

**THE IMPLEMENTATION OF READ, ASKING, PARAPHRASE (RAP)  
STRATEGY IN IMPROVING THE LEARNERS' ACHIEVEMENT IN  
READING COMPREHENSION**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S. Pd)  
English Education Program*

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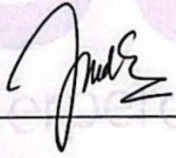

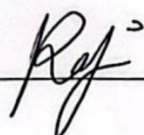
  
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### PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **“The Implementation of Read, Asking, Paraphrase (RAP) Strategy in Improving the Learners' Achievement in Reading Comprehension”**. Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,



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## ABSTRACT

**Nurul Cahya, 1902050139. The Implementation of Reading, Ask, Paraphrase (RAP) Strategy in Improving the Learners' Achievement in Reading Comprehension. Skripsi Medan. English Education of Faculty of Teacher Training and Education , Universitas Muhammadiyah Sumatera Utara (UMSU). 2022.**

This research discusses the Implementation of Read, Ask, Paraphrase (RAP) Strategy in Improving Students' Achievement in Reading Comprehension. This research was conducted at SMA TAMAN SISWA Medan in the odd semester 2023/2024 academic year, which is located at Jalan Singosari No. 11 Sei Rengas Permata, Medan Area District, North Sumatra, 20214 in class XI IPS. The sample was taken using purposive sampling technique. The number of samples was 44 students. The research method used was classroom action research method conducted in two cycles.

This research was conducted to find out the students' reaction during the application of Read, Ask, Paraphrase (RAP) strategy in reading comprehension learning and to find out the improvement of students' achievement in reading comprehension by applying Read, Ask, Paraphrase (RAP) Strategy. The instruments used in this research are observation sheet and Reading Comprehension test which consists of 20 multiple choices.

This study used descriptive quantitative data. Quantitative data shows the average score of students from pre-test to post-test. In the Pre-test, the average score was 44.9. In the first cycle Post-test, the average student score was 65.8 and the second cycle Post-test, the average was 80.5, students who scored more than 75 in cycle I were 24 students and the percentage was 54.55%, students who scored more than 75 in cycle 2 were 42 students with a percentage of 95.45%. The results showed that the application of the Read, Ask, Put (RAP) strategy was successful because the success criteria had been achieved. The success criteria is 75% of students can pass the target score of 75 based on the Minimum Completeness Criteria (KKM). This means that the RAP Strategy can improve student achievement in reading comprehension.

**Keywords: *Implementation, RAP Strategy, Reading Comprehension***

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This thesis is prepared to fulfill one of the requirements to complete Strata One (S1) education at the Faculty of Teacher Training and Education, University of Muhammadiyah Sumatra Utara. This thesis is entitled **“The Implementation of Read, Asking, and Paraphrase (RAP) Strategy in Improving the Learners’ Achievement in Reading Comprehension”**

In writing this thesis, the reseacher experienced many difficulties due to limited knowledge, experience, and relevant books and sources of information. However, thanks to the help and motivation of lecturers, friends, and family, the researcher was able to complete the writing of this thesis as well as possible.

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Finally, The researcher realized that this thesis was still far from being perfect. So, The researcher expected suggestion and comments for all of the readers and researcher hope that this thesis can be useful for all parties, both readers and researchers in particular. For the attention that has been given to all parties, the researcher would like to thank you very much.

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Medan, September 2023

The Researcher

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Study**

English is a very important language and is used as an international language. In Indonesia, English is taught as a foreign language and as an important subject.. Based on (Dalman, 2013, p. 1) stated that basically learning language is learning to communicate. In this case, language learning emphasizes the four aspects of language skills, namely: listening, speaking, reading and writing. In this study the author only focuses on reading skills.

Reading as one of the important and indispensable language skills in the teaching and learning process, reading habits can improve student achievement. Students need reading skills to get information from books, magazines, novels and the internet. And the purpose of reading is to obtain good understanding, if readers cannot understand the text then they cannot obtain information and knowledge. Reading comprehension is an interactive process.

According to (Snow, 2002, p. 5) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other words, during reading activities students must find the meaning of the text, because if students do not understand the text, it means that they have no interaction with the author.

And the purpose of reading comprehension is to help students understand a written language. So teachers don't just teach students how to read, but how to understand and find the meaning of the text.

Based on the 2013 curriculum which encourages students to be more active and innovative in receiving the learning process, students are expected to make reading a habit and make students able to understand the meaning of the text and present what they read in their own language. Based on the author's experience as a student of the teaching practice program Introduction to School Field (PLP 3) at SMA TAMANSISWA Medan in the 2022/2023 academic year, the author found several problems in the teaching and learning process, especially reading comprehension, which involved several factors, namely student factors and also teacher factors.

The first is the student factor, students' ability in reading comprehension is still low and can be seen from the researcher's observations during the teaching and learning process which can be seen that most students cannot understand the reading text, they read the text only to find out the answers to the tasks from the teacher, and students find it difficult to understand the reading text when they are asked to read the reading text in the English book because they have limited vocabulary about the reading text.

