

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading is one of the four language skills that can support students in mastering English besides speaking, listening, and writing. According to Brown, there are four skills in English that should be mastered. They are speaking, listening, writing, and reading<sup>1</sup>. Reading is a receptive skill on English teaching process. In reading, the students are taught how to read and understand a text well. The purpose of reading is to get information from a reading text. Then, in understanding the reading text needs some skills that should be mastered by the reader. They should be able to determine the topic of sentence, vocabulary mastery, analyzing the text, etc. Without reading skill the reader gets the difficulty in finding the information from the text that they read. So that the students are required to master the reading skill in order to get the knowledge and information from the text they read.

Reading needs ability to understand the text. Many people can read, but not all can understand what they have read. There are some problems in understanding reading text. For example, they did not have knowledge to understand reading text, lack of vocabularies, did not pay attention when teacher taught the lesson and so forth. If they do not have ability, automatically they will not know what the text is about. If the students' reading comprehension is low,

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<sup>1</sup>Douglas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (New Jersey: San Francisco State University Englewood, 1994) p:217

students will not be able to understand reading text and they will not be able to apply learning strategies. In addition, Kalayo and Fauzan stated that one of the priorities in studying the target language is reading ability<sup>2</sup>. Therefore, the students need to be provided with the necessary support and strategies to help them in reading process.

In order to accomplish students' needs toward reading, School Based Curriculum (KTSP) provides reading as one of the skills that must be taught and learned in senior high school. Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) is one of the schools that also use School Based Curriculum (KTSP) as their guide in teaching and learning process. In Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) reading has been taught since the first year of English teaching period. Reading has taught twice in a week with time duration 90 minutes for two hours teaching and learning process. Besides, the students got additional time for 45 minutes for English subject. Based on the curriculum, the students are required to understand and respond the meaning in the short functional and short monologue texts in *narrative*, *spoof*, and *hortatory exposition* in the daily context. In this research, the writer focused on narrative text

Based on the researcher's observation at the second year of Senior High School Yayasan Lembaga Pendidikan Islam (YLPI), the English teacher of Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) used conventional strategy in teaching reading comprehension. The first, the teacher explains the material, then asks the students to read the text. Then, the teacher asks students to

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<sup>2</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as A Foreign Language (TEFL)*. (Pekanbaru : UIN SUSKA Press, 2007) p.70

find the unfamiliar words, the teacher asks them to give some questions. After that, the teacher asks the students to respond the questions from some of their friends. Finally, the teacher concludes the lesson before closing.

From the explanation above, ideally students at the second year of Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru are able to read and understand the English text well. In short, they have no problem in reading. Unfortunately, the fact has shown that the students are not able to comprehend reading text and the students also cannot understand what the reading text is talking about.

The phenomena can be seen as follows:

1. Some of the students are difficult to comprehend the reading text.
2. Some of the students are not able to find the meaning of unfamiliar words in reading text.
3. Some of the students are not able to identify the main idea in the paragraph.
4. Some of the students still have difficulties in analyzing the reading text.
5. Some of the students have difficulties in finding specific information.

To improve the students' ability in comprehending the text, the students need an appropriate strategy and technique to help them solve their problem. Based on the phenomena above, the writer wants to offer one strategy in learning English that can improve students' reading comprehension. One of the effective strategies to be used in teaching reading is called RAP. Read, Ask questions, and Put into your own words (RAP) is one of the strategies developed by **Schumaker**. RAP is a strategy that can improve reading comprehension of students with and

without disabilities and is extremely flexible. It can be used for elementary, middle, and high school students across many different content areas.<sup>3</sup> RAP is a strategy that can help the students how to understand and remember what they have read.<sup>4</sup> It means that this strategy is used to help the students understand and remember what they read and can help learning process in the classroom. Based on explanation above, it can be concluded that this strategy can be used to teach reading comprehension.

Based on the explanation and phenomena above, the writer is interested in conducting research entitled **“The Effect of Using Read, Ask Questions, and Put into Your Own Words (RAP) Strategy toward Reading Comprehension of the Second Year Students at Senior High School YLPI”**.

