

CHAPTER II

LITERATURE REVIEW

A. Reading

1. The Definitions of Reading

Actually, there are many definitions of reading. Firstly, definition comes from Tarigan (2008: 7) reading is a process carried out and used by reader to acquire message that is conveyed by a writer through words or symbol, and the meaning of the words could be soon and known by the reader so, the reading can be carried out well.

Secondly, according to Pretty (in Karbalaeli, 2011: 229) said that for children reading has the value of helping them to learn by expressing their own thoughts and making them familiar with the language pattern and the ways of using language efficiently. Reading also stirs children imaginations and helps them to stimulate creative talent express through speech, writing and dramatization.

Other definition of reading comes from Grellet (1998: 3) states that reading is constant process of guessing, and what one brings to the text is often more important than one finds in it.

Based on the definition above, it could be concluded that reading is the process to understand the text or the passage. The main

target in reading is the students reading comprehension ability to understand the content as it is used in written material.

2. The Definition of Reading Comprehension

There are many definitions of comprehension. Firstly, Alexander (1988: 127) said that comprehension is an activity process that involves the child's integration of prior knowledge with information in the text. Among the major goals of reading instruction today is the development of learners who understand, students need the comprehend ability to understand concept presented in print, to think about the material reading, and to use what is read for relevant purposive.

Furthermore, Tampubolon (1990: 32) said that reading comprehension as a cognitive process in which a reader receives word which involves eye movements and thinking activities including understanding and remembering.

Based on the statements, we can conclude that reading comprehension is a process of the reader to understand, remember and comprehend the information or knowledge on the text.

3. The Importance of Reading

According to Squidoo (2011: 1-2), there are four importance of reading. The importances are as follows:

- a. reading can make the students smarter

Reading forces the brain cells of the students to think about the content of reading or other cases that are found in reading. Finally, reading can rehearse the brain cells to always process the information smartly.

- b. reading make knowledgeable

The valuable pieces of knowledge can be got easily by reading some different literatures or others resource of reading.

- c. reading can improve vocabulary and language skill

The knowledge of different literary style can be got by reading many literatures. Commonly, vocabulary and language skill can be developing by learning and reading different literary style.

- d. reading boosts creativity

Reading saves much knowledge that can make creativity. The creativity that is gained by reading can be used in whatever area of life.

Based on the important of reading above, it can be concluded that reading makes smarter, improve students' vocabulary and language skills, makes knowledgeable and creates critical thinking.

4. The Aim of Reading Comprehension

According to Tarigan (2008: 9) said that there are several aims of reading, as follows:

- a. reading for details or facts

The students read to know the innovations that have been found and to solve the problems by the writer.

- b. reading for main ideas

The students read to find out the interesting topic of the text, to find out the problem that occur in the text and summarize the text to get the purpose reading, namely to find out the main idea of the text.

- c. reading for sequence or organization

In this purpose, the students should be able to find out the sequence or organization of the text. They read to know what is happening in each part of the text to solve the climax problems of the text.

- b. reading for inference

The students read to know the quality of the text that are shown to the readers to make them succeed or fail.

- c. reading to classify

The students read the text to classify some information and actions of the writer in the text or paragraph.

- d. reading to evaluate

The students read to find out measure the writer's succeed then to know whether we want to do or work like the writer in that story.

- e. reading to compare or construct

The students read to compare the plot of story or content whether have similarity with him or even contrast.

Out of the various aims, this research will use reading for main idea and reading for sequence as the aims of reading in junior high school. Those will use in this research to measure the students' reading comprehension using RAP strategy and reading indicator in junior high school as enable to find out the main idea of the text. Beside, the students find out the organization in each part of the text.

5. Problem in Reading

According to Weta (2011: 2) there are three comprehension problems that faced by the students. The problems are as follow:

- a. the length of the text
- b. the failure in finding the writer's message
- c. inability in outlining the important points of the text.

The other problems stated by Gersten in Boyle (2010: 207) there are some factors contribute to difficulties in reading comprehension, such as:

- a. Lack of prior knowledge of the topic.
- b. Difficulty in making inferences (conclusion).

c. Poor understanding of text structure

Based on the problems of reading above, a good teacher should be able minimize and help the students to solve their reading problems.

6. Recount Text

Actually, the material that will be used for teaching reading is recount text. According to Zaida (2006: 44), recount is a story which happens in the past. The purpose of recount is to tell the readers what happened in the past through a sequence of events.

The language feature of recount is first, use simple past tense (for example: drove, went, bought, etc). Second, focus on temporal sequences (for example: yesterday, on Wednesday, etc). Third, focus on specific participants (for example: I (the writer)). The last, use action verb (for example: watched, played, etc).

Recount has generic structures such as orientation, events and re-orientation. First, orientation it tells about the participants who were involved. Events tell about the events in chronological order. The last, re-orientation tells about the summary of events.

Based on the explanation above, recount is also used to be the material of pre test and pre test in this research.

B. Reading Strategy

Reading strategy are methods used during reading to understand or comprehend the text. A strategy is effective if the students have a strong understanding of why they use a strategy, how the strategy can help them, and know the reason behind the steps of the strategy. Duke and Pearson (2002: 235) said that children's reading comprehension improves consistently when teachers follow these steps:

- a. explicitly describe the strategy and when to use it
- b. model the strategy in action
- c. involve children in collaborative use the strategy
- d. lead guided practice using the strategy
- e. provide independent practice using the strategy.