Secondly on the teacher factor, the teacher's teaching style is less interesting for the students. Then this strategy makes them not interested in participating in class activities and causes students to feel bored in reading. The teacher only gave a copy of the text to the students without introducing

and explaining the text first. Students are only given the topic and asked to read the full text. When students finish reading, then the teacher will give some questions about the text and discuss it together so that students cannot develop their vocabulary mastery.

Meanwhile, considering these conditions, it is necessary to create strategies that can involve teachers and students and also researchers to participate in these learning activities. English teaching strategies are needed to improve students' skills especially in reading skills. Therefore, teachers should use the right strategies to make the teaching process interesting so as to achieve the goals of the teaching and learning process. The purpose of using strategies is to make students easy to learn and understand the lesson. In addition to making students easier to understand, using a strategy in understanding the text can make the teaching and learning process more effective and make students more active.

In addition, there are various reading strategies that can be used to help students' comprehension level as the goal of reading activities. In this study, the author proposes to apply the RAP Strategy. The RAP strategy is suitable to solve the problems faced by students. RAP strategy stands for Read, Ask, Paraphrase. This strategy consists of three steps: "Read the paragraph intensively, Ask yourself what the main idea is and the specific ideas or details and put the ideas into your own words. This strategy can improve students' achievement to understand the text and also students easily capture information from the reading text. In understanding the text by using RAP

Strategy, students not only know how to understand but also active and critics in understanding the text. Then, the author chose Descriptive text in this study because descriptive text material is taught in grade XI students and in accordance with the syllabus of grade XI high school. So, this strategy is right to help them understand the descriptive text.

Therefore, the researcher wants to overcome the problems in students' reading comprehension, in the teaching and learning process it is necessary to apply the RAP Strategy which can help comprehension and retain the main ideas and details they get. Applying the RAP Strategy is expected to solve the problem and bring good improvement to students' reading comprehension. Based on the explanation above, the researcher is interested in conducting a study entitled: The Implementation of Reading, Ask, Paraphrase (RAP) Strategy in Improving the Learners' Achievement in Reading Comprehension.

## **B. The Identification of the Problem**

Based on the background of the problem above, the researcher identified several problems as follows:

1. Most students have low reading comprehension.
2. Most students have limited vocabulary in understanding reading texts so that students have difficulty finding the main idea and detailed information of texts, especially descriptive texts.



### **C. The Scope and Limitation**

From the identification above, the researcher take the scope of this research is about students have low reading comprehension. Therefore, students have limited vocabulary in understanding reading texts so that students have difficulty finding the main idea and detailed information of texts, especially descriptive texts.

So, in this research the researcher limits the problem that focus on teaching reading comprehension by applying the Read, Ask, Paraphrase (RAP) Strategy to make the students are easier for comprehending the text.

### **D. The Formulation of the Study**

Concerning with the background of the study above, researcher formulated the problem as follows:

1. Is there an increase student achievement in reading comprehension by implementing the Read, Ask, Paraphrase (RAP) Strategy?
2. How do students improvement during the implementation of Read, Ask, Paraphrase Strategy in reading comprehension?

### **E. The Objective of the Study**

Based on the formulation of the study above, the objective of the researcher are :

1. To investigate how far RAP strategy can improve the students' ability in comprehending the text.

2. To investigate which aspect of reading improve the learners' achievement after the implementation of RAP strategy.

#### **F. The Significance of the Study**

The results of this study can be useful and relevant for:

1. For students

With the application of the RAP Strategy, it is expected to make it easier for students and more interesting in learning English, especially in reading comprehension. So, the results of this study can improve their reading comprehension.

2. For English teachers

The results of this study may help teachers in improving their teaching strategies especially in teaching reading.

3. For researchers

The results of this study are to find out that how reading skills using the Read, Asking, Paraphrase (RAP) method can be applied in the school.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. The Concept of Reading**

###### **1.1. Definition of Reading**

Reading is one of the most important activities in language teaching and learning in the classroom. (Resty Wahyuni, 2021, p. 34) state that learners' and teacher are facing challenging, learners can be prepared for the future and not just literacy of the print era. Therefore, reading is an activity that can be accessed anywhere, anytime in daily life and from reading we can gain more new knowledge that we did not know before. There are various definitions of reading

Based on (Nurhadi, Teknik Membaca, 2018, p. 4) defines that in a narrow sense, reading is an activity of understanding the meaning contained in writing. This means that reading is not just accommodating the author's message, but the message must be processed again. Through critical and creative thinking activities, readers interpret the deeper meaning of a reading.

Furthermore, Birch and Rumelhart (Kristin Lems, 2010, p. 33) defines Reading as an interactive process that takes place between the text and the reader's processing strategies and background knowledge. In addition, (Gilakjani & Ahmadi, 2011) stated that the main purpose of reading is to get the right

message from a text that the author intends for the reader to receive. So from the description above, it can be said that reading is a process of understanding words and combining the meaning of words in sentences, so that readers are able to understand the contents of the text they read and ultimately can summarize the contents of the reading using their own language.

