

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Teaching and learning English have been spread out of around the world. It is caused of the demand of globalization in this era. Therefore, all of students must be able to have good ability in comprehending English itself. It is also taught in each level of education include junior high school. There are several aspects which must be studied by the learners, especially for junior high school students which are recognized four skills of English in complex way by having different skills of English for each meeting in learning and teaching process in their class. Those four skills are: (1) listening, (2) speaking (3) reading, and (4) writing. Those skills are taught in learning process to reach English mastery for students.

Even though the students get those four skills but students always get English exam in written form by having some reading texts which must be answered by the students based on the texts. It almost happens for all skills in learning English. They measure students' ability by having written test. In fact, most of English teachers do not teach in separated way based on the English skill, such as: reading, speaking, listening, and writing. They sometimes do not teach listening but it must be taught based on the syllabus. So, students do not have good ability to master English because there are some skills which are ignored by the teacher. It happens because of some factors, such as: the time for teaching is not sufficient to teach based on each skill, the

facility of the school is less; especially for remote school, the teacher is less creative, students do not have high appreciation for learning English, etc. So that most of English teachers teach the students by focusing on reading a passage.

Therefore, students are demanded to know the meaning of the text for answering some questions related to the text which they have read. Factually, it does not improve students' reading comprehension because most of them will answer the questions by rewriting based on the text. They do not answer by using their comprehension for making new sentences though it has the same meaning. It much be better if an English teacher has an interaction to share about the main idea of the text by giving some simple questions to them, in order they can conclude based on the communicative way.

Considering the explanation above, researcher conducts a study of reading skill. According to Grabe and Stoller (2002), it is written that reading is such a way to get information based on the printed writing. In addition, reading skill itself has two aspects which must be mastered by the learners, those are: Reading Ability is one of reading aspects which focuses on supra segmental features, such as: intonation, pronunciation, stress, etc. The second is Reading Comprehension. It belongs to reading aspect which is related to how readers figure the content of a text out. It is supported by one of purposes which can be got by reading based on Grabe (2002), Reading for general comprehension.

In this study, researcher finds some cases to the students of the 8<sup>th</sup> grade in Nurul Huda junior high school, they are: students are conscious to have English subjects but they do not have good background in vocabulary and

reading skill. Therefore, researcher takes reading skill as the problem in her study. In fact, students are hard to get the meaning when they are reading a text in their hand-book. Then, there are many texts which they must learn, such as: descriptive and procedure text. They must be able to comprehend the meaning before answering the related questions.

Based on Schumaker, Denton, and Deshler (1984), there is a strategy which is supposed can influence reading comprehension. It is paraphrasing strategy or it is called RAP because it has three steps for having paraphrase. Those are: (1) Reading a text, (2) ask to yourself about the content, (3) put the content into your own word. Hopefully, paraphrasing strategy will have good impact to students' reading comprehension, in order they can be easy to do their exam which most of it are in understanding the text.

## **1.2 Statement of the Problem**

Considering the explanation of background of the study above, problems statement of this study are:

1. Is there any influence of Paraphrasing Strategy on students' reading comprehension of the 8<sup>th</sup> grade in Nurul Huda junior high school?

## **1.3 Purpose of the Study**

The purpose of this study to know the effect of students' reading comprehension by using paraphrasing strategy towards the students who get paraphrasing strategy and the students do not get paraphrasing strategy.

#### 1.4 Hypothesis of the Study

Hypothesis in this study is: “There is significance effect using Paraphrasing strategy to students’ reading comprehension of the 8<sup>th</sup> grade in Nurul Huda junior high school.”

#### 1.5 The Significance of the Study

It has two significances. They are theoretical and practical significant.

##### 1) Theoretical Significant

It is expected that this study will test the theory. Then it can give contribution to teaching and learning process of English, especially teaching reading.

##### 2) Practical Significant

###### a. Students

It does hope to have positive contribution to the students toward their reading comprehension. In order they can rewrite the text by using their own sentence to measure their comprehension.

###### b. Teacher

Hopefully, it can give recommendation for the teacher to teach reading by using another way. In order, teacher can motivate students for understanding the content of text by using their own sentences.

###### c. Further researcher

It can give information to the next researcher related to the implementation of paraphrasing strategy to influence students’ reading comprehension who wants to conducts the similar study.

## 1.6 Scope and Limitation

The scope and limitation in this study focus on knowing the effect of paraphrasing strategy for students' reading comprehension by dividing the subjects into two groups. The first group will be taught reading using paraphrasing strategy. Then, the second group will not get paraphrasing strategy. But both of them will get descriptive text as the material in teaching and learning process. Having two groups are hoped to give comparison then.

## 1.7 Definition of Key Terms

There are some key terms which can be discussed more:

*Teaching Reading* is a teaching and learning process for asking the students to read and comprehend a passage.

*Reading Comprehension* is readers' ability for getting the main idea of the text.

*Paraphrase* is a strategy to write the content of a text by using their own sentence based on their comprehension getting the point of a text. It is called RAP strategy which is abbreviation of "R" read a paragraph, "A" ask your self, "P" put it into your sentences.

*Descriptive Text* is one of kinds of written text which tells about descriptions of someone, something, and place.