

# CHAPTER I

## INTRODUCTION

This chapter discusses (1) background (2) problems of the study (3) objectives of the study and (4) significance of the study.

### **1.1 Background**

Reading is important to know and understand the explicit or implicit message conveyed by the author in written language. Bond and Tinker (1979) state that the reader is not only reading the written symbols but also interpreting and comparing them with their past experience (as cited in Holandyah, 2012, p. 19). It means that reading is an important part that needs to be learnt and the students can get much information and knowledge from a text they have never known before, and also the students can improve their ability in reading skill.

Moreover, there are many problems faced by students. According to Oakhil (2007), “reading disability may be characterized by difficulties in single word reading, difficulties in decoding or sounding out words, difficulties in reading sight words, and insufficient phonological processing” (p.11). In addition, Westwood (2008) also states that there are five problems that exist in reading. They are limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text (readability), problem with processing information, and problems in recalling information after reading (p. 33). This indicates that students have difficulties in reading English texts.

In reading, students are required to be able to understand some of the reading texts. According to Lynne (1996), there are five reading texts can be used

in learning English. It consists of: narrative, descriptive, expository, recount and procedure ( as cited in Muhzinnawawi, 2013, p. 1). In relation to kinds of the text, narrative text is one of important texts in reading. There are some reasons why narrative text is very important; first, as stated by Cihodariu (2012), “narrative is the most important means of fixing the meaning of events and of the social and cultural construction of reality” (p. 27). Second, as stated by Meyers (2005), “narrative is one of the most important ways of communicating with others” (p. 52). Thus, it can be concluded that narrative is an important text that needs to be learnt by students.

Moreover, there are many problems that can make the students difficult to comprehend narrative text. According to Duke and Pearson (2001), “the problems is caused as follows; 1) motivation, purposes, and goals; 2) vocabulary, word knowledge, and background knowledge; 3) Understanding and use of strategies; 4) the nature of the text (difficulty and interest); 5) the type or genre of text (e.g., fiction, nonfiction, poetry)” (p. 423). Thus, based on five problems faced by the students, it can be some factors that discourage students to figure out the narrative text so that students are not able to conceive the passage.

A preliminary study was conducted at MA YPGS Gunung Batu by interviewing one teacher of English and some students. I found that students' had difficulties in reading, such as: the students were interest in learning reading, get bored, lack of vocabularie, and difficulties in identifying the specific information. In terms of narrative reading, the students found difficulties in identifying the generic structure of narrative text and the main idea. Meanwhile for students,

some of them are not clearly understand about narrative text and they were also have difficulties in identifying the generic structure, vocabulary and so on. They need a lot of practice in reading to enhance their ability which was shown by their score on daily task and exam, but the problem was most of his students not interesting in reading especially for narrative reading (see appendix).

Therefore, to solve those problems, the teacher should be creative to find the best way how to improve and to establish the condition of the students in reading comprehension text because teacher's role influences the student's achievement. According to Snow (2002), "teacher quality as one of the most critical variables in student's achievement, so teacher's role is very important to determine the best things for the students in order to they are challenged to learn especially in reading comprehension text" (p. 48).

From this point of view, the RAP strategy can enhance a learner's skills for identifying main ideas, and it can effectively enhance reading comprehension. Watson et al. (2012), states that "the RAP strategy also allows the student to engage in self-questioning by looking at the first sentence and deciding whether or not the sentence highlights the main idea of the paragraph; does it tell what the paragraph is about? If the first sentence is not indicative of the paragraph main idea, a students must engage in the process of looking for repetitive word patterns" (p. 79). Jitendra and Gajria (2011), indicated that, "asking one's self what the main idea of a paragraph will result in the improvement of reading comprehension and maintenance"(p. 1).

