CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the skills that must be paid more attention by the students is reading. It is because the effective learning process is done through the reading. Smith (2004:1) states that reading is the most natural activities in the world. It can be said that reading is important to be required by the students. Furthermore, it has a tight relation to knowledge and information that they get through reading books, the reader have to understand and remember what they read.

Reading is thinking and understanding and getting at the meaning behind a text (Serravallo, 2010:43). Based on the definition, it can be concluded that reading is a process complex thinking in determining material that involves the reader's intellectual actions such as comprehension, that is useful for getting ideas or information in a reading text. Reading has many benefits for students because by reading students know basic knowledge and information about the world around them that they do not know. In addition, reading is an activity to understand readingtexts to obtain information from the text.

Reading is an active process that requires a great deal of practice and skill (Moreillon, 2007:10). When the students want to get information or

knowledge, they must read. In addition, by reading students can learn and be actively involvedduring class. Therefore, students are expected to be able to add a lot of vocabularyand find out a lot of information by reading well and understanding the contents ofthe text they read. Mastery of reading comprehension is fundamental, but there arestill many students who have difficulty in reading, most of the students have difficulty understanding the text, and also most of the teachers use inappropriate strategies to help students understand the text properly and correctly, it would make students cannot improve their understanding.

Johnson (2008:109) states that Reading comprehension is the act of creating meaning with text. Based on this definition, it can be concluded that when students read the text, students must express the main idea of the text to create meaning or understanding as a result. In reading comprehension, some students get difficulties in comprehending the contents and the components in reading, such as: finding main ideas, the meaning of words, phrases or sentences, and textual references of the text. Some students perceived that reading was very boring. Students cannot understand specific information from the text. The teacher just gives the text, asks the students to read in a few minutes and answer the questions. In reading, the teacher only involves the tasks in the book and the teacher choses inappropriate techniques in the teaching and learning process. Based on interviews with English teachers at SMPN 1 Kediri, some students have difficulty understanding the content and components of reading, such as: finding main ideas, meanings of words, phrases or sentences, textual meanings, textual references from texts.

Based on the observation the teaching and learning process still focused on being teacher-centered. While teacher asked the students to read some texts, and there were no corrections during the teaching-learning process. Moreover, the teacher seldom gave feedback on the students' work. If this issue continues, this might affect the ability of students to understand reading texts well. Therefore, the English teacher must choose an appropriate teaching technique. In the teaching and learning process, appropriate teaching techniques should be practiced improving the students' understanding, especially in reading comprehension.

To solve the problems above, there are many strategies in teaching reading that can be applied in classroom teaching techniques. There is a strategy that teachers can use to teach and improve students' reading comprehension, especially reading comprehension, called Read-Ask-Put (RAP) strategy. This strategy was developed by Schumaker, J. B., Denton, P. H., & Deshler, D. D.. (1984). The researcher must choose an appropriate strategy in the teaching and learning process. The researcher tried to improve reading comprehension skills using the RAP strategy in SMPN 1 Kediri in academic year of 2022/2023. This strategy requires students to read short excerpts of the materialand rearrange its contents, including main ideas and specific details, in their own words. This strategy helps them improve their memory for important information, mainly when they read texts. The RAP strategy helps students find and remember the main idea of the text. Hagaman et al. (2010:23) state that teaching reading comprehension can be done more easily by implementing the RAP strategy. In this strategy,

students are actively processing information in the text, which increases the likelihood of remembering what they have read. The strength of this strategy is that it guides the students' participation in reading and can help teachers manage their class in more controlled learning situations. Based on the problem faced by the students, the researcher is interested in implementing the RAP strategy. The students can improve their reading comprehension and learn faster if this strategy is well implemented during the classroom teaching and learning process.

