

CHAPTER II

LITERATURE REVIEW

This chapter discusses: (1) theoretical descriptions; (2) previous related study; (3) the hypotheses of the study; (4) criteria for testing the hypotheses; and (5) research setting.

2.1 Concept of Reading Comprehension

Reading comprehension is reading activities that can build an understanding in order to know the meaning of the text being read. According to Woolley (2011), “reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text”. (as cited in Nofitarina, 2017, p. 3). From the explanations above, it can be concluded that reading comprehension is the ability to comprehend the text in depth that include sub-skills in reading. Besides, one who can comprehend the text, he/she can find the main idea, interpret meaning of the words and find specific information easier.

2.2 The Concept of Teaching Reading Comprehension

Teaching is the process to transfer knowledge, information, and experience to the students. According to Harmer (2004), “a teacher gives some knowledge or instruct to the students and to make students smart and understand” (p.57). In addition, Brown (2000) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (as cited in Arisca & Marzulina, 2015, p. 25). It means that teaching is the process challenging of teachers to give knowledge and information by applying strategy to the students in teaching and learning process.

In teaching reading, both teacher and students should give full concentration on this subject because teaching reading is not easy, when teacher teaches reading should know the way to make students to comprehend a text and concentration in a text. Pang, Muaka, Bernhardt, and Kamil (2003) argue that “teaching reading is difficult word where teachers must be aware of the progress that students are making and adjust instruction to the changing abilities of students” (p. 21). Teaching reading is the process teacher to guide and give instruction about some ways in reading to comprehend well in a text. So, teaching reading the teacher should find some strategies to make students easy to understand in learning English.

2.3 The Stages of Reading Comprehension

According to Patersons (2006), there are three stages of teaching reading comprehension:

a. Pre-Reading Stages

In this stage, the teacher brainstorm the students on the ideas conveyed in the texts given to the students. It is considered important in doing this activity based on students' background knowledge. This activity is done before the students read the text. The aim of this activity is to lead students to predict the content of the reading text.

b. During Reading Stages

this stage, asking question as students read is appropriate for the reader, and it is especially helpful for more independent readers. These questions

encourage students to continue reading for a purpose and help them to comprehend the text. This is the main activity, which has three functions; (1) to help the students to understand the writers' purpose in the text, (2) to help the students to understand the text structure, and (3) to help the students to clarify the content of the text. Moreover, the teacher should help the students in such a way so that they learn to read efficiently and to develop their reading comprehension. It is necessary for lower level students to listen to their teachers' reading or a tape in order to understand the reading text better

c. Post Reading Stages

This activity is done after the students completely reading the text. It is generally used to train the students to relate the ability in comprehending the texts. Asking questions at the end allows the teacher to see how well the students have understood what they have read and whether they have grasped the main idea.

2.4 Aspect of Reading Comprehension

According to Roe and Burns (2011), "there are five types of questions used in a set of comprehension question in reading" (p. 5). These question types addressed in instructional reading materials. The following types of questions are:

1. Main Idea

Main idea is the called topic sentence. It tells the content of paragraph. In other words, the main idea is the important ideas that are developed by the

writer throughout the paragraph and sometimes are available key words and explicit or implicit message.

2. Specific Information

Specific information or supporting idea is developed from the main idea by giving the specific definitions such as example, comparison, cause and effect that is related to the topic sentence.

3. Reference

Reference is the words or phrases that is used either before or after the reference in the reading a text. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in text or sometimes is called pronoun.

4. Inference

When a reader adds information that he or she already know to what is stated, the reader is making inference. In other words, the reader can make conclusion after reading the text.

5. Vocabulary

stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speaker to produce utterance for reading.

2.5 The Concept of Narrative Text

Narrative text relates a realistic, imagined or fictitious story. It is written to entertain or amuse and interest the reader but simultaneously teaches, explains or

informs. Narrative text is consists of certain structure. The structure refers to the way in which the ideas in the text are interrelated in order to convey a message to the reader. Thus, narrative is a text that can entertain and amuse the reader by providing fictitious story.

A narrative text is an imaginative story to entertain people. Djuharie (2011),“mentions that narrative text is a text type of stories aimed at entertaining the reader” (p. 339). The main characteristic is the presence of narrative text problems and steps taken to respond to these problems, such as the completion and solutions. According to Priyana (2008),“a narrative text focuses on a pattern of events with a problematic and expected outcome that entertains the reader” (p. 139). Narrative is to amuse, entertain and to deal with an actual or vicarious experience in different ways.

According to Barwick (as cited in Jubangri, 2017, p. 16), There are three generic structures of narrative text:

a. Orientation

It sets the scene and creates a visual picture of setting, atmosphere and time of story. Characters and some minor characters are introduced with some detail about their characteristics, attitudes and appearance. The clues are set in place for the coming complication. Thus, orientation is about character, such as, personalities, attitudes, and appearance.

b. Complication

It resolved around conflicts or problem that affects the setting, time or characters. The hero cannot teaching his or her goal. A problem or series of

problem complicate the characters' live. Thus, complication is problems happened in the story.

c. Resolution

The resolution brings the series of events to a close and resolves the main problem, challenge or situation. A solution is discovered to solve the problems or challenge. It gives the solution or how to solve the problems.