One way to make the students have better comprehension skill is by teaching them effective comprehension strategies. There are many reading strategies available to have students learn to read and comprehend what they are reading. One of the strategies that can be used by the teacher in teaching reading comprehension text is Read-Ask-Put (RAP) strategy. This strategy is appropriate to be used in teaching reading because it requires the students to expand their understanding and to enhance their comprehension of the text. According to Blume (2010), “paraphrasing strategy consists of three step: (R) read a paragraph, (A) ask the student, ”what is the main idea and the details?”, (P) put the main idea into the students’ own words. Blume also states that “using RAP can help reading comprehension in many places at school including reading class, guided reading, science, social studies, and health” (p. 5).

Moreover, according to Nippold and Scott (2010), “RAP strategy is one of learning strategies that is designed to facilitate reading comprehension in narrative text” (p. 247). This strategy helps students to focus on the most important information in a passage then, according to Hagaman, Luschen, and Reid (2010), “RAP strategy can be used for elementary, middle, and high school students across many different content areas” (p. 23). Furthermore, Wilson and Blednick (2011), states that “RAP is a seemingly simple strategy that provides students with a powerful tool to understand the material that they read because differentiating between what is important and incidental is often difficult” (p. 126). In addition, this strategy can help students in reading. It was proven by Dewi (2013), who found that the use of RAP strategy is effective in teaching

reading comprehension in narrative text at the tenth grade students' of (YLPI). Dahlia (2014), showed that RAP strategy is very effective in students reading text of YLPI Pekanbaru. Then, Isna (2015), which is shown the result of post-test that the students reading achievement improved significantly. It shown that mean score 64.3871, is mean that the average/enough score. The median score is 64 and the mode score is 64. The mode is simply that value which has the highest frequency. and the standard deviation is 9.41516.

In accordance with descriptions above, I was interested in conducting an experimental research on teaching reading. A study entitled "Improving reading comprehension in narrative text by using RAP strategy to the tenth grade students of MA YPGS Gunung Batu.

## **1.2 Problem of the Study**

The problems of this study are:

1. Is there any significant differences on the tenth grade students' reading comprehension in narrative text who are taught by using R.A.P strategy than those who are not at MA YPGS Gunung Batu?
2. Are there any significant differences on the tenth grade students' reading comprehension narrative text in good, average, and poor categories who are taught by using R.A.P than those who are not at MA YPGS Gunung Batu ?

### **1.3 Objective of the Study**

Based on problems above, the objectives of this study were to find out:

1. Whether or not there is any significant differences on the tenth grade student's reading text who are taught by using R.A.P strategy than those who are not at MA YPGS Gunung Batu.
2. Whether or not there are any significant difference on the tenth grade students' reading comprehension narrative text in good, average, and poor categories who are taught by using R.A.P strategy than those who are not at MA YPGS Gunung Batu.

### **1.4 The Significance of the Study**

There are some significance of this study about the improvement of students' reading comprehension in narrative text by using RAP Strategy.

- a) For teachers, I hope that the result of this study could show the teacher that RAP Strategy is one of good strategy in teaching reading comprehension especially in narrative text. Practically, the research can give a reference for teacher of English at MA YPGS Gunung Batu to be more creative in teaching process. The procedure of this strategy provides the teacher to guide students individually to comprehend an English text, specifically in narrative text in order to improve students' reading achievement.
- b) For students, it is expected that the result of this study could motivate the students to improve their interest in comprehending text, especially in narrative text and it will help them to set a purpose for reading.

Furthermore, this study is hoped to improve the students' achievement in comprehending a narrative text. Moreover, it will develop their theoretical knowledge in learning process, especially in education field. Practically, it allows the students to have a physical movement during the activity and will enhance their competence in English of narrative reading comprehension.

- c) For the researcher herself, it is expected that this research can give her insight, experience, and also the fact of the implementation of read-ask-put (RAP) strategy. It also can be useful source and information for other researchers who are also investigating the using of read-ask-put (RAP) strategy in improving students comprehension in reading skill especially in narrative text.
- d) For the future researchers, it will also give information for other researchers on how to create a reading activity interested. In addition, practically, this study is expected to be able to give another researcher a sources of the strategy that can be used for improving or developing knowledge and for expanding their general knowledge. Furthermore, it will help them as the guidance in developing their research in the same field for the next.