### **1.2. Purposes of Reading**

Basically, reading aims to find and obtain messages or understand meaning through reading. A teacher must realize that reading is purposeful and meaningful for students. Through reading, students can access information and messages so as to gain knowledge that can be useful in everyday life. Information from reading can be obtained if the reader can understand the content of the reading well. According to Rivers and Temperly (Muhaimi Mughni Prayogo, 2015, p. 7) There are seven purposes in reading:

- a. Obtaining information for a purpose or being curious about a topic.
- b. Obtaining various instructions on how to perform a task for work or daily life for example, knowing how household appliances work.
- c. Acting in a play, playing a game, solving a puzzle.
- d. Keeping in touch with friends through correspondence or to understand business letters.
- e. Knowing when and where something will happen or what is available.
- f. Know what is happening as reported in newspapers, magazines, reports.
- g. Obtaining pleasure or entertainment.

From the seven purposes of reading presented above, all of them can be achieved according to the interests of the reader. In this case, the reading text used for reading needs to be adjusted to the objectives to be achieved. Readers need to find texts that match their reading goals. If we mistakenly determine the reading text, then it could be that the goal to be achieved can also be mistaken. Therefore, before reading, we should first determine the purpose of our reading so that the information we want is achieved.

### **1.3. Reading Technique**

Koeak (Que, 2020) noted that there are the following types of reading and the corresponding types of activities to develop the corresponding reading skills: Skimming reading is reading to confirm expectations; reading for communicative tasks.

- 1) General reading or scanning is reading to extract specific information; reading for general understanding.
- 2) Close reading or searching reading is reading for complete understanding; reading for detailed comprehension (information; function and discourse).
- 3) Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes to quickly toward the bottom. Generally, scanning



is a technique that is helpful when you are looking for the answer to a known question.

Close reading (Brummett, 2010, p. 9) is mindful, disciplined reading of an object with a view to deeper understanding of its meaning; often, that understanding is shared with others in form of criticism or critical analysis.

#### **1.4. Stages of Reading**

Based on (Nurhadi, Teknik Membaca, 2018, pp. 4-5) explains that reading activities include the pre-reading stage, the stage during reading, and the post-reading stage. Each of these stages includes different activities. The following is a discussion of the stages of reading:

##### 1) Pre-Reading Stage

The pre-reading stage is intended to increase reading motivation and activate the reader's schemata. Activating schemata is useful for improving the reader's understanding of the reading material and building new knowledge. The comprehension process will be hampered if the reader's schemata are not prepared beforehand. Activities that include the pre-reading stage are as follows:

- a. Obtain appropriate readings or books.
- b. Conduct an initial survey to familiarize yourself with the content of the readings and books.
- c. Make a decision to read.
- d. Activating one's own schemata.
- e. Making a list of questions

## 2) During Reading Stage

The reading stage is the main stage in reading. At this stage, a person mobilizes his ability to process reading into something useful. Activities included in the reading stage are as follows:

- a. Carefully read the passage or book.
- b. Make critical analysis and conclusions.
- c. Store acquired knowledge information.
- d. Make important notes, comments or summaries.
- e. Checking the veracity of sources.
- f. Connecting with other authors' ideas

## 3) Post-Reading Stage

The post-reading stage is the final stage of reading. At this stage, a person performs an action or changes a mental attitude because of the "encouragement" of reading results. Activities included in the post-reading stage are as follows:

Determine attitude: accept or reject the ideas/ content of the reading.

- a. Discuss with others.
- b. Make a feedback comment.
- c. Apply in daily life.
- d. Transform into another form.
- e. Come up with new ideas.

Based on the description above, it is important to know the stages of reading. These stages are used as guidelines for teachers on how to teach reading

through good stages. This means that the teaching and learning process must be organized systematically, based on the stages before reading, during reading and after reading used in this study.

## **2. The Concept of Reading Comprehension**

### **2.1. Definition of Reading Comprehension**

Based on (Elizabeth S. Pang, 2003, p. 14) Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Comprehension is therefore not a passive process, but an active one. Readers actively engage with the text to construct meaning. This active engagement includes drawing from prior knowledge. It involves drawing inferences from the words and expressions the author uses to communicate information, ideas and viewpoints. Furthermore, Kintsch (Pourhosein Gilakjani & Sabouri, 2016) defined reading comprehension as the process of creating meaning from the text.

In addition, Healy (Anum Sahara, Syamsul Bahri, 2018) state reading comprehension is about understanding, that is understand about the written word, understanding of the content that had been read and understand about the construction of meaning a text. Based on the above statements, it can be concluded that reading comprehension is understanding the content of text writing to obtain information by activating the reader's prior knowledge. Reading is understanding what has been read. Like, the main idea of the text, at least students get information and know what the text is about. Reading without

understanding what has been read is useless. Because, sometimes there are students who just read the text without paying attention to what the text means. So, in reading a set of words in a sentence must also be able to understand the text to get the message and information from what they have read.