2.6 The Concept of Read-Ask-Put (RAP) Strategy

Learning to read is an important thing since it is one of English skills that should be mastered by the students. Unfortunately, there are still many students who have the difficulties in reading. That is the reason of a appropriate strategy in teaching reading is really required to make the learner enjoy and become interested of what they read. Using reading strategy is an alternative way to improve students' enthusiasm. Teaching students what strategies for comprehension are and how to use them will improve their understanding of written text. One of strategies that can be used in teaching reading is paraphrasing strategy or RAP strategy. This strategy is firstly developed by Schumaker, Denton and Deshler in 1984. This strategy is created to make a solution for the teacher in teaching reading comprehension and also to help students effectively deal with complex reading.

In paraphrasing or RAP strategy, the students are required to read some paragraph in the text and then rephrase the information into their own words. The RAP strategy requires students to engage in reading materials through questioning and paraphrasing to increase their comprehension of the material. From the

questioning and paraphrasing, students process information for better understanding of what they read. According to Deshler and Schumaker (1986), the after it is read (p.2).

Similarly, Boyle and Scanlon (2010), state that “the paraphrasing strategy is a reading comprehension strategy that asks students to find the main ideas and details of each paragraph that is read, the purpose of this strategy is to help students become actively engaged in reading through searching for main ideas and detail in paragraphs and then transforming that information through paraphrasing to make it personally meaningful” (p. 207).

RAP strategy is useful to be in teaching reading because by using the acronym RAP, the students are reminded to the three steps that must be followed to find the main idea of a paragraph. Besides teaching students to find the main idea of each paragraph and explain it into their own words, the RAP strategy also requires the students to monitor their comprehension by asking themselves after by they read each paragraph on the other hand, Blume (2010), claims that “RAP is a strategy that can improve your reading comprehension and help you remember what you read. Using RAP can help reading comprehension in many places at school including reading class, guided reading, science, social studies, and health” (p. 29). RAP stands for three steps, R stands for read a paragraph, A stands for ask the students to identify what is the main idea and two details, and P stands for put the main idea into the student’s own words. Then, Luckner and Rudolph (2009) emphasize that a three step strategy to remember reading material by (1) reading, (2) asking questions, (3) and paraphrasing RAP strategy is an acronym:

1. **R**- Read the paragraph
2. **A**- Ask the students to identify the main idea and two supporting details.
3. **P**- Put main ideas and details into the student's own words.

RAP strategy can be implemented in teaching reading at senior high school level as stated by Klingner, Vaughn, and Boardman (2015), "paraphrasing strategy can be useful technique with students across the grade levels. RAP strategy can be said as a key in improving student's memory of main ideas and details in text. This strategy requires the students to pay attention of what they are reading" (p.93. According to Wilson and Blednick (2011). "RAP strategy is used paragraph by paragraph, and at times even sentence by sentence for an entire passage, chapter, or page" (p. 126).

From the experts' explanation above, it can be assumed that paraphrasing or RAP strategy is a useful strategy that helps the teacher in teaching reading to the students. The RAP strategy also helps students to recall the main ideas and the specific facts of materials they read. by using this strategy, the student will obtain a better understanding when they read a text because RAP strategy requires the students to recall facts, identify the author's purpose, make inferences, and identify vocabulary in context for pieces of the text. RAP strategy requires the students to look the main points of the passage so that the students understand what the author tries to deliver through the text.

2.7 The Benefits of Implementing RAP Strategy

RAP strategy has some benefits for the teacher and the student since its steps are well organized to be implemented as a good strategy in teaching and learning process especially in reading. The benefits of RAP strategy proves that this strategy can be useful in improving students' ability in reading narrative text. Halterman (2013) states that paraphrasing is advantageous for students for a number of reasons, as follows:

1. It requires the students actively interact with the material rather than passively reading it.
2. The division of the reading passage into small units and the alternation of activities (reading, questioning, paraphrasing, reading, etc.) require that the student maintain a high level of attention during the reading activity.
3. The paraphrasing strategy requires the students to break down the material in a lengthy passage into small units and remember information in these smaller units.

In addition, Hagaman, Luschen, Reid (2010), also state that “there are some advantages of RAP strategy, (1) it can make an improvement in reading comprehension across multiple age groups, (2) the RAP strategy can be easily incorporated into existing curriculum as a support for a variety of readers who struggle with comprehension, and (3) the teacher can ensure that students understand what a paragraph is and what main ideas and details are in a paragraph” (p. 23).

