

CHAPTER I

INTRODUCTION

A. Background of the Research.

One of many activities which can determine the students' achievement is reading comprehension. Through reading comprehension the students understand and get the information from the text. According to Kendeou (In Karbalaeli, 2011: 229), comprehension is foundation from which the reader can retell the story, apply knowledge that has been acquired from the text, and identify the theme. The aim of reading is to make students understand the passage or the text and take the information of it.

The reality the students are difficult to comprehend the text. It happens because the content of the text is too complex with a lot of new vocabularies which are not mastered by students. It makes the students difficult to understand the text, so they have difficulty to analyze the content of the text. It makes the students difficult to comprehend and get information of the text. Furthermore, the teacher did not use any interesting strategies to assist the students in comprehending reading text.

Based on the pre-observation in SMP Negeri 1 Kemranjen, the students had low reading comprehension. It caused because the students could not understand the material. It could be seen when the teacher asked the students some questions related to the text, the students only kept silent.

Furthermore, the teacher who did not use any interesting strategies also influenced students in comprehending text. As a teacher, we should know appropriate strategy to measure the capability of the student's reading comprehension. According to Kendeou (2007, 27) there are two arguments to make sure this claim that reading strategies are important for students. First, many readers do not know whether the reader are adequately comprehending text or not. Second, many readers have some illusion of comprehension when they read text because they settle for shallow levels of analysis as a criterion for adequate comprehension.

There are some strategies in teaching learning process. One of them is Read a Paragraph, Ask Themselves, Put It into Their Own Words (RAP) strategy. According to Paterson (1943: 207) the purpose of RAP strategy is to help students become actively engaged in reading through searching for main ideas and details in paragraphs and then transforming that information through paraphrasing to make it personally meaningful.

Schumaker et al., (1984, 232) state that, RAP strategy is a three-step strategy: (1) Read the Paragraph, (2) Ask myself "what was the main idea and detail, (3) Put it in your own word.

Based on the explanation that mentioned before, this research is focused on "The Effectiveness of RAP Strategy on Students' Reading Comprehension at Second Grade Students of SMP Negeri 1 Kemranjen in Academic Year 2012/1013".

B. Reason of the Research

1. Reading comprehension has to be mastered by the students because almost the teaching material of junior high school is reading form.
2. RAP is one of strategy that presents in three steps. It can help the students to remember what they have read, so, the writer wonder RAP strategy can give contribution for reading comprehension.

C. Problem of the Research

The problem of the study is stated by a question: is RAP strategy effective on students' reading comprehension to the second grade students of SMP Negeri 1 Kemranjen academic year 2012/2013?

D. Aim of the Research

The aim of this research is to know whether or not RAP strategy is effective for teaching reading comprehension.

E. Scope of the Research

To make this study easy to understand by the reader, the problem is limited as follows:

1. In this research the writer limits the strategy only RAP strategy. It can enhance poor readers' understanding of textual materials, and anchor in the theory of utilizing paraphrasing to help improve memory of main ideas and details in text.

2. The research focuses only on searching the effectiveness of RAP strategy through pre test and post test. The material of the teaching and learning process is *Recount* text.
3. The subject of the study is the second grade students of SMP Negeri 1 Kemranjen academic year 2012/2013.

F. Contribution of the Research

Hopefully, this research can give contribution for:

1. English teacher

The result of the study can be used as a new strategy in teaching and learning process and as an alternative way to teach reading text.

2. Students

1. Motivate the students to follow reading class.
2. Increase students' creativity in developing their language.