

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Reading is one of the English skills that is very important for the students' success in learning the language. Reading is a complex skill involving a series of skills (Broughton et al., 2003:89). Based on the definition, it can be concluded that reading comprehension is a complex process of thinking in assigning materials that involve most of the readers' intellectual acts, such as comprehension, to get ideas or information extended by the reading text. Students can get many benefits from reading as it gives the basic information and knowledge about the world around which they do not know previously. Moreover, reading is an activity to understand the reading text to obtain information from the texts. Reading comprehension also allows the students to enrich their understanding or knowledge.

Reading provides opportunities to study language, vocabulary, grammar, punctuation, and how they construct sentences, paragraphs, and texts (Harmer, 2007:283). Because if they want to get information about something, students should read. Moreover, the students can learn and be actively involved in class discussions by reading. Therefore, the students are expected to know and enrich their vocabulary by reading well and understanding an efficient text. Mastering reading comprehension is fundamental, but many students still have difficulty in reading. Most students have difficulty understanding texts. Besides, many teachers also do not use appropriate techniques to help students understand the text correctly. It would make students unable to improve their understanding.

Johnson (2008:109) states that reading comprehension is the act of creating meaning with the text. 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. The teacher and the students caused this problem. The students were unable to understand the specific information of the text. The teacher was passive and boring in delivering materials. The teacher just gave the text, asked the students to read in a few minutes, and answered the questions. The reading text was boring because, in reading, the teacher only involved tasks in the book. The problem was also experienced by the eighth-grade students of SMPN 2 Kuta Utara. Finally, the teacher did not use the right technique for students to learn and understand the material presented quickly.

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. When the teacher asked them to answer the question related to the text given, the teacher did not focus on the students, and it made them feel frustrated while reading a text. 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 RAP strategy. 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 2 Kuta Utara in academic year of 2021/2022. This strategy requires students to read short excerpts of the material and 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.

Hagaman et al. (2010:23) state that teaching reading comprehension can be done more easily by implementing the RAP strategy. The Read-Ask-Put strategy helps students find and remember the main idea of the text. 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 2 Kuta Utara. The use of the strategy would overcome the students' problems in reading. 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 RAP Strategy to Improve Reading Comprehension of the Eighth-grade Students of SMPN 2 Kuta Utara in Academic Year 2021/2022".

## **1.2 Research Problem**

Before conducting the research, the research problem should be previously formulated and specified to make the present study more specific. The formulation of the research problem could direct the research toward finding the answer. It is important to note that reading comprehension deals with many aspects. Based on the background, the eighth-grade students of the SMPN 2 Kuta Utara in academic year 2021/2022 still faced difficulties in learning reading comprehending activities. After the students read a text, most of the students got difficulty in finding the main idea of the text they were reading and were confused with analyzing the system of the text. The research problem of this research can be formulated in the form of a question as follows: can reading comprehension of the eighth-grade students in academic year 2021/2022 be improved through RAP strategy?

## **1.3 Objective of the Study**

The research objective is the goal of which the researcher 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 guide in taking any decision needed. According to research, the reading comprehension of the eighth-grade students of SMPN 2 Kuta Utara needed to be improved. 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 formulated, 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 eighth-grade students in SMPN 2 Kuta Utara academic year 2021/2022.

#### **1.4 Limitation of the Study**

Reading has a broad and wide scope of coverage, so the limitation of the study was necessary. There are many issues or contents that can be adopted as the subject matters to be observed by other researchers who want to participate in research in this field. To improve reading comprehension, students have to practice it every day because practice makes reading comprehension better. Moreover, many strategies could be used as the solution to fix the problem in reading comprehension. The limitation of the present study is actually based on the complexity and broadness of the problem discussed. The present study is limited to improving the reading comprehension of the eighth grade in academic year 2021/2022 using RAP strategy as the teaching strategy.