## **2.2. The Levels of Reading Comprehension**

Smith (Surayatika, 2018) states that there are four levels of reading comprehension, these four levels are :

### **1) Literal Comprehension**

In literal levels the readers can attempt to answer the question. The question is what did the author say?. At this level, the readers have the access to the surface of the text, and can recall which have been directly related. The skill in this level are identification and remembering simple or detail information.

### **Interpretive Comprehension**

In this levels, the students are attempting to understand what the author mean by what she/he said in the stories, paragraph or textbook. The students go beyond what is said and read for deeper meaning at this level. The process their ideas based on what is not states, but implied by author, including point the author intended the reader to deduce.

### **2) Critical Reading**

Critical reading means that a reader applies certain processes, models, questions, and theories that result in enhanced clarity and comprehension.

Meanwhile, critical reading is an area which has been the center of attention of critical pedagogies for many years. Read critically is to make an argument about the whole of the text.

### 3) Creative Reading

In applied level, the reader can attempt to answer the question how would the author's message apply to other situation given what you memorized and understood. In the other hand, creative reading is based on experience of the students or reader and then applied to understanding the text, paragraph, or sentences.

So, from the explanation above, it can be concluded that the four levels of reading comprehension are important and need to be fostered for readers. These levels of comprehension are important, but in this study researchers only focus on one level, namely critical comprehension which analyzes how students can understand the meaning of the text in depth by applying critical thinking processes, involving analysis and evaluation skills to understand the meaning of the text as a whole both explicitly and implicitly.

Studying text types can help and train students in understanding certain types of text based on the type of text, because each text has a different purpose, structure and linguistic characteristics, so a learner must be able to understand the text is studying. There are various types of texts that teachers use in teaching, namely, procedure, descriptive, recount, explanation, analytical exposition and narrative texts. However, in this study the author focuses on descriptive text.



### **3. Descriptive Text**

#### **3.1. Definition of Descriptive Text**

Based on Gerot et al (M. Mursyid, 2011, p. 4) state descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from report which describe things, animals, persons, or others in general. The social function of descriptive text is to describe a particular person, place or thing.

Furthermore, in line with the opinion of (Yuniar Bestiana, 2017, p. 275) descriptive text is a text that describes certain things, people, or places. What is meant by specific is that descriptive texts only describe specific things, not specific places not in (general thing). For example, you have a bag and your friend asks about the characteristics of the bag. You can use descriptive text to describe the bag specifically. You can describe it by mentioning its color, shape, or uniqueness. It can also be said that in a descriptive text, only one thing, person, or place can be described specifically.

### **3.2. Generic Structure**

The generic structure of descriptive text consists of identification and description

#### 1) Identification

The first paragraph in descriptive text is identification, which aims to identify the object being discussed as a start or opening paragraph of introduction. This section does not yet include the details of the object.

#### 2) Description

The next paragraph is description.

This part describes the characteristics of the object that has been described at the beginning of the text. In this section, the object must be described in as much detail as possible so that the characteristics of the object can be clearly illustrated in the reader's mind. Description can be made into paragraphs, one paragraph can explain something in more depth. Such as describing a person, the second paragraph can explain about the physical appearance, then the next paragraph can describe the traits that are often seen and so on. Identification is introducing the subject or thing to be described, while description is brief details about the who, or what of the subject.

### **3.3. Language Feature**

The following are the linguistic elements of Descriptive text/ Characteristics of Descriptive text:

### 1) Simple Present

When describing something, the sentence is usually not tied to a time reference. Therefore, the tense used is the simple present tense, which uses the first form of the verb (VI).

### 2) Noun and noun Phrases

When describing something, there will generally be nouns and noun phrases. A noun generally consists of one word, while a noun phrase is a noun along with its modifiers.

### 3) Adjectives

To explain or describe an object, we can use adjectives. These adjectives can also be used as modifiers or noun phrases.

### 4) Relating verbs

Relating verbs are words that state to be a verb and function to connect between the subject and the description of the subject. Examples of related verbs that are commonly used are, are, have, has, looks, appears, mean, be and others.

### 5) Action verb

Action verbs are verbs that show action. Usually, this type of verb is used when describing living things. Examples of action verbs are run, walk, see, listen, eat, and others.

### 6) Adverbial

An adverbial is a word or phrase that explains a verb. Usually, adverbials are used when the objects being described are living things.

Based on the explanation above, it can be concluded that descriptive text contains descriptions that focus on only one object. Usually the description is detailed, for example descriptive text about animals. The text can contain various information about the physical description, food, habitat and origin, breeding, and unique facts related to the animal. Then, it uses nouns to replace the pronouns of animals, people, or things in the story. (My Toy, The cat, My English teacher, etc).

#### **4. RAP (Read, Ask, Paraphrase) Strategy**

##### **4.1. Definition of RAP (Read, Ask, Paraphrase) Strategy**

In the teaching and learning process, teachers must use effective strategies as a way to make students more active. The author chose RAP as a strategy to overcome students' reading problems because RAP strategy is a simple strategy that is easily incorporated into the existing curriculum at the school. (Hagaman & Reid, 2008) The RAP strategy has several advantages compared to other interventions: it can be used with students at all levels, elementary school, junior high school, or high. Next (Hagaman et al., 2010) defined the RAP strategy consists of reading, asking themselves what they read the main ideas and details or supporting words in the paragraph and paraphrasing it. Then developed by Schumaker et al. (Joseph Boyle, 2018, p. 241) that the Paraphrase Strategy is a reading comprehension strategy that asks students to find the main idea and details of each paragraph read and then paraphrase the information orally.

