

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses some topics related to the background of the study, problem statement, purpose of the study, the significance of the study, scope and limitation of the study, the hypothesis of the study, and definition of key terms that will be used in this research.

#### **1.1. BACKGROUND OF THE STUDY**

Language has the most essential roles of communication. By using language, we can communicate easily to express an idea, and feeling. In the other words, we understand what people said and what people desired. During this period, English is a very familiar language. English is also used as an international language to get better relationships with other countries, to communicate with people who have different languages and to confirm our opinion when we discussed in all fields such as education, tourism, technology, culture, and etc. As an international language, English has a positive effect for speakers not only native but also non-native who use English in international communication. So English is a global language which is spoken by more people around the world including Indonesian people.

In Indonesia, English as the first foreign language is already presented in the educational world rather than another language. Nowadays, English learning is the first compulsory subjects that must be learned in all junior high school, senior high school, elementary schools until kindergarten also use English. In English

learning, it purposed to improve the student's ability using English in real communication. English learning has basic language skills. There are four basic skills in language, those are speaking, listening, writing and reading. Every student must master those skills especially in reading. In learning activity, reading is a capability that is an essential and is required by all students because the success of their study depends on their capability to read. It means that the students have a good ability in reading. So, they will have a great chance to get the success in their study.

Reading is the window to the world because it is an essential capability to get the new knowledge from many sources such as an article, short story, newspaper, and magazines. In addition, Reading has an important aspect in English learning. Firstly, reading helps us to learn everything about English. The readers get more information what they read. Secondly, reading helps us to build many vocabularies. The readers find new vocabulary. So, they give the meaning of the text fluently and appropriately. Thirdly, reading helps us to enjoy reading English texts. So, the readers comprehend English texts easily and get more information from their reading.

Teaching reading comprehension is an activity to comprehend what has been read. The students need more time to comprehend reading texts when they want to achieve a good comprehension. In addition, the purpose and the genre of the text also influence the students' competencies to comprehend the content of the reading texts. For example, the students in junior high school feel difficult to comprehend the content from the text more than students in senior high school

because, they have appropriate with their grade to comprehend the content of the text.

There so many factors to influence for reading comprehension. According to Johnson and Person (via Zuchdi, 2008: 23) said that the ability of the reading comprehension influence from two factors, internal factor and external factor for readers. The internal factor for the reader such are linguistic, interested, motivated, and the ability to read. And, the internal factor such as the elements of reading and reading environment. For the reading elements such as; the difficulty of the text, and organization of the text. And for the reading environment such as: teacher preparation before, during, and after reading lessons to help the students to comprehending a text.

In teaching and learning process, comprehending the text is not an easy process because students are still difficult to understand deeply what they have read. To solve this problem of low reading comprehension for the students, the researcher can make strategy in learning reading comprehension by using REAP strategy.

According to Allen as cited in Watson (2011) states that REAP is a strategy for helping the reader to read and comprehend of reading text especially in the grade of junior high school. This strategy helps to solve the students' problems in reading and writing. Reading cannot be separated writing. Reading texts have good models in writing, present the new subject, and learn about grammar and vocabulary. In REAP strategy, reading and writing help to all students become

more effective as the readers and the writers. And according to Eanet and Manzo (Tierney, Readence, & Dishner, 1990: 289) said that REAP strategy to help the readers to explore ideas with their background knowledge. This process includes the readers to comprehending the idea of the writer.

There four steps to implement REAP strategy. Those are: (Read) reading the text and find the title about text, (Encode) find the main idea for each paragraph and find the difficulty of vocabulary, (Annotation) to find the generic structure, and (Ponder) make conclusion and moral value. The fourth steps doing with guidance from the teacher.

Although, REAP strategy have many advantages, REAP strategy also have weaknesses. The advantages of REAP strategy are the students can comprehend with new innovation in reading not just answer the question, the students can understand text without trying hard to understand the meaning of each word in text, the students can develop their ability in encoding a text in their own language, the students can develop their skill in writing, the students can share their idea with their friends about the content of the text. This statement support by Jesi Putri Marantika et all (2013). And about the weakness of REAP strategy. According to Aprlia Zulia Mirzana (2013) said that in the process of implementing of REAP strategy is very long and complicated in every step and in the each step from REAP strategy depending on guidance a teacher.

To solve the opinion from Aprlia zulia Mirzana (2013) about the weakness of REAP strategy, the researcher on this research investigate that the

implementation steps from REAP strategy to be easy and fell enjoy to understand reading comprehension on narrative text.