By considering the benefits of RAP strategy to stimulate and engage students in reading comprehension, the researcher chose RAP strategy to be applied in this research to improve the reading comprehension of the eighth-grade students of SMPN 1 Kediri. The use of the strategy would overcome the students' problems inreading. This strategy helps students to improve their memory for important information. The research has shown that students' understanding, and retention scores increase the quality and quantity of paraphrase statements they make when reading a passage. Therefore, the researcher is interested in doing research entitled "The Use of Read-Ask-Put Strategy to Improve Reading Comprehension of the Eighth-gradeStudents of SMPN 1 Kediri in Academic Year 2022/2023".

1.2 Research Problem

Before conducting the research, the research problem should be formulated and specific to make this study more specific. The formulation of the research problem could direct the research toward finding the answer. It is important that reading comprehension deals with many aspects. Based

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on the background, the eight-grade student of the SMPN 1 Kediri in academic year 2022/2023 still faced difficulties inlearning comprehending activities. After the student read the text most of the student get difficulties in finding the main idea of the text they are reading and stillconfused with analyzing the system of the text. The research problem of this research can be formulated in the form of a question as follow: can reading comprehension of the eight grade student in SMPN 1 Kediri in academic year 2022/2023 be improved through RAP strategy?

1.3 Objective of the study

The research objective is the goal of which the research arranges to do or achieve during the study. To direct the research, it is necessary to declare an objective that would be achieved. This would give in taking any decision needed. According to research, the reading comprehension of the eight-grade student of SMPN 1 Kediri needed to be improve. However, in this problem the RAP strategy is a good strategy, which the researcher is interested in applying. In accordance with the research problem which has been formulate, the researcher was intended to find a solution or answer the research problem. Based on the problem which has been previously stated, this research aims to determine whether using RAP strategy can improve the reading comprehension of the eight-grade student in SMPN 1 Kediri academic year 2022/2023.

1.4 Limitation of the Study

Reading has board and wide scope of coverage, so the limitation of the study isnecessary. There are many issues or contents that can be adopted as

the subject matersto be observe by other researcher who want to participate in research in this field. To improve reading comprehension, student have to practice it every day because practice makes reading comprehension better, this study is limited to complexity and broadness of the problem discussed. The limitation of the present study to improving thereading comprehension of the eight-grade in academic year 2022/2023 using RAP strategy as the teaching strategy.

This research is focused on the eight grade's basic competency in *Permendikbud* No. 37 Year 2018. As result, this present research was focus on the main competency and third basic competency of the eight-grade student syllabus. The third main competency requires the student to understand the knowledge (factual, conceptual,and procedural) based on curiosity about science, technology, art, culture- related phenomena and visible events. The third basic competency 3.7 requires the student to understand the social function, generic structure verbal of short and simple descriptive text contextually. In the present study, the reading comprehension was focused on finding general information, specific information, textual meaning, of short and simple descriptive texts.

1.5 Significance of the Study

This research was concerned with improving reading comprehension to the eight-grade student of SMPN 1 Kediri in academic year 2022/2023 through the implementation of RAP strategy. In the present study, the research findings are highly expected to provide meaningful and significant theoretical and practical information on the importance of implementing

RAP as the teaching technique in reading comprehension.

Theoretically, the finding of research using RAP are expected to support and contribute to theory in developing reading comprehension. Some information and theories provided in this study can be taken to enrich the existing refences. The result can be beneficial as theoretical evidence regarding the implementation of thetheory based on the problems faced concerning teaching reading. Furthermore, the result of this study are expected to enrich theories and can be used as a references for future studies related to RAP in improving student comprehension of eight grade student of SMPN 1 Kediri. Thus, it can contribute new research with regards to the implementation of new strategies for successful reading comprehension in general.The findings are expected to be used as evidence that RAP strategy is one of the most effective strategies in improving reading comprehension of the eight-grade student of SMPN 1 Kediri.