Furthermore, (Joseph Boyle, p. 241) states that the purpose of this strategy is to help students actively engage in reading through finding the main idea and details in the paragraph and then transforming the information through paraphrasing to make it personally meaningful. So this strategy requires students to engage in reading the material through questioning and paraphrasing to improve their understanding of the material. From ask and paraphrase, students process information for a better understanding of what they are reading

#### **4.2. The Advantages of RAP Strategy**

Based on (Hagaman et al., 2010) identified several advantages of using the RAP Strategy, such as: (1) It is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content easily instruction. (2) It can improve reading comprehension for students with and without disabilities. (3) It is a flexible strategy that can be used at elementary, middle, and high school levels.

#### **4.3. The Procedure of RAP Strategy**

In teaching reading, this strategy has three steps by (Hagaman et al., 2010). They are as follows:

- 1) Read a paragraph

Read the paragraph silently. As you read, be sure to think what the words mean.

- 2) Ask yourself, "What were the main ideas and details of this paragraph?"

After reading the paragraph, ask yourself, “What were the main ideas and details of this paragraph?” This question helps you to think about what you just read. You can also look quickly back over the paragraph to help you find the main idea and the details related to the main idea.

- 3) Put the main idea and details in your own words.

Now put the main idea and details into your own words. This will help you remember the information. Try to give at least two details related to main idea.

Based on description above, the students will be asked to read each word processed passage and they are allowed to ask for the teacher on unknown words, but the students did not receive additional support or assistance from the teacher. They can notes while reading the passage to help them remember what they have read.

## **B. Relevant Studies**

Previous research is the result of previous research. This study covers the types of RAP reading strategies and how RAP reading strategies can help readers understand the content of the text. Here, the researcher wants to present previous research related to reading RAP strategies.

The first is a research has been conducted by (Lince Sihombing, 2015) mentioned that the researcher investigated that there was a significant effect of students' reading comprehension achievement after being taught through Read, Asking, Paraphrase (RAP). The result showed that means score between RAP

and conventional reading activities were significantly different. It means that the RAP was effective to increase students' reading comprehension achievement.

The second is a research has been conducted by (Que, 2020) The results showed that students' scores in the reading comprehension test increased in cycle two. The data showed that the average score in the reading comprehension test increased from 8 students (32%) who scored to 25 students (100%) who scored moderately-excellent. From these findings, it can be concluded that the RAP Strategy proved to be able to improve students' reading comprehension. In addition, students showed their positive attitude during the learning. In addition, students showed their positive attitude during the implementation of the RAP Strategy.

The third is a research has been conducted by (Indriani et al., 2022) the research found that from the t-test calculation it was found that t-test was 2,86 while t-table was 2,00 with  $p = 0,05$ . It means that hypothesis alternative ( $H_a$ ) is accepted which shows that RAP Strategy significantly improves the students' reading comprehension.

Furthermore, another study has been conducted by (Tiala, 2017) The results showed that the implementation of the Read, Ask, Put (RAP) strategy was successful because the success criteria had been achieved. The success criteria is 70% of students can pass the target score of 70 based on the Minimum Completeness Criteria (KKM). Minimum Completeness Criteria (KKM). The results showed that from the first cycle 58.57% to the second cycle 78.85% of students had reached the target value.

Based on the fourth previous studies above on the use of the RAP strategy, here, researchers conducted research in the application of reading comprehension using the RAP strategy as well. So, both use the RAP strategy. Although it has similarities in the use of RAP strategies, it also has differences.

The first previous research written by Lince Sihombing, the RAP strategy was applied using analytical exposition text. While in this study, the RAP strategy is applied using descriptive text. The second is a study written by Stella Rose Que, in this study the RAP Strategy was applied to junior high school students, while in this study the RAP strategy was applied to senior high school students. The third by Indriani, the research was an experimental study using a quasi-experimental research design, while in this study the researcher used a class action research design by using cycle to cycle and describing the results.