Based on the explanation that mentioned before it can be concluded that to teach a reading strategy the teacher should follow the instruction step by step. The teacher describes when to use the strategy, explain what the strategy is and model how to use the strategy.

1. The Purpose of Reading Comprehension Strategy

Strategies designed to improve reading comprehension. According to Muskingum (2012: 4), here are the purposes of reading comprehension strategies:

- a. to enhance understanding of the content information presented in a text

- b. to improve understanding of the organization of information in a text.
- c. to improve students' attention and concentration while reading
- d. to make reading more active process
- e. to enhance registration and recall of the text information.

C. RAP Strategy

There are many strategies that can assist students to enhance their understanding and comprehending in reading text, such as: RIDA strategy, SQ3R strategy, the RAP strategy, etc. This research use RAP strategy to teach reading.

RAP strategy (Schumaker in Karbalaeli, 2011: 232):

Read a paragraph, Ask yourself “what were the main idea and details in this paragraph finding the main idea:

1. Look in the first sentences of the paragraph,
2. Look for repetitions of the same word of word in the whole paragraph.

Put the main ideas and details in your own words.

Paterson (1943: 71) said that RAP Strategy 1) Read a chunk and stop 2) Ask yourself what you just read 3) Paraphrase or for younger students, put in your own words what you just read. Either say it to yourself or jot it down using key points.

Schumaker in Robert (2012: 184) says that each letter in RAP stands for a step in the strategy: Read a paragraph, ask yourself what was the main idea and two important details, Put the information in your own words.

In other words RAP strategy is a reading comprehension strategy that asks students to find main ideas and details from each paragraph that is read and then to paraphrase orally that information.

D. The Step of RAP Strategy

1. Read a paragraph

One paragraph of the text is read at a time, as you read be sure to think what the word mean. The students may read silently or aloud.

2. Ask yourself what the main idea is

After reading the paragraph, ask you what were the main idea and details. Try to find the sentence or sentences that give the most important ideas in the section that you read.

3. Put the main ideas in your own words

Put the main idea in your own words. Try to think of others words to say the same thing as in the paragraph.

The example of implementation RAP strategy on recount text:

R	A	P
On Saturday, October 23 rd , I went to Sarah's birthday party. I was very excited. I went there with	On Saturday, October 23 rd the	On Saturday, October 23 rd the writer attended Sarah's birthday party. She was

George and Tina. We wore fancy dress because it was a fancy dress party. I wore a ghost costume, Tina became Xena, and George was a vampire. The party started at 7.	writer went to Sarah's birthday party.	very happy.
First, we sang "Happy Birthday". Then, Sarah blew the candles. After that, we ate some food and drank orange juice	The writer and her friend started the party	The writer and her friends started the party with sang "Happy Birthday", then Sarah blew the candles.
Later on, we did some games. Everybody enjoyed them. I cheered so hard that I nearly lost my voice. While we were playing "Hide and Seek", the lights suddenly went out. Some girls screamed because they were afraid of the dark. Fortunately, it didn't take long. In ten minute, the light went on again, and we continued the games.	They did some games in the party	Then they did some games. Everybody enjoyed the games. The writer cheered so hard that she nearly lost her voice.
Before the party was over, the MC announced the best costume of the party. George got the first prize. He looked so happy.	The MC announced the best costume of the party.	The MC announced the best costume, George came as the winner. He looked very happy
Finally, my Dad arrived to take me home. I was so tired, but happy.	The writer felt tired, but happy	Finally, my father arrived to take me home. I was very tired, but happy.

E. The Advantages and Disadvantages of RAP Strategy

Every method has advantages and disadvantages when we applied it in teaching learning process. The advantages of RAP strategy:

1. help the students to remember what they read.
2. make the students to be active in reading through searching for main ideas and details in paragraphs.
3. transform the information through paraphrasing to make it personally meaningful.

RAP strategy also has disadvantages, as a good teacher we should to minimize them, the disadvantages are,

1. Students difficult to conclude the main idea
2. The teacher cannot give the students long texts.

F. Teaching Reading Using RAP Strategy

The steps in reading using RAP strategy are as follows:

1. The teacher explains and describes the RAP strategy.
2. The teacher distributes text which is prepared before for each student.
3. The teacher provides a cue card that contains the steps of RAP strategy.

The example of cue card:

The Reading RAP
Read each paragraph carefully
Ask myself,” what the main idea and two details?”
Put it into my own words

4. The teacher models the students to implement RAP strategy to comprehend the text. First, asking them to read a paragraph carefully. Second, asking them to ask themselves “what was the main idea and details. Third, asking them to put it into their own words. The teacher and the students work together on a text.
5. The students continue to use the strategy until the entire passage is read.
6. The teacher gives some questions related to the passage.
7. Discussing the result of student’s comprehension using RAP strategy.

G. Basic Assumption

RAP strategy is one of strategy that can help the students to comprehend texts. Each letter in RAP strategy stands for a step in the strategy: Read a paragraph; ask yourself what the main idea is, put the information in your own words. Further, it makes the students easier to remember the strategy.

RAP strategy is appropriate to help the students understand the material well. It can assist the students recall the main ideas and specific information of materials they read.

H. Hypothesis

Based on the basic assumption that mentioned before, the writer has hypothesis that teaching reading using RAP strategy at the second grade students of SMP Negeri 1 Kemranjen is effective toward reading comprehension.

