CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research question, objective of study, hypothesis, scope and limitation of the problem, significance of study, and definition of the key terms.

A. Background of The Study

Reading is an important skill in learning English. Reading is the activity of seeing a writing or reading and the process of understanding the contents of the text aloud or quietly. Reading is a type of language skill. Because, reading can make a person gain information, knowledge and new experiences that were not known before. According to Nuttal (2015) reading is an interaction between the thoughts created by the writer and the thoughts possessed by the readers. This can be seen from the way the reader understands the content of the text from the author. When reading, the eyes and the brain are very dominant. The eyes have a role to receive while the brain plays a role in working on the importance of messages from reading. Olson and Diller (1982) states the reading comprehension is a term to know a skill used to understand written information (Arriyani, 2019). This means that reading is an activity to understand a reading text. In reading activities there is an interaction between the writer and the reader which results in understanding and utilizing information. The purpose of reading is to understand the content of a reading. Reading activities are needed in all circle

to increase insight, especially among school children. Because the more students read, the more their understanding of the learning material will increase. Reading English texts for students also has the benefits include increasing vocabulary and knowing the correct spelling. Reading comprehension is a complex process to get results from the reader's interaction with the text that has been read (Zasrianita, 2016).

Reading skills can be developed when a person has a good understanding. Sometimes, in teaching reading we found that students have difficulty in understanding reading. This happens, due to the low motivation of students in learning, lack of vocabulary and students were less interested in the learning methods applied by the teacher. Usually, learning activities are only teacher-centered. The teacher reads and explains the material while the students just listen. This makes students bored in following the lesson. Therefore, it is necessary to apply different learning methods from before so that students get out of boredom and are enthusiastic about participating in learning. One technique that can be used for learning, especially to teach students' reading comprehension is the REAP (Read, Encode, Annotate, Ponder) Techniques.

According to Renette (2016), REAP is one of the techniques used to help readers understand the reading. In this techniques, students go through four stages so that students really understand the content of the reading. The four stages are Read, Encode, Annotate, Ponder. This technique makes students play an active role in learning. Because in this technique students are focused on understanding a

text through these stages so that they can understand the essence of the reading (Riandi, 2019).

There are some previous studies about REAP technique that were found by the researcher. The first study is conducted by Ariyani and Oktaviani (2019). This study aims to find out whether the implementing REAP technique could improve students' reading comprehension. This study showed that this technique is effective to improve students' reading ability. So, this technique is proper to use in teaching reading comprehension.

There is a similarity and difference between the previous studies conducted by Ariyani and Oktaviani (2019) and this study. The similarity of this research is research design, namely quasi experimental. The difference is the class of the research, namely descriptive text, while this research is using recount text.

The second is conducted by Riandi and Triana (2019). The purpose of this study is finding out the effect of REAP (Read, Encode, Annotate, Ponder) technique toward students' reading comprehension. The result of this study is the student ability of the eleventh grade students at Islamic Senior High School of MA Nurul Amal in comprehending reading Exposition text by using REAP (Read, Encode, Annotate, Ponder) technique had high score. So, there is any significant effect of using REAP technique in comprehending text of eleventh grade student at Islamic Senior High School of MA Nurul Amal.

There is a similarity and difference between the previous studies conducted by Riandi and Triana (2019). The similarity of this study is research

design, namely experimental method. The difference is the class of the research. Their study is eleventh grade while this research is eighth grade. Then the place of the research is Islamic Senior High School Nurul Amal Menes, while this research in SMPN 1 Plosoklaten.

The third is conducted by Arifah and Jufri (2019). The research aims to explain how to implement the REAP technique in teaching reading at Junior High School. This study shows that the REAP technique is effective to teach reading. This technique can build students' motivation in learning reading.

There is a similarity and difference between the previous study conducted by Arifah and Jufri (2019). The similarity of this study is using REAP technique to teach reading in Junior High School. The difference is the research design, namely Classroom Action Research. While this research using quasi experimental research.

Based on the explanation above the researcher will research with the title "The Effectiveness of REAP (Read, Encode, Annotate, Ponder) Technique in Teaching Reading Comprehension".

B. Research Question

Based on the background above the research question is as follows. Is REAP technique effective in teaching reading comprehension?

C. Objectives of The Study

Based on the statement of the research question above, the objective of this study is to find out whether the REAP technique is effective or not in teaching reading comprehension.

D. Research Hypothesis

Hypothesis provides a framework for generating a conclusion of a research. The researcher assumes hypothesis to make the purpose of the study clear. Here, the researcher has two hypotheses, they are :

1. The Null Hypothesis (H_0)

There is no significant difference between the student taught by using REAP technique and the students taught by using mind mapping on the reading comprehension.

2. The Alternative Hypothesis (H_a)

There is a significant difference between the student taught by using REAP technique and the student taught by using mind mapping on the reading comprehension.

E. Scope and Limitation of The Problem

The scope of this study is reading comprehension. In addition this study focuses on applying the REAP technique in teaching reading comprehension. In this study the researcher wants to limit the problems in order to focus on the subject of the researcher. The researcher concern to find out whether there is effective of REAP technique in teaching reading comprehension on recount text of the eighth grade at SMPN 1 Plosoklaten in the academic year of 2021/2022.

F. Significance of The Study

1. For the students

This study expected to help students of SMPN 1 Plosoklaten in learning and improve their ability in reading comprehension.

2. For the lecturer

This study can be considered as the reference on establishing the enjoyable learning of reading by using REAP technique.

3. For english teacher

REAP technique used in this study to assist teachers in providing alternative methods to help students in reading comprehension.

4. For the researcher

This study provides the researcher more knowledge and expeience on examining the research about reading comprehension by using REAP technique.

G. Definition of The Key Term

1. Reading

Reading is the ability to understand a piece of writing. Reading can increase vocabulary for readers.

2. Teaching Reading

Teaching reading is the process of helping students to understand the text.

3. Recount Text

Recount text is a text that tells about events in the past.

4. REAP

REAP is technique that requires students to follow four steps to maximize reading comprehension.

5. Mind Mapping

Mind mapping is a technique that can improve the way to take notes and improve problem solving.