Practically, the significance of the present study is expected to give feedback for the teacher, student, and other researcher. By applying this strategy, the teachers can solve the student problem of improving their reading comprehension competency, especially in finding the main idea, specific information and word meaning appropriately. This research may increase teachers' knowledge related to an effective technique for a reading classroom. For the student it can improve their reading, especially in understanding and comprehension of the text's specific information. It can improve their confidence in reading because they know how to comprehend the text quickly and fun way. For other researcher, this research is reference

to overcome the problem faced in the future. It can also increase and develop their knowledge about new technique to be used in the future.

1.6 Definition of Key Terms

It is necessary to define the key term used in the present study. To avoid misunderstanding about this study and provide a clear insight into what this study was concerned, it is expected to be meaningful for the readers when they read the present study. Furthermore, the key terms which would be used in the present study were reading comprehension and RAP strategy. Therefore, the researcher needs to give clear information and operational definitions concerning of the key terms use in the present study. There are some operational definitions of the key terms used in the present research. There are some operational definitions of the key terms can be briefly and concisely elaborated as the following explanation.

1. Reading Comprehension

   In this study, reading comprehension is defined as the ability of the eight grade students of SMPN N 1 Kediri in academic year 2022/2023 in finding out general information, specific information, textual meaning, and textual references of descriptive texts.

2. RAP Strategy

   RAP strategy is defined as a teaching strategy to use to improve reading comprehension of the eight-grade students of SMPN 1 Kediri in academic years 2022/2023, and it has three steps: Reading, Asking, and Putting the main idea in their own word or paraphrasing in the reading

section, the student record the synonyms for the familiar words to use when paraphrasing. In the asking section, the student find main idea and supporting details in the texts. Lastly in the putting section, the students summarize and put their own words.

CHAPTER II

THEORETICAL AND EMPERICAL REVIEW

2.1 Theoretical Review

Theoretical review is related to the theories, which are used in this study. It is used to support and build this study to be firmer and more based on the fact. The related the theoretical review is scientifically expected to contribute practical significance and should be conducted based on relevant theoretical construct and empirical evidence. This chapter mainly aims to provide some theoretical revies relevant to the scope of the present study based on the experts' point of view. The theoretical review strengthened the study by supporting theories from the experts. The theoretical frameworks that are discussed in the present study are reading comprehension, the importance in teaching English, and RAP strategy. They could be comprehensively explained as follows.

2.1.1 Reading Comprehension

Reading is a source of information and pleasurable activity and a means of consolidating (Patel and Jain, 2008:122). it can be said this skill is very important. Reading is a source of joy, reading gives the student the satisfaction, when they read the text they learn new words, and learn new insight from various reading texts. Reading is the most important in any language class. Reading is an activity undertaken by a person to obtain additional information; this is the way to gain knowledge. Reading is also

someone's ability to understand the meaning of the symbol contained in the written text. Reading plays an important role in human life in variety activities, where the people do reading activity to get the solution of their problems. In education, reading is very important, especially for students who want to improve their knowledge.

According to Brown (2004:185), reading is likewise a skill teachers expect learners to acquire. Furthermore, Smith (2004:1) states that reading is the most natural activities in the world. It can see this from how people can readinformation indirectly every day. Reading is a very personal thing, how well the reader reads it depends on the reading and personal resources and reading is the most useful and important skill. Reading skill is more important than speaking and writing. Reading is the source of knowledge and happiness and also reading is the most important thing in every language class.

Reading has an important purpose to find out the meaning of the sentencesread and to increase students' understanding of what they read. In addition, reading has many purposes. Students read to learn from an informational text such as non-fiction books and content books. Students also read for their own enjoyment such as reading novels, magazines, or comic books. Reading is the most natural activity in the world. Reading is very useful to understand the textthat has been read. This is very good to improve students' comprehension. Harmer (2001:80), states that the reading text also provides opportunities to study languages such as vocabulary, grammar, punctuation, and how we construct sentences, paragraphs, and

text. Moreover, Brown (2004:185) states that reading is likewise a skill that teachers simply expect learners to acquire inforeign language learning and understand the meaning easily.