The study investigating from thesis done by Fanny Dwi Pratiwi (2012) with the title the Effect of Using REAP (Read, Encode, Annotate, and Ponder) Strategy Toward Reading Comprehension in News Item Text of The First Year Student at State Islamic Senior High School Dumai. In her thesis, the researcher found the similarities and differences between the research done by Fanny Dwi Pratiwi and the researcher. The similarity of Fanny and the researcher had same about design, Fanny and the researcher used quantitative research design ( Quasi experimental research design) used experimental class and control class focus on reading comprehension and the differences between Fanny and the researcher were the first about level students, Fanny used level students on senior high school (MAN Dumai) and the researcher used level students on junior high school (SMP YPI Darussalam 1 Cerme). The second about the material, Fanny used material were news item text and the researcher used material were narrative text. And the last difference on setting from application strategy. In the research Fanny used eighth step of application REAP strategy and the researcher used four application.

The second previous study has done by Marna Suri (2011) with the title “The Implementation of Reading, Encoding, Annotating, and Pondering (REAP) technique to improve students’ reading comprehension of the second years students at SMPN 4 Tanah Putih”. The finding of Marna Suris’ research and the current research had the similarity such as the use of strategy which was chosen was same which were used REAP technique in reading comprehension, the level

students of those researcher were also same focus on junior high school at eighth grade, and the design were used in those researchers was same too Marna and the researcher used design by Quantitative research design (experimental research design). And about the differences in the research were conducted by Marna and the researcher were the material used for research, Marna used two materials were descriptive text and recount text and the researcher only used one material were narrative text. And second differences were instruments used by Marna's used 20 question of multiple choice and 10question for essay. So, although the material were different could not be influence the result of the effective research with use REAP strategy in teaching reading comprehension.

## **1.2.PROBLEM STATEMENT OF THE STUDY**

Based on the background of the study, it is aimed to find the effect of Read, Encode, Annote, and Ponder (REAP) strategy in teaching reading comprehension of narrative text at eight grade at SMP YPI Darussalam 1 Cerme. The specific question during the investigation of the study; Is there any significant effect of the students who are taught using REAP strategy and those who are not taught using REAP strategy in teaching reading comprehension of narrative text in eight grade at SMP YPI Darussalam 1 Cerme?

### **1.3. PURPOSE**

Related to the problem above, the researcher wants to know whether there is positive effect or not during used REAP strategy in teaching reading comprehension in eighth grade at junior high school. The purpose of this research is to find out a significant effect of the students who are taught using REAP strategy and those who are not though using REAP strategy in teaching reading comprehension in eighth grade of junior high school of YPI Darussalam 1 Cerme.

### **1.4. SIGNIFICANCE OF THE STUDY**

The result of the study is hoped to give benefits from theoretical and practical significance as follow:

#### **1.4.1 THEORETICAL SIGNIFICANCE**

This research attempts to apply REAP as one of the strategy in teaching reading comprehension. Strategy is a plan of action in classroom practice that has been done by the teacher when presenting a course of study. This strategy can be used for all subjects and all student levels. Hopefully, REAP strategy can help students who develop comprehending the text in reading.

#### **1.4.2 PRACTICAL SIGNIFICANCE**

In practical significance, this research results are expected to give contribution to:

- a. The students

It is expected that the use of REAP strategy can be a good way for students in learning reading. So, the students can enjoy the material and improve their reading skill.

b. The teacher

Being the reference for the teacher to teach and motivate the students to learn English especially reading. It can be an alternative, ways to solve the problem in teaching reading in the class.

c. The Reader

It is hoped that the result of the study can give the information related to the teaching reading using REAP strategy.

## **1.5. SCOPE OF LIMITATION**

In this research, the researcher makes scope and limitation. So, the scope of this research is that the researcher focuses on students of the eighth grade at SMP YPI Darussalam 1 Cerme. Meanwhile, the limitation of this study focuses on the effect of REAP strategy towards students' reading comprehension of narrative text.

## **1.6 HYPOTHESIS OF THE STUDY**

The hypothesis of this study is formulated as follow:

There is significant effect between using REAP strategy and without using REAP strategy toward students' reading comprehension of narrative text in SMP YPI Darussalam 1 Cerme.



### **1.7. DEFINITION OF KEY TERMS**

To avoid misunderstanding, the researcher defines the key terms as follows:

1. Reading comprehension is an ability of the readers to read a text, understanding the meaning, the construction and the organization of the text.
2. REAP strategy is a strategy that is used by the teacher with guiding the students use to improve thinking, writing and reading to understanding of the text with their background knowledge.
3. Narrative text is a text which retells the story or previous experiences.