

CHAPTER I

INTRODUCTION

This chapter presents several things about the introduction of this research. It consists of background, formulation of the problem, operational definitions, aim of the research, and uses of the research.

A. Background

Reading is an activity to get new information. It is very useful for our life, especially for students in the learning process. Chang and Ku (2015) cited in Cassata (2016) states “reading is generally viewed as crucial and fundamental to learning” (p.3). Moreover, Celci-Murcia in Marashi and Bagheri (2015) states “reading is assumed as an important skill by learners themselves as pedagogical, they can learn new information, acquire explanation, and assess acquired information through reading” (p.1). Thus, reading is a basic skill that important to learn because it has many benefits that can help students to expand their knowledge in the learning process.

Reading skill has tight relation to comprehension since it is the goal of reading activity. Reading comprehension means understanding the content that was being read. As stated by Djoni (2015) “Reading comprehension is not only a process of knowing the meaning of words, but also a process of catching the idea of the text that the writer intended to say”. (p.2). Watson et al (2012) add “Reading comprehension is a multifaceted process and students need multiple tools to understand what

they read” (p.79). It means to reach the goal of reading, students have to go through some processes and also require some tools to help them comprehend the text. Therefore, it becomes a difficult skill for many students.

To make reading comprehension easier to achieve, students can apply the strategy of reading. Besides making the students easier to comprehend, using a strategy also can make them interesting, more active, then the teaching-learning process will occur effectively. Learning strategies help students maintain interest and concentration during many learning tasks (Perker et al cited in Yunitasari, 2015).

There are many strategies in reading that can be used to support students in enhancing the reading comprehension skill. One of the strategies that have been applied by several researchers is the RAP strategy. It is also called by paraphrasing strategy. RAP represent the three steps of this strategy, those are read, ask, and put. First, students read a paragraph. Then, they ask themselves what is the main idea and supporting details of the paragraph. Last, students express the key information into their own word (Hagaman, Casey, Reid, 2010). This strategy can increase students’ ability to comprehend a text and also make them easy to grasp the information from the text.

The researcher taught the RAP strategy to one class of students in the second grade at the High School level. The genre of the text was analytical exposition. The process of teaching reading has been conducted

three times in meetings. To find out the students' feedback on the teaching process, the researcher interviewed some of them.

The studies about RAP strategy have been conducted by several researchers. Hagaman, Casey, and Reid (2010) applied this strategy to 6 students in the third grade of elementary school. Moreover, Yunitasari (2015) implemented the RAP strategy to 36 students in the second grade of junior high school by using Classroom Action Research. Furthermore, same with Yunitasari, Dalimunthe (2017) in his research conducted this study in the second grade of junior high school, but he used Experimental Research to the study. The results from the studies above have shown that the RAP strategy is successfully increasing the students' reading comprehension.

Many previous studies only focused on the students' achievement quantitatively, students' scores before and after the implementation of the RAP strategy. In this present study, the researcher focused on the students' perceptions about the implementation of the RAP strategy on teaching reading comprehension at one of the Senior High School in Tasikmalaya.

B. Formulation of Problem

In line with the background of the problems above, the researcher formulates the problem into "What are the students' perceptions on the use of RAP strategy in teaching reading comprehension?"

C. Operational Definitions

This is the explanation about the keyword related to the title, in order to make this research clear.

1. Reading comprehension : Reading comprehension is the ability to get the meaning in the text. The readers know the content of what they are reading.
2. Read, Ask, Put (RAP) strategy : RAP is the three steps strategy to improve the reading comprehension through questioning and paraphrasing. The steps are: (1) Read a paragraph, (2) Ask yourself what was the main idea and the details, (3) Put information into your own words. (Hagaman, Luschen, Reid., 2010).
3. Students' perceptions : It refers to students' point of view toward the use of RAP strategy in teaching reading comprehension.

D. Aim of Research

This research aims to find out the students' perceptions on the use of the RAP strategy in teaching reading comprehension.

E. Uses of the Research

This research is expected to give some contributions as follows:

1. Theoretically

This research is to complete the information and knowledge about Read, Ask, Put (RAP) strategy in teaching reading comprehension.

2. Practically

A. English teachers

The research result can be used by English teachers as a reference in teaching reading comprehension to students.

B. English learners

The research result is expected to be useful for the students to increase their reading comprehension. This strategy makes the students know the detailed information of the text that they have read.

C. The reader

This research can be used as an input for the readers who are interested in the related field to enlarge the knowledge of teaching English.

3. Emprically

This research adds new knowledge and experience to the writer, especially about writing a scientific paper and conducting research.