The present research focused on the eighth grade's basic competency in Permendikbud No. 37 Year 2018. As a result, the presents research was focused on the third main competency and third basic competency of the eighth-grade students' syllabus. The third main competency requires the students to understand knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture-related phenomena, and visible events. The third basic competency 3.6 requires the students to understand the social function, generic structure, and 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, and textual reference of short and simple descriptive texts.

#### **1.5 Significance of the Study**

The significance of the study must be stated in the introduction section of your research paper. While displaying the significance, the researcher must

highlight how the research would be beneficial to the development of science and society in general. This research was concerned with improving reading comprehension to the eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 through the implementation of RAP Strategy. In the present study, the research findings are highly expected to provide meaningful and significant results in the research finding. The research findings are expected to indicate significant theoretical and practical information on the importance of implementing RAP as the teaching technique in reading comprehension.

Theoretically, the findings 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 references. The result can be beneficial as theoretical evidence regarding the implementation of the theory based on the problems faced concerning teaching reading. Furthermore, the results of this study are expected to enrich theories and can be used as a reference for future studies related to RAP in improving student comprehension of the eighth-grade students of SMPN 2 Kuta Utara. 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 eighth-grade students of SMPN 2 Kuta Utara.

Practically, the significance of the present study is expected to give feedback for the teacher, students, and other researchers. By applying this strategy, the teachers can solve the students' 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 students, it could 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 the other researchers, this research is a reference to overcome the problem faced in the future. It can also increase and develop their knowledge about a new technique to be used in the future.

### **1.6 Definition of Key Term**

It is necessary to define the key terms used in the present study. To avoid misunderstanding about this study and provide a clear insight into what this study was concerned about, 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 the key terms used in the present study. There are some operational definitions of the key terms used in the present research. The operational definition 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 eighth-grade students of SMPN 2 Kuta Utara in academic year 2021/2022 in finding out general information, specific information, textual meaning, and textual reference of reading texts.

#### **2. RAP Strategy**

RAP strategy is defined as a teaching strategy used to improve reading comprehension of the eighth-grade students of SMPN 2 Kuta Utara in

academic year 2021/2022, and it has three steps: Reading, Asking, and Putting the main idea in their own words or paraphrasing. In the reading section, the students record the synonyms for the familiar words to use when paraphrasing. In the asking section, the students find the main idea and supporting details in the texts. Lastly, in the putting section, the students summarize text and put their own words.





## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL 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 theoretical review is scientifically expected to contribute practical significance and should be conducted based on relevant theoretical constructs and empirical evidence. This chapter mainly aims to provide some theoretical reviews 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 of reading comprehension in teaching English, and RAP strategy. They could be comprehensively explained as follows:

##### **2.1.1 Reading Comprehension**

Reading is an important skill that students should be able to master. By reading, they will learn more about the information based on what they have read. Reading also creates a positive impact to improve knowledge and abilities. 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 activity in the world. It is seen from how people can read information unconsciously every day. Reading is very personal: how to read is shaped by personal characteristics. How well the reader depends on personal resources or reading potential—reading is the most useful and important skill. This skill is more important than speaking and writing. Reading is a source of joy. Reading is the most

important in any language class. Reading is a source of information and pleasurable activity and a means of consolidating (Patel and Jain, 2008:122).

The essential goal of reading is to know meaningful sentences and improve their understanding of what students read. Reading has many purposes. Students read to learn from information texts such as non-fiction books or content-area text; they read for enjoyment when they immerse themselves in novels, magazines, or even comic books. Reading is the most natural activity in the world. Reading is useful for understanding a text that has been read. It is a good thing to practice students' comprehension. Based on Harmer (2001:80), the reading text also provides opportunities to study languages such as vocabulary, grammar, punctuation, and how we construct sentences, paragraphs, and text. Besides, Brown (2004:185) states that reading is likewise a skill that teachers simply expect learners to acquire in foreign language learning and understand the meaning easily.

