

## CHAPTER I

### INTRODUCTION

#### A. Background

Reading is one of the important activities done by language learners. Indeed, it is the only one way to get information through many kinds of printed materials. As language learners, the more they read, the more they gain information. Regarding with this idea, Celce and Murcia states, “In academic settings, reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations. Reading also provides the foundation for synthesis and critical evaluation skills.”<sup>1</sup> It means that through reading, students can improve their personal responses toward the newest information, such as interpretation, criticism, or evaluation.

Furthermore, to get information, students should understand what the meaning of a text is. The successful students in reading a text depend on how the students understand it well. However, it is a process to get the understanding about the text. It is not only a process to translate written words or symbols into a language sounds but also a process to get meaning of the texts. Ur states:

“Our aims in (real-life) reading usually go beyond mere understanding. We may wish to understand something in order to learn from it (in a course of study, for example), in order to find out how to act (instructions, directions), in order to express an opinion about it (a letter requesting advice), or for many other purposes.”<sup>2</sup>

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<sup>1</sup>Marianne Celce, and Murcia. *Teaching English as a Second or Foreign Language Third Edition*. (Boston: Heinle& Heinle, 2001), pp. 187

<sup>2</sup> Penny Ur, *A Course in Language Teaching Practice and Theory*. (New York: Cambridge University Press, 1991), pp. 150

However, reading also gives pleasure to the students who enjoy their reading process. Indeed, to get pleasure in reading, students should know what the appropriate level of the texts that they want to read. If they read the texts which force them to understand the meaning, they will lose the essential goal in reading. That is reading for pleasure.

State Senior High School 2 Pekanbaru is one of the senior high schools in Pekanbaru. As an official school, this senior high school also conducts teaching and learning English for its students, especially reading skill. Based on School Based Curriculum (*KTSP*), “the standard competence of learning English is to respond the meaning in monolog text which use various oral language accurately, and contextually in the text form; *narrative*, *spoof*, and *hortatory exposition*.”<sup>3</sup> English had been taught since the students were in junior high school; they studied listening, reading, writing, and speaking. The skills were taught in different strategies. The mastery of reading English text was integrated with the mastery of genre, one of genres was taught for the second semester is spoof text.

Based on the writer’s observation, the teacher of English at the second year students of State Senior High School 2 Pekanbaru, used three phase technique in teaching process. The teacher asked the students to read the text in their textbook. Then students did discussion to find the hard words in the text. After that, students were required to answer the following questions based on the text. Next, teacher asked the students to correct the answers

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<sup>3</sup> BSNP, *Standar Isi Tingkat Dasar dan Menengah (KTSP)*, 2006, Unpublished

together. However, some of the students could answer the questions well. For they that had low motivation in reading process. Besides, they were not interested in that activity. Actually, they did not know what the text tells about. They did not enjoy the class; felt bored, tired, and lazy if the teacher gave those reading texts. Indeed, they were not motivated in their learning process.

Based on the explanations above, some of the students in State Senior High School 2 Pekanbaru faced some problems with their motivation in reading. The problems faced by the students can be seen in following phenomena:

1. Some of the students were not enjoyable in reading activities,
2. Some of the students were lazy to read the English texts given by teacher,
3. Some of the students still had difficulties in understanding a reading text,
4. Some of the students needed a long time to understand a reading text,
5. Some of the students were not able to share with their friends in group discussion.

However, based on the phenomena that the writer found, thus, the writer would like to offer a different strategy in order to be better for the students' reading motivation at State Senior high School 2 Pekanbaru. To help the students to improve their motivation in reading, the teacher is expected to

provide students with appropriate teaching, materials, and to create positive classroom environment. The appropriate strategy to improve students' reading motivation can be applied in teaching reading.

In this research, the writer implemented on Read and Relax, Reflect and Respond, and Rap (R5) strategy that could help students to enjoy their reading process. According to Kelley and Grace, "this strategy can build students' motivation to read."<sup>4</sup> The steps of implementing this strategy are that students have a set purpose to read a book of their choice. Then they reflect and respond in their reading book and identify what strategy they use. Next, they share what they have just read with their friends in group discussion.<sup>5</sup>

Based on the phenomena depicted above, it can be concluded that some of the second year students of State Senior High School 2 Pekanbaru still had low motivation in reading. Thus, the writer was interested in investigating the problems above in to a research entitled: "*The Effect of Using Read and Relax, Reflect and Respond, and Rap (R5) Strategy on the Students' Reading Motivation at State Senior High School 2 Pekanbaru.*"

## **B. Problem**

Based on the background of the problem depicted above, it is clear that some of the second year students of State Senior High School 2 Pekanbaru were still encountering the problems in learning English,

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<sup>4</sup> Michelle J. Kelley, and Nicki Clausen-Grace, *A Study Guide for Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence*, (International Reading Association), 2009), pp. 62

