

CHAPTER I

INTRODUCTION

This chapter deals with the background of the research, the research question, the research purpose, the research significance, the limitation of the research, and the terminology. The researcher explained the problem that arises in the background of research from general to specific.

A. Research Background

English is one of the languages learned by the student who come to school. It was become a universal language, used by the people as the communication way throughout the world. Also, English is one of the subjects that is tested nationally in every school. In English, the four fundamental skills were speaking, reading, writing, and listening. Reading is one of the skills that were put in the spotlight by the researcher. It means that reading was an activity to understand what was read. Not only that, reading is a basic skill that aims to hone memory and increase a piece of knowledge.

Reading skill was an important role for students who are learning English. It is a valuable thing to master for the student. By reading, students can get a lot of information from materials in written form, such as texts of stories, books, social media, and other forms of written text. In English, the position of reading skill is influential. It means that one of the activities of reading was to obtain information in a written form. Generally, the way in reading was how to understand the contents of what is witten. The significant part of the reading process was understanding the passage.

Moreover, reading was a process of getting the message conveyed by the author through written text. In this research, the level of reading skill intended by the researcher was high school level. The students have to be mastered in comprehend a text. The process obtains all the information by understanding the contents of the text. Furthermore, the ability to read in high school was a student activity related to comprehend, interpreting, recalling, and the ability of students to restate their opinions from the results of their thoughts using their own word. Therefore, to encourage students' interest in reading, they must know what the purpose of reading skill is.

The aim of reading is to find the meaning or idea in the passage. Reading Comprehension is the one of reading process where a reader makes an understanding of a text. Reading comprehension itself is an activity to know the content of a text, that translated by students using their own words. Their understanding can be useful for themselves as well as for other people.

In addition, reading to comprehend a text had several factors that become an obstacles or student problems for this skill. In general, the difficulty faced by students in reading comprehension at the high school level is that most of them difficult to understand the author's intention in the text. The students was very hard finding the main idea of a paragraph in the text and get other informations in the reading text. Furthermore, these difficulties were arised based on students' lack of understanding of new vocabulary, difficulty translating sentences in a paragraph, and lack of confidence in expressing opinions about messages or information in the text. Not only that, students at this time are more interested in

reading contained in electronic media than textbooks. On the other side, students have low motivation to read at school or while studying.

Based on the pre-observation conducted by the researcher at SMA N 1 Sungai Tebelian, the researcher found that several reasons caused students to have a low level of reading comprehension. The English teacher at SMAN 1 Sungai Tebelian said that the student's reading ability, especially in understanding a text, was very poor. Several factors influence students' problems with reading interest. First, in an English text, there are many vocabularies that students do not understand and know their meanings, thus hindering the understanding of the text itself. Due to a lack of wording and difficulty translating into their language, students became disinterested in reading. Students found it difficult to understand and find the main idea in a text and get other information. Then, they were shy about expressing their opinion about what they read because some of these problems made students have a low level of reading comprehension in English subjects.

On the other hand, in a brief interview conducted by the researcher, the teacher said that the achievement of the standard score (KKM) for some students in reading skill was very low. It can be seen from the tasks that students do. Most of them lack vocabulary mastery. As a result, they have difficulty understanding the text, which makes them lazy to read. In addition, the researcher also conducted interviews with several students about the problems they often experienced in reading comprehension. They said that the problems with reading were difficulty pronouncing words, found meaning of the words, so they become

lazy at reading and lack understanding due to long reading texts. Then they lack motivation to read written texts in the classroom.

The researcher is interested in conducting this research because of some of the problems that arose. The researcher argues that to get better at comprehending text, students must be trained to be able to actively participate in the learning process so that later they can think critically. Therefore, to create a conducive learning atmosphere and make students interested in reading, and improve it the researcher will apply the REAP technique in teaching reading comprehension to high school students in tenth grade. The REAP technique is an acronym for Read, Encode, Annotate, and Ponder for helping readers read and understand a text. The students learn to take the main idea of a text by following those steps.

The researcher believed that using the REAP technique in teaching reading comprehension will increase students' interest, make the learning atmosphere more active than before and make students understand a reading text better. Finally, referring to some of the previous explanations above, the researcher was interested in applying the REAP technique to improve and make students interested in reading comprehension.

B. Research Questions

Based on the explanation of the problem in research background, the researcher formulated the question as follow:

1. How is the process of teaching reading comprehension through REAP technique for students at tenth grade of SMAN 1 Sungai Tebelian?
2. How can the use of REAP technique improve students' reading comprehension at tenth grade of SMAN 1 Sungai Tebelian?

C. Research Purposes

Based on the questions that formulated, the researcher provides the purpose in this research as follow:

1. To describe the process of teaching reading comprehension through REAP technique for students at tenth grade of SMAN 1 Sungai Tebelian.
2. To identify whether the use of REAP technique can improve students' reading comprehension at tenth grade of SMAN 1 Sungai Tebelian.

D. Research Significance

In this research significance, the researcher hopes this study can give a contribution to English teaching and learning, especially in reading skill. This research gives a solution to find out the effectiveness of using the REAP technique in teaching reading comprehension. This research is needed by students, teachers, and other researchers.

1. Students

This research is useful for students who learning English in senior high school and it is expected that the existence of this technique can help them in reading comprehension skill and have more understanding of a text itself.

2. English teachers

The goal of this research was to assist teachers of English in senior high school, particularly in the tenth grade, in teaching reading comprehension.

The REAP is the alternative solution and can be used as one of the techniques that are needed by the teacher in teaching English, which makes students more interested in reading comprehension.

3. Further researchers

This research can be referenced by other researchers, and the REAP technique was helpful and can be used by those whose problem is similar to that found in the field of teaching reading comprehension.

E. Limitation of the Research

The researcher focused on the use of the REAP technique in teaching reading comprehension at the tenth grade of SMAN 1 Sungai Tebelian based on an explanation of the research background and the problems that arose. This research was conducted to describe the use of the REAP technique in teaching reading comprehension at tenth grade. Besides that, the researcher will also show the students' improvement in comprehending a written text by applying the REAP technique.

F. Terminology

This research deals with some definitions of the title; the key terms are as follows:

1. Teaching reading is an activity in the classroom in which students must read a text given by the teacher. It means students learn how to find out the content of the text starting from the main idea and the information that the writer wants to deliver in it.
2. Reading comprehension in senior high school means a set of processes to find information from a text. It is a skill where the students have to know what they read. Reading comprehension process is to know the meaning of a text, and concentrate it with what the reader knows.
3. REAP is an acronym for Reading, Encode, Annotate, and Ponder. REAP technique were used to make student better in reading comprehension. There are four stages in this technique: first read (students read a whole text and write the title); second encode (students mark the main point or main idea of what they read using their own words); third annotate (students note the main ideas from the author's message); and last is ponder (students' thinking and talking with others to make a connection and question about it).
4. SMAN 1 Sungai Tebelian is a school located in Pandan village, Sungai Tebelian district, Sintang regency. The researcher was taking the data from this school. This school consists of around five hundred students, and there were approximately twenty teachers, with adequate facilities and infrastructure.