McNamara (2007:109) states that comprehension arises from a series of cognitive processes and activities, including word decoding, lexical access, syntactic processing, inference generation, reading strategies, and post-readingactivities. To be able comprehend the text, the reader must be able to recognizethe words in the text. This can help the reader's ability to connect the meaning of several random sentences into a connected meaning as a whole. so therefore.the readers try to understand what is in the text. Ricards and Schmidt (2002:99) states that comprehension identifies the intended meaning of written or spoken communication. As well as they add that contemporary theories of understanding emphasize that it is an active process drawing both on information that contained in the massage (bottom-up processing) and background knowledge, information from the context, and the listeners and speaker purpose.

According to Smith (2004:13), comprehension may be regarded as relating aspect of the world around us, including what we read, to the knowledge, intentions, and expectations we already have in our head. It is clearly the purpose of reading and learning to read. While Snow (2002:11) state that comprehensions is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension is when the reader gives construct and gives meaning to a text. while understanding as a strategic process is a process to

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adjust the reading to suit the purpose of the reader and also the type of text. Comprehension is a process by which the reader gives meaning to a text using clues and prior knowledge.

With reading, the readers must connect the information what they read inthe text with their knowledge, then they can easily comprehend what they readin the text. According to Klinger, Vaughn, and Boardman (2007:8) Reading comprehension is a multicomponent, highly complex process that involves many interactions. The ability to understand the text or written materials is a reading comprehension. And also the readers learn about knowledge about language component (grammar and vocabulary). When the readers are reading, the readers use all of their skill or ability to comprehend the reading text that are being read.

Smith (2004:1) states that reading is the most natural activities in the world. According to Serravallo (2010:43), reading comprehension is the process of understanding the meaning of the text, and understanding what they have read. It is the process of simultaneously extracting and constructing meaning through interaction and involves written language. Besides that, when the teacher in teaching and learning process in classroom teach their students reading comprehension, it can make the student easy to find the main idea of the text, specific information, textual meaning, textual reference and word meaning.

According to Johnson (2008:109) Reading comprehension is the act of creating meaning with text. Besides that Serravallo (2010:43) states

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reading comprehension is the process of understanding the meaning of the text, and understanding what they have read. It is the process of understanding the meaning of the text with interaction and also involves written language. Reading comprehension is not about to know and remember the meaning of thetext, but reading comprehension it is about how the readers or students build a meaning of the text. And also reading comprehension is a process to understand the information of the text involves content and the meaning of the text, withoutreading comprehension the student cannot understand the content of the text.

Reading is very important to improve the student skills in learning. According to Patel and Jain (2008:113), reading is a more important and usefulskills than speaking and writing. There are some involves in reading comprehension such as understanding the meaning of the context, grammaticalstructure and vocabulary. If the student want to be able read a text correctly andfluently they need to practice reading is very often, then the student are allowedto explore the language that they are learning. It is makes student during readingfell enjoy and get the information and share the knowledge what they read in the text. Moreover, student can share the result about what they have after read a books or text.

One of the keys for students to be able to understand the content of reading is by reading. Reading is one of the keys to children's success in the future. Reading comprehension is when readers or students can read, understand, and develop what they have read in their own word. Reading can also help them to train their minds and to increase their knowledge

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about the world. The main purpose of reading is to understand the main idea and understand the meaning of the reading as a whole (narrative, free text, poetry, or textbook) that readers can conclude in writing or directly. That is what makes reading comprehension very important in daily lessons. students can improve their reading skills only with practice, without practice they cannot develop reading skills.