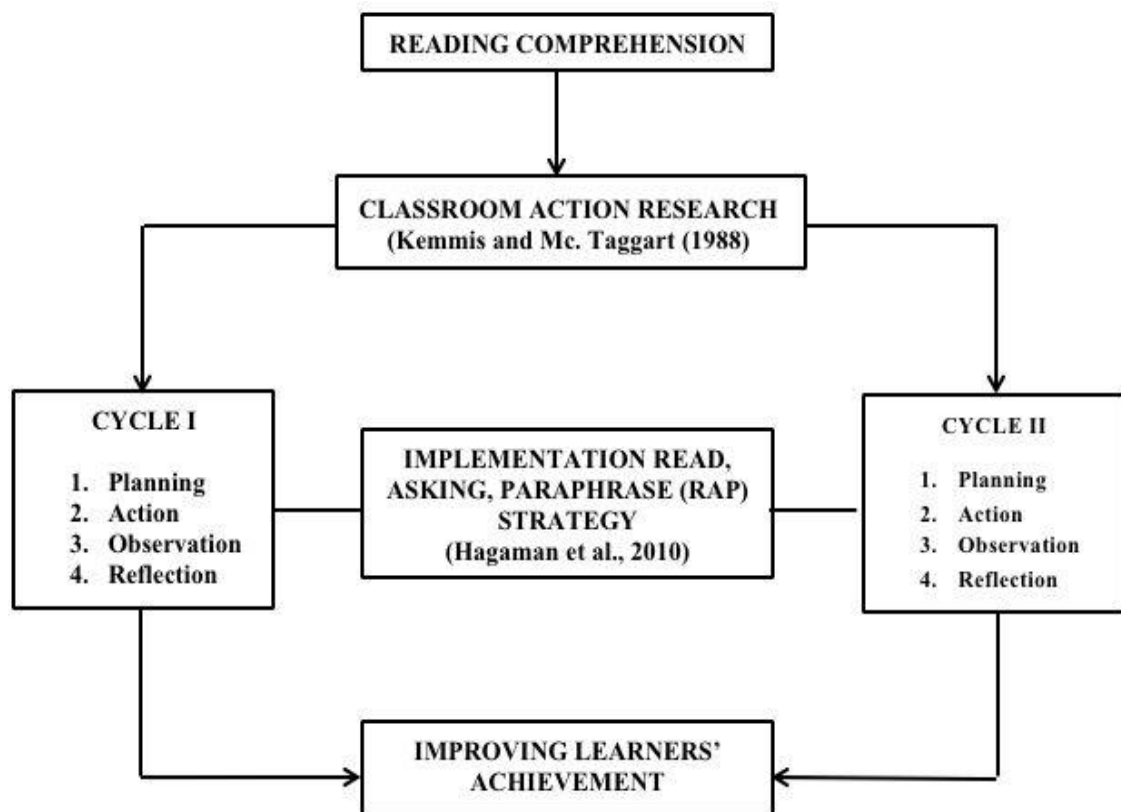
Then another research was conducted by Tiala, the research is similar to this study in that both studies used class action research with the Kemmis and McTaggart design. However, what distinguishes this research is where in the study the success indicator obtained is 70% of students can pass the target score of 70 based on the Minimum Completeness Criteria (KKM). Whereas in this study the indicator of completeness obtained is 75% of students can pass the target score of 75 based on the Minimum Completeness Criteria (KKM) set by the school.



### C. Conceptual Framework

As in the conceptual framework, here researchers use the RAP Strategy to make students' reading comprehension with the RAP Strategy can make students understand the main idea in the text easily. This strategy is expected to minimize the difficulties faced when students are faced with a variety of reading comprehension. In this concept, researchers will conduct classroom action research, each cycle is carried out with learning activities and evaluations or formative tests are held for students. Each cycle includes the stages of planning, observation, action, reflection and then will be analyzed to determine students' achievement.

**Figure II.1**  
**Conceptual Framework**



## CHAPTER III

### RESEARCH METHODS

#### A. Location and Time

This research is planned to be carried out in July 2023, and conducted at SMA TAMANSISWA Medan, for class XI students in the 2023/2024 school year located at Jalan Singosari No. 11 Sei Rengas Permata, Medan Area District, North Sumatra, 20214.

#### B. Research Subjects

**Table III.1**  
**Population of Research**

No	Class	Sex		Total
		Male	Female	
1	XI IPA	31	13	44
2	XI IPS	36	8	44
<b>Total</b>		<b>67</b>	<b>21</b>	<b>88</b>

Based on (Sani, 2022, p. 91) purposive sampling technique is a sampling technique with certain considerations or intentions. The selection of a group of subjects is based on certain characteristics that are considered to have a close relationship with the research objectives. The subjects of this study are students of class XI they are: IPA and IPS. Researcher took class XI IPS consist of 44 students as research subjects. The researcher chose this class because based on

the pre survey, the reading comprehension ability of students in class XI IPS is quite low compared to class XI IPA. This can be seen from the students' scores and the researcher discussion with their teacher during the PLP III at SMA TAMANSISWA MEDAN.

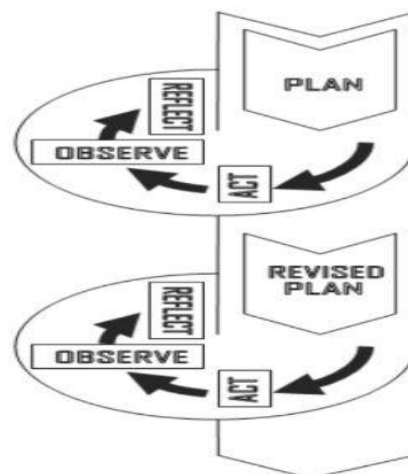
### C. Research Design

This study was conducted with classroom action research in 2 cycles by applying the model developed by Kemmis and Mc. Taggart's CAR model. If the first cycle is not successful then it is necessary to continue the second cycle and it is done until there is an improvement in students' reading comprehension. Each cycle consists of four stages of activity, namely the planning stage, the implementation stage, the observation stage and the reflection stage. The model developed by Kemmis and Mc.Taggart is as follow :