<sup>5</sup> Michelle Kelley, and Nicky Clausen-Grace, "R<sup>5</sup>: The Sustained Silent Reading Makeover that Transformed Readers", Vol. 60, No. 2, (2006), pp. 152

especially in term of reading. To make the problems of this research clear, thus, the problems of this research are identified as follows:

### **1. Identification of the Problem**

- a. Why were some of the students not enjoyable in reading activities?
- b. Why were some of the students lazy to read the English texts given by teacher?
- c. Why did some of the students still have difficulties in understanding a reading text?
- d. Why did some of the students need a long time to understand a reading text?
- e. Why were some of the students unable to share with their friends in group discussion?
- f. What was the difference of reading motivation between the students who are taught by using Read and Relax, Reflect and Respond, and Rap (R5) strategy and those were not taught by using R5 strategy of the second year students at State Senior High 2 Pekanbaru?

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

Based on the problems identified above and considering the weaknesses of the writer has, thus, the writer focuses on the difference of reading motivation between the students who are taught by using Read and Relax, Reflect and Respond, and Rap (R5)

strategy and those were not taught by using R5 strategy of the second year students at State Senior High School 2 Pekanbaru.

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

Based on the limitation of the problems above, thus, these research questions are formulated into the following research questions:

- a. How is the students' reading motivation taught by using Read and Relax, Reflect and Respond, and Rap (R5) strategy at State Senior High School 2 Pekanbaru?
- b. How is the students' reading motivation taught without using Read and Relax, Reflect and Respond, and Rap (R5) strategy at State Senior High School 2 Pekanbaru?
- c. Is there any significant difference of reading motivation between the students who are taught by using Read and Relax, Reflect and Respond, and Rap (R5) strategy and those were not taught by using R5 strategy of the second year students at State Senior High School 2 Pekanbaru?

### **C. Reasons for Choosing the Title**

There are some reasons why the researcher is interested in carrying out this research as in the following:

1. The title of the research is relevant with the writer status as a student of English Education Department.

2. The title of the research has not been yet investigated by other previous researchers.
3. The location of this research facilitates the writer in conducting the research.

## **D. Objectives and Significance of the Research**

### **1. Objectives of the Research**

- a. To find out about the students' reading motivation taught by using Read and Relax, Reflect and Respond, and Rap (R5) strategy.
- b. To find out the about students' reading motivation without taught by using Read and Relax, Reflect and Respond, and Rap (R5) strategy.
- c. To find out whether there is a significant difference of reading motivation between the students who are taught by using Read and Relax, Reflect and Respond, and Rap (R5) strategy and those who are not taught by using R5 strategy of the second year students at State Senior High School 2 Pekanbaru.

### **2. Significance of the Problem**

- a. Hopefully, these research findings are expected to be very meaningful, especially for the writer as a novice researcher in term of learning how to conduct a research.
- b. These research findings are also expected to be valuable inputs for both students and teachers of English of the second year at State Senior High School 2 Pekanbaru as a consideration for the following teaching points.

- c. Besides, these research findings are also expected to be meaningful, especially for both who are concerned with teaching and learning of English.
- d. Finally, these research findings are also expected to be meaningful inputs for both practical and theoretical development of TEFL/ TESL in general.

### **E. Definition of the Key Terms**

There are some terms involved in this research, thus, to avoid misunderstanding and misinterpretation of the terms used in this research, the following terms are necessarily defined as follows:

#### **1. Read and Relax, Reflect and Respond, and Rap (R5) strategy**

Read and relax, reflect and respond, and rap (R5) is a strategy of the independent reading blocks that require some activities done by students in the classroom.<sup>6</sup> In addition, R5 was designed to maximize students engage and promote strategic reading for all readers. In addition, through R5, the students can improve their motivation in reading.<sup>7</sup> It means that, in this research, R5 is a strategy that can guide the students to use some strategies in reading during R5 used by the writer to know the effect of that strategy to improve students' motivation.

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<sup>6</sup>Michelle J. Kelley, and Nicki Clausen-Grace, *Op.cit.*, pp. 61

<sup>7</sup>Michelle Kelley, and Nicky Clausen-Grace, "R<sup>5</sup>: The Sustained Silent Reading Makeover that Transformed Readers", Vol. 60, No. 2, (2006), pp. 155



## 2. Reading Motivation

Reading motivation is a desire to make individual motivated to read. According to Habibian, reading motivation is a positive and supportive condition to make students engage in reading.<sup>8</sup> It means that students in the classroom need support from their teachers, not only about their achievement but also their interest in a reading activity. To make students interested in reading processes, motivation takes an important part in this case. In brief, motivation in reading means a support which comes from students' self and their environment to read.

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<sup>8</sup>Maryam Habibian, "ESL Performance in reading Motivation and Reading Comprehension in Democratic and Authoritarian Contexts", *Journal of Social Sciences and Humanities*, Vol. 7 (2012), pp. 77