Comprehension involves cognitive activity. 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-reading activities. To comprehend the text, the reader must be able to recognize words. These contribute to readers' ability to connect the meaning of multiple sentences into a coherently connected mental representation of the text's overall meaning. Thus, they try to understand what the text talks about. Richards and Schmidt (2002:99) say that comprehension identifies the intended meaning of written or spoken communication. They also add that contemporary theories of understanding emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) and background knowledge, information from the context, and the listener's and speaker's purposes.

According to Smith (2004:13), comprehension may be regarded as relating aspects of the world around us, including what we read, to the knowledge, intentions, and expectations we already have in our head. It is the purpose of reading and of learning to read. Snow (2002:11) comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension is how the readers construct or assign meaning by interacting with the text. In contrast, comprehension as a strategy process is a process by which the readers adjust their reading to suit their purpose and the text type. Comprehension is a strategic process by which readers construct or assign meaning to a text using clues and prior knowledge.

By reading, the readers have to relate the information that is written on the text with their background of knowledge. Thus, they can easily comprehend the text that they have read. According to Nunan (2008:71), reading comprehension is a complex process, in which many factors play a role, including the active process of the interaction between the readers and the text, the understanding of the language and vocabulary in the text and learning and use of specific strategies for comprehension. Reading comprehension is the ability to understand written materials. It means that the readers also learn about language components, such as grammar and vocabulary. Reading comprehension refers to our ability to understand what we read. While the readers are reading, they use all of their ability to understand the reading texts that are being read.

Brown (2004:185) states that reading is likewise a skill that teachers simply expect learners to acquire in foreign language learning. According to Serravallo (2010:43), reading comprehension is the process of understanding the meaning of the text, 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. In addition, when the teacher teaches students reading comprehension during the classroom teaching and learning process, it will make it easier for them to find the main ideas, specific information, textual meaning, textual references, and word meaning.

Reading comprehension is about understanding written text. According to Smith (2004:2), reading is the most natural activity in the world. The way to improve reading comprehension is to read often and read exciting materials. Another way to improve reading comprehension is by enhancing vocabulary. Wagner et al. (2007:95) state that the results of successful understanding represent the state of affairs described in the text. Models of skilled knowledge refer to this representation as a mental or situation model. These meaning-based representations are not unique to reading comprehension. They are the product of successful understanding. Reading comprehension is the main action of reading itself.

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. In addition, when the teacher teaches students reading comprehension, it will make it easier for them to find the main ideas, specific information, textual meaning, textual references, and word meaning. Reading comprehension is not only knowing and remembering the meaning of all words in the text, but it is more about how the students build and construct the meaning of the text. Without reading comprehension, students cannot understand the information of the reading text. Reading comprehension is also how to understand the content and meaning of the information in the text.

In learning English, reading is very important in the development of others skills of the language learners. According to Patel and Jain (2008:113), reading is a more important and useful skill than speaking and writing. Reading comprehension involves understanding the meaning of the context, vocabulary, and grammatical structure. Reading can support literacy; students need to practice reading as often as possible so they will be able to read correctly and fluently. Moreover, the students are also allowed to explore the language that they are learning. It means that during reading, students enjoy the reading and get the information and can also extend or share the language knowledge. The students can also share the report, which the students have after reading books or texts or other written works.

Reading is one of the language skills to help students understand the meaning of the reading that they read. That is why reading comprehension is key to the success of children's learning in the future. Reading comprehension means that those who can read, understand and develop the contents of the reading by using their language. Reading will help them to open and train their mind with something new and expand their knowledge. Besides, the main purpose of reading is to understand ideas and comprehend meaning in reading in full, whether in the form of narration, free text, or poetry that can be concluded in a written or spoken. Those are why reading comprehension has become an important thing in the educational field and daily activity. Reading can only be developed by doing practice; students can develop their reading comprehension skills without practice.

### **2.1.2 RAP Strategy**

RAP is a strategy that can improve students' reading comprehension with and 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). This 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 a better understanding of what they read. RAP is a strategy that can help the students learn how to understand and remember what they have read. This means that strategy is used to help students understand and remember what they read and help the classroom's learning process. The RAP strategy is a reading comprehension strategy that asks students to find main ideas and details from each text and then paraphrase the information that they read orally.