In conclusion, RAP strategy provides many advantages for the students in reading comprehension, it is designed to help students focus on the most important information in a passage. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words so that the students will be able in dividing the text into small units and looking for the main points in every paragraph they read. In addition, after the students are able to determine what the main point of the text is, they will also be able in answering the questions related to the text.

2.8 Teaching Procedures of RAP Strategy

Emily Kissner (2010) proposed some steps of using RAP as follow:

1). Read a paragraph

The first steps is to **R**ead the text silently, students are directed to think about what the words mean.

2). After read the text, the second steps it to **A**sk, ‘‘what were the main ideas and details of each paragraph?’’ students are taught that the main idea typically stated in the first sentence or expressed the repetition of key words. They are also encouraged to reread the paragraph to help them find the main ideas and the details related to the main idea.

3). The third steps is to **P**ut the main idea and details in their own words. Doing so helps students to remember the information and to connect it with their own knowledge.

2.9 Previous Related Studies

Some previous studies which are related to the writer's present study were found. The first study entitled "The Effect of Read, Ask, and Paraphrase (RAP) Strategy on Students' Comprehension in Reading Narrative Text" of the Tenth Grade Students at (YLPI) yayasan lembaga pendidikan islam pekanbaru" which was conducted by Dewi Bernike Tampubolon in 2013, a student of IAIN Tulung Agung. The objective of the study was to know whether or not there is a significant difference of students' achievement in reading comprehension before and after being taught by using R.A.P strategy. The result showed that the students' mean score before they were taught by using R.A.P strategy was 62.50. While the students' mean score after they were taught by using R.A.P strategy was 74.17. The similarities of the study are; (1) The present and previous studies focused on narrative text, (2) Both of studies used R.A.P strategy, and (3) The previous study and this study used purposive sampling. The difference of the study is the sample. The sample of present study was the eighth grade students at MA YPGS Gunung Batu, while the previous study the sample was the tenth grade students at YLPI Pekanbaru.

The second previous study was conducted by Dahlia 2014 which is 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 Pekanbaru". The aim of this study was to find out whether or not there was significant improvement in Reading Comprehension taught by using R.A.P strategy at State Senior High School. As a result, the researcher of the previous study found that there was significant improvement

(<.000) in students reading comprehension taught by using R-A-P strategy at State Senior High School. The similarities of the study are; (1) Both of studies used R.A.P strategy, and (2) The population of the previous and present studies was senior high school students. The difference of the study is the previous study used cluster random sampling, while this study used convenience sampling.

The third previous study was conducted by Isna Mufida 2015 which isentitle “The Effectiveness of Using RAP (Read-Ask-Put) Strategy Toward the Students Reading Comprehension at the First Grade of SMAN 1 Rejotangan. The aim of this study was to find out whether or not there was significant improvement in reading comprehension taught by using RAP strategy at the first grade of SMAN 1 rojotangan. As a result, the researcher of the previous study found that there was significant improvement (<.000) in students reading comprehension taught by using RAP strategy at state first grade of SMAN 1 rojotangan. The similarities of the study are: (1) both of studies used RAP strategy, and (2) the population of the previous and present studies was senior high school students. The difference of the study is the previous study used cluster random sampling, while this study used convenience sampling.

2.10 The Hypotheses of the Study

Based on the background of the study above, the hypotheses is formulated the null hypotheses (H_0) and alternative hypotheses (H_a) as follows.

1. H_0 : there is no significant difference on the tenth grade students' reading comprehension in narrative text who are taught by using RAP strategy and those who are not at MA YPGS Gunung Batu.

H_a: there is a significant difference in the tenth grade students' reading comprehension in narrative text who are taught by using RAP strategy and those who are not at MA YPGS Gunung Batu.

2. H₀: there are no significant difference of the tenth grade students' reading comprehension in narrative text who are taught reading in average, good and excellent categories by using RAP strategy and those who are not at MA YPGS Gunung Batu.

H_a: there are a significant differences of the tenth grade students' reading comprehension who are taught in average, good and excellent categories by using reciprocal teaching strategy and those who are not at SMP MA YPGS Gunung Batu.

2.11 Criteria for Testing the Hypotheses

The criteria used for testing hypotheses are as follows:

1. If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted.
- If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (H₀) is accepted, and the alternative hypothesis (H_a) is rejected.

2. If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

2.12 Research Setting

This study will be conducted in MA YPGS Gunung batu. It is located at Ogan Komering Ulu Timur, Kec. Cempaka, Sumatera-Selatan. The accreditation of the school is B (good). MA YPGS Gunung batu is supported by good facilities and teachers. The headmaster of MA YPGS Gunung batu is Eka Nurhidayah.

In teaching and learning process at MA YPGS especially in reading, teacher just explained about the material, give example and exercises, translating word by word, and asking the students to look for the meaning of new word in dictionary. Hence, the teacher should have a specific and different method that can be applied to the students to improve their reading skill.