

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents an overview of the study. It covers background, research questions, research purposes, research significances, rationale and previous studies.

#### **A. BACKGROUND**

This study is intended to observe students' ability in reading comprehension, specifically in recognizing main idea. Reading is an important skill that has a large impact on the others skill. Harmer (2007, p. 99) stated that reading provides a good model for English writing, provides opportunities to study vocabulary, grammar, and punctuation, and demonstrates the way to construct sentences, paragraphs, and whole texts.

Language learners who like reading will get some benefits. They are not only improving their reading comprehension but also enrich their vocabularies, master grammar to understand every English lesson and develop an idea in the written language like an essay. Stoller et al. (2013, p. 4), explained that "comprehension becomes the ultimate goal of every reading curriculum." Thus, it can be inferred that teaching reading principally means that teacher facilitates and encourages students to comprehend the text well.

In reading comprehension, readers will find it difficult to catch the meaning of a text without knowing the main point of reading skill. The main point in developing reading comprehension recognizes the main idea of each paragraph.

Main idea is the bridge to make a reader understand a text easier because the sentences in a paragraph are always talking about the main ideas.

Nowadays, many students seem less interested in reading activity; they are more passive in reading. Based on the study of "Most Literate Nation in the World" in March 2016, Indonesia is in rank 60 from 61 countries. The position of Indonesia is under Thailand (59) and only above Botswana (61). It shows that Indonesian people are lack of reading interest.

Based on the previous experiences conducted in a Junior High School in Bandung, most students are less interested in reading lesson, especially in comprehending main idea of a text. The students prefer listening lesson or learning through audio and video than reading a text. When the students are given a text, especially the long one, they show their disinterest like falling asleep in the classroom, not focusing on the learning process and getting out from their seats. This case happens in the classroom in reading lesson. Based on the problem, the teacher tries to look for the strategy or method to solve it. One of the solutions is applying the strategy suitable for reading lesson. It aims to make students enjoyed in reading process, especially in learning lesson.

Considering the problems above, it can be concluded that for students' reading comprehension, an alternative strategy in the reading lesson is needed. Fan (2010) confirms that reading strategy instruction can provide an efficient method for teachers to motivate students' participation in learning, teach them how to read effectively and help students become a strategic reader. It is essential to note that the process of reading can be improved by using suitable strategies

Arthi & Srinivasan (2018). In this research, there is a suitable strategy that to solve the problem in reading comprehension; that is REAP strategy. REAP strategy is an acronym for Read, Encode, Annotate, Ponder. This strategy will be applied in the reading lesson, in order to make student easy to find the main idea in the text. It helps students identifying information by their understanding, improving student's attention in understanding unfamiliar words in the text (by using quotes, phrase or the other words), and making a personal connection between the texts with their understanding. The reason why this strategy is chosen is because in step of REAP strategy is appropriate for the problem in this research. Through this process, students are guided to guess the main idea in the text by using their own words and get the important information from the text.

There are some previous researches conducted about this method. The first research is by Zasrianita (2016) who conducted research about "*Using REAP (Read, Encode, Annotate, Ponder) Strategy in Reading Comprehension at Eight Grade.*" The second research is conducted by Wulandari, Ihsan, and Hayati (2014) about "*Teaching Reading Comprehension to The Eighth Graders of SMP Negeri 53 Palembang through Reading, Encoding, Annotating, and Pondering (REAP) Strategy*". The last research is provided by Mutia, Syafar, Dewi (2016) about "*Applying Read, Encode, Annotate and Ponder (REAP) Technique to Develop Reading Comprehension of Tenth Grade Students.*" Based on those studies, REAP strategy is often used in some kind of texts. However, this research is different from the other researches, because in this research, REAP strategy would be applied in recognizing main idea. Finally entitled "RECOGNIZING

MAIN IDEA THROUGH REAP (READ, ENCODE, ANNOTATE, PONDER) STRATEGY IN TEACHING READING" is conducted.

## **B. RESEARCH QUESTIONS**

From the description above, this study is intended to answer two following research questions:

1. How is the process of teaching reading by using REAP (Read, Encode, Annotate, Ponder) strategy in recognizing main idea?
2. What is the students' responses after using REAP (Read, Encode, Annotate, Ponder) strategy in recognizing main idea?

## **C. RESEARCH PURPOSES**

From the research questions above, this study is aimed at obtaining two following purposes: Stages of

1. To find out the process of teaching reading by using REAP (Read, Encode, Annotate, Ponder) strategy in recognizing main idea.
2. To find out students response after using REAP (Read, Encode, Annotate, Ponder) strategy in recognizing main idea.

## **D. RESEARCH SIGNIFICANCES**

This research is expected to provide theoretical and practical significances. Theoretically, the result of this research can be an alternative to make students

interested in reading comprehension. Furthermore, using REAP (Read, Encode, Annotate, Ponder) strategy makes students understand well in reading lesson.