**Figure III.1**

**Classroom Action Research Model by Kemmis and Mc. Taggart (1988)**

(Mashud, 2021, p. 91):



#### **D. Research Procedure**

In classroom action research, each cycle is carried out with learning activities and evaluations or formative tests are held for students. Each cycle includes the following stages:

##### 1) Cycle I

###### a. Planning

In this study, researchers did some planning, namely first of all, researcher prepare lesson plans that applied the Read, Ask, Paraphrase (RAP) Strategy and prepare research instruments in the form of learning materials and media used in teaching English through the application of the Read, Ask, Paraphrase (RAP) Strategy, namely observation sheets and multiple choice tests.

###### b. Action

In this action, researcher conduct pre-test, treatment and post-test to the students. This action is carried out in several meetings, in this implementation the researcher follow the schedule of the English subject in the class. The reseacher act as a teacher in the classroom and carried out several activities namely, the researcher stand in front of the students and began to attract students' attention, and asked about their knowledge of descriptive text. Then, give a test to the students about descriptive text as the pre-test of the research and the initial score in RAP Strategy.

Next, the researcher explain the descriptive text and implemented the RAP Strategy to the students. After that, the researcher divide the students into several small groups consisting of 5 students in each group and asked the students to move to their group table. After the groups are form then the researcher trained the students to read the descriptive text, the researcher ask the students to write some difficult words and find the meaning. Then, the teacher ask the students to answer questions based on the text about the main idea and detailed information of the text in their own words. The researcher choose one group to read their answers in front of the class. The researcher together with the students corrected their answer sheets. After students understand about descriptive text, the researcher give a post-test in the form of multiple choice tests to be answered individually to each student.

c. Observation

Observations are made to collect data, namely student activity during the learning process. While observing, the researcher use an observation sheet to write down important things during the learning process. From the observation sheet, researcher can find out the results of student learning activities.

d. Reflection

At this stage, researcher analyze how the effect of the action, what things should be improved and what things need to be considered in

the next action. Then the results of the reflection are used as a guide to make a new plan in the next cycle.

## 2) Cycle II

Researchers conduct cycle II if in cycle I improvements are still needed and any weaknesses in cycle I will be revised in cycle II. In cycle II there are also four stages, namely:

### a. Planning

Researcher study the results of reflection on the first cycle and researcher prepared lesson plans, materials, and learning media, observation sheets, answer sheets, and test sheets for the post-test.

### b. Action

At this stage, the researcher provides motivation to study harder, the researcher gives another text to students and students are given about 10 minutes to read. Then, the researcher ask students to write some difficult words and find their meaning. After that, the teacher ask them to discuss about finding the main idea and specific information from the text. The researcher select some students to retell the text using their own words. After that, the researcher give a post-test in the form of multiple choice tests to be answered individually to each student.

### c. Observation

Collaborators observed and collect data when the learning process takes place.

d. Reflection

Researchers and collaborators reflect on all actions to be taken and identify the results of observations in processing learning and comparing pre-test and post-test scores.

## **E. Data Collection Method**

In this study, researchers collect data using tests, observation and documentation.

1) Test

This study use a test sheet instrument. The type of test is multiple choice, there are 20 questions in each cycle. Tests were conducted at the end of each cycle to obtain cycle results. Researchers give tests to students to evaluate their reading comprehension abilities and skills. This test is about descriptive text, there are two stages of tests used in this study, namely pre-test and post-test.

A. Pre-test

Before conducting the treatment, the researcher give a pretest to students by asking students to answer questions that were descriptive of the text. The use multiple choice questions to assess students' reading comprehension

B. Post-test

The post-test given after treatment in the RAP Strategy, the RAP Strategy is then implementation to determine the students' reading

ability. This test is similar to the pre-test where students are asked to answer multiple choice questions about descriptive text, but the topics given in the pot-test are different from the pre-test.

#### 2) Observation

In this study, researchers observe student behavior and student activities in the learning process. In making observations, researcher carried out an observation sheet containing a list of student activities.

#### 3) Documentation

Researcher use documents taken from school data such as the number of students, teachers and school conditions.

#### 4) Field Notes

Researcher use field notes to record activities when during teaching and the learning process which include a description of the classroom atmosphere, student attitudes, and teacher activities in presenting the material.