Reading is the skill that the students have to understand and can make sense practice reading. Schumuker as cited in Hagaman et al. (2010:23), studies using the RAP strategy have shown effective. These studies show marked improvement in reading comprehension across multiple age groups and for students with and without disabilities. This three-step strategy can improve students' reading comprehension with and without disabilities and is extremely flexible. This 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 to better understand what they read—studies using the RAP strategy shown to be effective.

RAP strategy can easily be incorporated into the existing curriculum as a support for various readers who struggle with comprehension (Hagaman et al., 2010:23). Effective strategy instruction requires the teacher to teach students the use of strategy explicitly, model the strategy, cue students to use the strategy, and gradually scaffold instruction to become independent strategy users. RAP Strategy



is a common approach to community language teaching that works through three sequential stages. In teaching reading, the strategy has steps as follows: reading a text silently and thinking about what the word means; asking yourself how to find the main idea and the details related to the main idea; and finally putting the main idea and details in your own words. The students make the information on their own by using their own words to speak about it.

RAP strategy could improve the reading comprehension of the students if the procedures were properly applied. Here are the procedures of applying RAP in the classroom proposed by Reid et al. (2013: 211). First, the teacher asks students to read the text and find the main ideas and details. It aims to help the students to think about what they have read. Second, the teacher asks the students to find the main idea and the details related to the main idea. Third, the teacher asks the students to find the main idea and facts by using their own words. Then the teacher gives at least two details related to the main idea. Finally, the teacher asks the students to find the problematic words in the passage, and they are allowed to ask the teacher's help on unknown words. However, the students do not get additional support or assistance from the teacher. The students can take notes while reading the passage to help them remember what they have read.

By applying this strategy, students do self-questioning and put information into their own words. Students actively process information in the text, which increases the likelihood of remembering what they have read. There are commercially available lesson plans for teaching the paraphrasing strategy (Reid et al., 2013:211). However, it should be noted that these lessons have added a step to RAP strategy. Before reading, students are asked to think before they begin reading "what is my purpose for reading this passage? What might I already know about

this topic?” Adding the thinking step is vital for increasing reading comprehension because it asks students to access prior knowledge and approach reading more strategically by determining the purpose for reading. The strategy also helps when introducing and selling the strategy because teachers can talk about the strategy allowing important information from a passage or chapter (Reid et al., 2013:211).

This strategy is effective instruction by requiring the use of special strategies. Teachers should also adapt the instructions of the strategy to students. Instruction must continue until the student has mastered strategy use (i.e., using the strategy correctly and consistently). Most students can master RAP strategy quickly, usually in four or five lessons from 20 up to 30 minutes. The RAP strategy can also encourage students to reflect on how the strategy is improved reading comprehension. The RAP Strategy also has advantages in the learning process. The advantages are providing individual work or collaborative effort, encouraging attention to detail and student engagement, taking little teacher preparation, and being straightforward and easy to explain and understand.

## **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. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous studies results and place the researcher in a better position for their study result. The point of empirical review is to elaborate a deep understanding 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 conducted the first research (2020) entitled “Improving Reading Comprehension of the Ninth Grade Students of SMP Negeri 1 Kuta Utara 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 academic year 2019/2020. The results of 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 those researchers that were mentioned above, there was not only strength but also some weaknesses. Both of the research

did not briefly mention the steps of implementing reading through RAP strategy. Both researchers used the steps in the research were not sufficient. As a result, it made the students confused during the implementation of the strategy. This would make the research findings unable to achieve maximum results. In the present study, the researcher would clearly explain the strategy, complete with the procedural steps in implementing RAP strategy. In addition, the researcher also provided examples and feedback to students' understanding. The clear and procedural steps of RAP strategy would enable students to learn in much better learning experiences so that they could maximize their active involvement.