2.1.2 RAP Strategy

RAP is a strategy that can improve students' reading comprehension withand without disabilities and is extremely flexible. It can be used for elementary,middle, and high school students across many content areas (Hagaman et al., 2010:23). RAP strategy requires students through questions and paraphrasing they can engage and increase their understanding of the material. Questions and paraphrasing enable students to receive information better by understanding what they read. RAP is a strategy to help students learn how to understand and remember what they have read. We can see that strategies are used to help students understand and remember what they have read and can also help the learning process in the classroom. RAP strategy is a reading comprehension strategy that requires students to find the main idea and detailed content of each reading and then paraphrase the information they have read directly.

Reading is very important to improve the student skills in learning. Schumuker as cited in Hagaman et al. (2010:23), studies using the RAP strategyhas shown effective. These studies show marked improvement in reading comprehension across multiple age groups and for students with

and without disabilities. The RAP strategy or this three-step strategy can improve students' reading comprehension skills and is very flexible. In this strategy students are required to be involved in every question and paraphrasing that is useful to improve their ability to read material or text. Therefore, paraphrasing question allow students to capture information and better understand what they are read and also studies that use the RAP strategy very effective.

RAP strategy can easily be incorporated into the existing curriculum as support for various readers who struggle with comprehension (Hagaman et al.,2010:23). To make effective strategy instructions, teachers need to teach students to use this strategy. RAP strategy is a general strategy that is used to teach language in which RAP strategy works in 3 successive stages. In teaching reading, the RAP strategy has three steps: the first is to read the text and think about what the words in the text mean, second ask yourself how to find the mainidea and content of the text in detail which is related to the main idea. The thirdis to put the main idea of the text using your own words. This allows students to develop information that they can use their own words to share the information with.

Reid et al. (2013: 211) states that RAP strategy could improve the readingcomprehension of the students if the procedures were properly applied. Here are the procedures of applying RAP in the classroom proposed. The first is, theteacher asks students to read the text and then look for the main idea by themselves. the goal is for students to think about what they have read. The second is the teacher asks students to find the

main idea of the text and other facts using their own words. The last one the teacher asks students to look for words that are difficult or not yet understand in the text and the students may ask the teacher about it. In addition, students can take personal notes while reading to make it easier for them to remember what they have read because they do not get help from the teacher.

By applying this strategy, students do self-questioning and process information into their own words. Students actively process the information in the text, which improve their ability to remember what they have read. There are commercially available lesson plans for teaching the paraphrasing strategy (Reid et al., 2013:211.) Before reading the students were asked to think first "what is the purpose of my reading this text?, do I already know or have read this text?" It is very important to add steps of thinking that aim to improve reading skills, because students are asked to be able to remember previous knowledge and students can read in a more easily by determining reading goals.

This strategy is an effective teaching with the application of specific strategies. Teachers also have to adapt strategies to students. Instruction should be continued until the student has mastered the use of the strategy (that is, usingthe strategy correctly and consistently). most students master RAP strategies quickly, usually in four or five lessons of 20 to 30 minutes. RAP strategies can also encourage students to think about how they improved reading comprehension. The RAP strategy also has advantages in the learning process.The advantages are that it provides collaborative work

or effect, encouraging attention to detail and student involvement, takes little teacher preparation, and simple and easy to explain and understand.

2.1.3 Assessing Reading Comprehension

Harmer (2007:15) state that a good test can be considered by the validity, readability, and give feedback effect. The test has powerful affection on students' motivation; it is because their ability is measurable through the resultof the test. In addition, test is important to know the level of the students and know how good are the students' ability. Teacher can organize the good test for knowing those things. In order to judge the effectiveness of any test, it is sensible to lay down criteria against which the text can be measured, as follows:Validity: a test is valid if it is supposed to test. A particular kind of validity that concerns most test designers is face validity. This means that the test should look as if it is valid. Reliability: a good test should give consistent result. In practice, reliability is enhanced by making the test instructions absolutely clear,restricting the scope for variety in the answer, and making sure that test conditions remain constant (Harmer, 2002: 322).