Practically, this research can be useful for teacher and students. The teacher uses REAP (Read, Encode, Annotate, Ponder) strategy as an alternative to encourage students' reading comprehension. This research will hopefully help students to comprehend text easily, especially in recognizing main idea. Moreover, students can understand well about all kinds of text by using the strategy in reading activity namely REAP (Read, Encode, Annotate, Ponder) strategy.

#### **E. RATIONALE**

This research focuses on recognizing main idea in reading lesson by using REAP Strategy. Peregoy and Boyle (2005) state that reading is a set of skills that involves making sense and deriving meaning from the printed words. Models of reading comprehension help us to comprehend the different skills and processes involved in interpreting the text. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge Prado & Plourde (2005). They also state that Comprehension is the “interaction among word identification, prior knowledge, comprehension strategies, and engagement.

At the beginning of comprehension, the instruction constructs on children's linguistic and concept of knowledge and contains explicit instruction on strategies; summarizing, predicting, and self-monitoring for understanding Snow, Burns, & Griffin, (1998) cited in Willis (2008). Thus, it can be concluded that in understanding the first-order reading that the reader must do is to comprehend

each word with the stored meaning and integrate it as a whole. Reading comprehension requires the reader to know and understand what they read. One of the main points in developing reading comprehension is the reader should know and understand about main idea of a paragraph.

According to Henry (2005, p.330) state that main idea is the author's controlling point. The ability to identify main idea in a text is the key of reading comprehension Jolly (1974) cited in Hare and Milligan (1984, p.189). In other words, knowing main idea can help students to comprehend text easier. The main idea is the bridge that connected between text and author's purposes. It can be concluded that understanding main idea gives many advantages for the reader like catch the meaning of the text easily and know the author's purposes of the text.

REAP (Read, Encode, Annotate and Ponder) is a comprehension strategy designed to improve thinking; requires students to follow four steps which support a more meaningful and thorough understanding of texts during reading Manzo & Albee (2002). This strategy, with modeling and guided practice, will help students in increasing reading comprehension. According to Allen (2004), using this strategy will cause the students to revisit the text during each stage of the REAP process. The students also learn to represent main ideas and the author's message in their own words. REAP strategy is the proper strategy to teach reading. There are four steps in REAP activity: (1) students **read** to find the author's theme or the title of the text; (2) students **encode** those ideas in their own words; (3) students **annotate** them in writing; and (4) students **ponder** the meaning of the annotation in their own language.

## F. Previous Researches

There are three studies, which are relevant to this research. The first research is provided by Zasrianita (2016) the research is about *Using REAP (Read, Encode, Annotate, Ponder) Strategy in Reading Comprehension*. She conducted the research to find out whether REAP strategy can improve reading comprehension at MTSN 1 in the city of Bengkulu at grade VIII. In this case, the students got difficulty in comprehending reading texts and understanding meanings of words in paragraphs especially in English text. The research is using Action Research. The research shows that REAP Strategy is effective in improving the students' reading comprehension of narrative text in eighth grade. It could be in differences between score in pretest and posttest. The score was 70.5, and in cycle 2, it was 78.7, and at the Post assessment, it was 82.2. It means that the students' mean scores have reached the research target.

The second research is conducted by Wulandari, Ihsan, and Hayati (2014) about "Teaching Reading Comprehension to The Eighth Graders of SMP Negeri 53 Palembang through Reading, Encoding, Annotating, and Pondering (REAP) Strategy". The research is using quasi-experimental design. The study was conducted to find out whether or not there was any significant difference in reading comprehension achievement. The result shows that there was a significant difference in the reading comprehension achievement between the students who were taught through REAP strategy and those who were not.

The last research is by Mutia, Syafar, and Dewi about "Applying Read, Encode, Annotate and Ponder (REAP) Technique to Develop Reading Comprehension of Tenth Grade Students. Based on the data of this research, the researcher concludes that applied REAP technique as the technique in teaching narrative text has developed the students' reading comprehension of the tenth-grade students at Madrasah Aliyah Al khairaat Pusat Palu. It can be seen by the mean score of post-test in the experimental group (83.61) and in the control group (68.46). It indicates that the reading comprehension of the tenth-grade students at Madrasah Aliyah Alkhairaat Pusat Palu in applying REAP technique developed after getting the treatment.

Nevertheless, there are many research conducted about this strategy, but this research is different from the previous researches because in this research focuses on students' process in recognizing main idea through REAP Strategy. The first research is different in the way of methodology; the previous research use Action Research but in this research is using a Qualitative method in term of a case study. The second research is different in the way of focus area; the research is focused on the result of the study, which is measured from pretest and posttest, but in this research, focus on the process of students' learning in understanding main idea. The third research is different in the way of learning material; the previous research is focused on applying REAP strategy in developing or improving reading comprehension but in this research is more specific that is about recognizing main idea.