## **B. Definition of the Term**

In order to avoid misunderstanding and misinterpretation of this research, it is necessary to define the following terms:

### 1. Read, Ask Question, and Put into Your Own Words (RAP) Strategy

Read, Ask Question, and Put into Your Own Words strategy is a strategy that can improve the reading comprehension<sup>5</sup> and can help the students

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<sup>3</sup>Hagaman, Jessica L, Luschen, Kati, Reid, Robert. 2010. *The "RAP" on Reading Comprehension Teaching Exceptional Children*. Retrieved from [digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1061&context=cehdsdiss](http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1061&context=cehdsdiss). on Sunday Mei 13 2012

<sup>4</sup>Paraphrasing strategy RAP (Read, Ask, Put). Retrieved from [http://www.elemedu.ccs.k12.nc.us/Task\\_Analyses/English\\_Language\\_Arts/Fifth%20Grade/5-2009/Attachments-2009/Attachment%20E-Paraphrasing%20Strategy.pdf](http://www.elemedu.ccs.k12.nc.us/Task_Analyses/English_Language_Arts/Fifth%20Grade/5-2009/Attachments-2009/Attachment%20E-Paraphrasing%20Strategy.pdf). on Sunday Mei 13 2012

<sup>5</sup>Hagaman, Jessica L, Luschen, Kati, Reid, Robert. *Op Cit*.

how to understand and remember what they have read.<sup>6</sup> However, in this research, the term of Read, Ask question, and Put into your own words strategy refers to the strategy used by the writer in her research to improve the students' reading comprehension at the second year of Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru.

## 2. Reading Comprehension

Reading is interactive process that goes on between the reader and the text.<sup>7</sup> Reading is the action of the person who reads or attempts to make a meaning from what an author has written. According to Richard, reading comprehension perceives a written text in order to understand its content<sup>8</sup>. In this study, reading comprehension is the capability of the second year students at Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru in understanding or comprehending the reading text.

## C. The Problem

### 1. The Identification of the Problem

Based on the background and the phenomena above, the writer identifies the problems of this research as follows:

- a. Some of the students are difficult to comprehend the reading text.
- b. Some of the students are not able to find the meaning of the unfamiliar words in reading text.

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<sup>6</sup>\_\_\_\_\_. *Op Cit.*

<sup>7</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: UIN SUSKA Press, 2007). p.114

<sup>8</sup>Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition (New York: Pearson Education, 2002) p. 306

- c. Some of the students are not able to identify the main idea of the reading text.
- d. Some of the students cannot determine the inference correctly.
- e. Some of the students cannot determine the reference correctly.

## **2. The Limitation of the Problem**

Based on the identification of the problem above, it is clear that there are many problems in this research, thus, the writer limits the material by using RAP strategy in teaching reading on narrative text. It will be known by using experimental research.

## **3. The Formulation of the Problem**

Based on the problems limited above, thus, this research questions are formulated as follows:

- a. How is the students' reading comprehension taught by using Read, Ask questions, and Put into your own words (RAP) strategy of the second year students at Senior high School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru?
- b. How is the students' reading comprehension without taught without using Read, Ask questions, and Put into your own words (RAP) strategy of the second year students at Senior high School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru?
- c. Is there any significant effect of using Read, Ask questions, and Put into your own words (RAP) strategy toward reading comprehension of the

second year students at Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru?

#### **D. The Objective and Significant of the Research**

##### **1. The objective of the research**

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out the data about students' reading comprehension taught by using Read, Ask questions, and Put into your own words (RAP) strategy of the second year students at Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru.
- b. To find out the data about students' reading comprehension taught without using Read, Ask questions, and Put into your own words (RAP) strategy of the second year students at Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru.
- c. To determine the effect of using Read, Ask questions, and Put into your own words (RAP) strategy towards reading comprehension of the second year students at Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru.

##### **2. The significance of the research**

- a. These research findings are hopefully contributing to the writer, especially in terms of learning research as a novice researcher.

- b. These research findings are also expected to provide positive contributions related to the process of teaching and learning English, especially in term of the effect of using Read, Ask questions, and Put into your own words (RAP) strategy towards students' reading comprehension of the second year students at Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru.
- c. These research findings are also expected to be practices and theories in order to develop the theories on teaching and learning English as a foreign language, and for those who are concerned in the world of language teaching and learning in general.

#### **E. The Reason of Choosing the Title**

There are several reasons why the writer is interested in doing this research. The reasons are:

1. The problem of this research is very crucial to be investigated in research.
2. The writer is interested in finding out the students' reading taught by using Read, Ask questions, and Put into your own words (RAP) strategy of the second year students at Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru.
3. The title is relevant to the writer as a student of English Education department.
4. As far as the writer is concerned, this research never been investigated by other researchers yet in this Senior High School.
5. The teacher in this school needs a new strategy in order to make the students interested in reading.