junior high school 23 Pekanbaru?
- c. Is there any significant difference of using RAP strategy in students' reading comprehension of short functional text at the eight grade of SMP state junior high school 23 Pekanbaru?
- d. How large is the effect of using RAP strategy on students' reading comprehension of short functional text at the eight grade of state junior high school 23 Pekanbaru?

D. Significance and Objective of the research

1. Objective of the research

- a. To find out the students' reading comprehension of short functional text taught without using RAP strategy at the eight grade of state junior high school 23 Pekanbaru.
- b. To find out the students' reading comprehension of short functional text taught by using RAP strategy at the eight grade of state junior high school 23 Pekanbaru.
- c. To find out whether or not there is a significant difference of using RAP strategy in students' reading comprehension of short functional text at the eight grade of state junior high school 23 Pekanbaru.
- d. To find out how large is effect of using RAP strategy on students'

reading comprehension of short functional text at the eight grade of state junior high school 23 Pekanbaru

2. Significance of the research

Related to the objectives of the research above, the significances of the research are as follows:

- a. To fulfill of the requirements for the researcher to complete her undergraduate Study Program (S1) of English education department of education and teacher training faculty of UIN SUSKA Riau Pekanbaru
- b. The research findings are to give information to the teachers about using Read, Put, and Ask (RAP) strategy to improve the students' reading comprehension.
- c. To develop and enrich the researcher's knowledge in term of reading comprehension and teaching English.

E. The Reason for Choosing the Title

1. The title of the research is relevant to the researcher's status as a student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau
2. The location of the research facilitates the researcher in conducting the research.
3. The title of the research is available with the English material, students, and time allocation.

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