Reading assessment is use to determine what skills are learn and what skills need to be strengthened. The most common reading assessment is usually with written test. Students read standardized test passages and indicate their comprehension by answering questions. In reading, we can go back to the text and review what was read, something impossible to do when listening unless the dialogue is taped or transcribed in some way. Comprehension assessment is usually thought of in relation to reading

(Caldwell and Joanne, 2002:1).

Westwood (2008:78) state that assessment refers to process of collecting information from students (e.g., obtaining test scores, work samples) while evaluation means looking at that information and making some decisions in relationto instructions. He also described the main functions of assessment such as (1) to enable a teacher to evaluate the effectiveness of the teaching program and then to make any necessary modifications to method of delivery, learning activities or resources (2) to identify any students who are having difficulties mastering the course content, and thus need additional help, (3) to provide information if a studentis to be transferred to another school or referred for special education, (4) to be accountable to parents by providing them with evidence of their child's learning, (5) to be accountable to government education authorities by providing hard evidence of achievement levels in a school.

Brown (2004:189) state that the various assessment of task depends on the type of reading. In this study, there will be two types of task, they are: short answer task, skimming task. Short-answer task is usually used when a reading passage is presented, and the test-taker reads question that must be answered asentence or two. And skimming task is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text. Assessment of skimming strategies is usually straightforward: the test-taker skims a text and answers questions such as the following. The students' reading comprehension is measured at the completion of teaching activities through RAP strategy in the classroom. The students are given a short answer task in which they identify general

information, specific information, textual meaning,and textual references. The test was constructed in such way therefore the researcher gets a clear description of the students' achievement in reading comprehension

2.2 Empirical Review

Empirical review is the review of previous research which is relevant to the present research. This is the way to get information and theories about the previous research that are still available. The point of empirical review is to elaborate a deepunderstanding of the theories previously. It means that empirical review reviews the result of studies that have been done earlier by the other researchers. The researcher chose two relevant researchers as the empirical review. This part was specifically focused on discussing the reviews of two pieces of research that have been previously done.

Putra (2020) conducted the first research entitled "Improving Reading Comprehension of the Ninth Grade Students of SMP Negeri 1 North Kuta in Academic Year 2019/2020 Through RAP Strategy". The objective of this study was to improve reading comprehension through RAP Strategy of the Ninth Grade Students of SMP Negeri 1 Kuta Utara in the academic year 2019/2020. The resultsof this study could be seen from the progressive mean score of pre-test and post- test. It means that the students who got difficulty in reading comprehension could be improved by using RAP Strategy. In addition, the RAP strategy decreased the students' errors in reading comprehension and could encourage the students'motivation and feelings in the class. In the present study, there was significant improvement after using

RAP strategy in the classroom. The result of his study was effective and a really helpful strategy in improving reading comprehension.

The second research was conducted by Laraswati (2020) entitled "The Use of Read-Ask-Put Strategy to Improve Reading Comprehension of the eighth-grade students of SMP Wisata Sanur in Academic Year 2019/2020". The results of the study found that RAP Strategy could improve reading comprehension. It can be seen from the progressive mean score of the pre-test and post-test. The present study showed significant improvement of students' understanding of grammar, especially used in recount text used RAP Strategy. It was also proved that applying RAP strategy showed the satisfactory result of improving students' reading comprehension, and it was worth to be implemented.

Referring to the research results of the researchers mentioned above, there are not only strengths but also some weaknesses. The two studies did not briefly mention the steps for implementing reading strategies through RAP. The two researchers used the measures in the study were not enough. As a result, that make students confused during the implementation of the strategy. This will make research results cannot achieve maximum results. In this study, the researcher will explain clearly the strategy, complete with the procedure steps in implementing the RAP strategy. In addition, researchers also provide examples and feedback for student understanding. Clear and procedural steps RAP strategy will allow students to learn in a much better learning experience so that they can maximize their active engagement.