### **F. Data Analysis Technique**

In this study, researcher use data analysis by taking the average of the pre-test and post-test. To investigate the progress, researcher compare the scores between the pre-test and post-test. Then the results are adjusted to the minimum completeness criteria at the school. In class XI IPS SMA TAMANSISWA MEDAN the minimum completeness criteria for English subjects is 75. Data analysis techniques in this study were taken from quantitative data. Quantitative



data is used to analyze student scores. Researchers analyzed the data with the formula for calculating the average value as follows:

$$\mathbf{X} = \frac{\sum \mathbf{X}}{\mathbf{N}} \quad (\text{Arikunto, 2007, p.299})$$

Notes :

- $\mathbf{X}$  = Mean of students'
- $\sum \mathbf{X}$  = Total of students' score
- $\mathbf{N}$  = Total of students

To calculate the percentage of student scores, researchers used the following formula:

$$\mathbf{P} = \frac{f}{N} \times 100$$

Notes :

- $f$  = The frequency for which the percentage is being sought
- $N$  = Number of cases (number of frequencies / number of individuals)
- $P$  = Percentage of rate

### **G. Indicator of Success**

The indicators of success in this study are taken from the process and results of action research activities from cycle to cycle. This research is said to be successful if 75% of students achieve the Minimum Completion Criteria (KKM) for English subjects with a score of up to 75.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. The Data**

##### **1. Description of Research Location**

###### **1.1. The History of SMA Taman Siswa Medan**

On July 3, 1922 the Taman Siswa College was established in Yogyakarta, Ki Hajar Dewantara founded the Taman Siswa National College together with the elders, namely:

- 1) Nyi Hajar Dewantara
- 2) R.M. Soetatmo Soerjokoesoemo
- 3) R.M.H. Soerjo Poetro
- 4) B.R.M. Soebono
- 5) Ki Pronowidigyo
- 6) Ki Tjokrodirdjo

Taman Siswa High School is one of the Taman (Madya) Student High Schools in Medan, which was established on September 01, 1951 with a land area of  $\pm 4300\text{m}^2$  and a building area of  $\pm 720\text{m}^2$ . Taman Siswa High School is located at Singosari Street No.11 Sei Rengas, Medan Area. In addition, the strength of SMA Taman Siswa Medan is built by a vision and mission that is totally dedicated as the main starting point in running the system. The vision of Taman Siswa High School is to realize students who are orderly, peaceful and faithful, devout, knowledgeable, noble and independent.

In addition, the specific mission of SMA Taman Siswa Medan is as follows:

- 1) Organizing education with a national perspective and religious values
- 2) Developing a spirit of independence in the fields of science, skills, and art
- 3) Strengthening good behavior.

## 1.2. Identity of Principal and Foundation

### 1) School Principal

- |                              |   |   |
|------------------------------|---|---|
| a. Full Name                 | : | Ki Drs. Dwi Gatut Satriyono               |
| b. Place/Date of birth       | : | Medan, April 5, 1962                      |
| c. Gender                    | : | Male                                      |
| d. Tenure as a Teacher       | : | 32 years                                  |
| e. Experience as a Principal | : | 15 years                                  |
| f. Recent Education          | : | S1/Bachelor Wiyata Taman Siswa Yogyakarta |
| g. Department/Program        | : | Mathematics Education                     |

### 2) The Foundation

- |                                |   |                                      |
|--------------------------------|---|--------------------------------------|
| a. Foundation Name             | : | Assembly Luhur Persatuan Taman Siswa |
| b. Name of Foundation Chairman | : | Prof. Sri Ed Swasono                 |
| c. Address                     | : | Jl. Taman Siswa No. 25 Yogyakarta    |

## 1.3. The Students Quantity of XI IPS

The student's quantity of XI IPS in the academic year of 2023/2024 that can be identified as follows :

**Table IV.1**  
**The Students Quantity of XI IPS SMA Taman Siswa Medan**  
**Academic Year of 2023/2024**

Class	Sex		Total
	Male	Female	
XI IPS	36	8	44

## **B. DATA ANALYSIS**

### **1. Description of Research**

In this study, the researcher as the English teacher and Mrs. Puskarinda Siahaan, S.Pd as the collaborator conducted the research in two cycles and each cycle consisted of planning, implementation, observation and reflection.

#### **1.1. Pre-test**

The first meeting was held on Friday, July 21, 2023. On that day, researchers took students' pre-test scores. The researcher conducted a pre-test to determine students' ability in reading comprehension before being given treatment and used as a comparison value with the post-test. The students were given 20 questions about descriptive text. After they finished the pre-test, the researcher asked them to collect the answer sheets. The pre-test results can be seen in the table below:

**Tabel IV.2**  
**The Pre Test Score of XI IPS SMA Taman Siswa Medan**

<b>NO</b>	<b>NAME</b>	<b>PRE-TEST</b>	<b>NOTE</b>
1	AA	20	Incomplete
2	AK	20	Incomplete
3	AP	50	Incomplete
4	AFFS	20	Incomplete
5	AWR	75	Complete
6	AA	75	Complete
7	ADL	30	Incomplete
8	ANN	25	Incomplete
9	AFR	35	Incomplete
10	BA	30	Incomplete
11	CNS	25	Incomplete
12	DB	80	Complete
13	DA	25	Incomplete
14	DR	15	Incomplete
15	FAA	50	Incomplete
16	FPP	75	Complete
17	FH	80	Complete
18	HHM	75	Complete
19	HA	25	Incomplete
20	KB	45	Incomplete
21	MF	75	Complete
22	MFP	75	Complete
23	MFH	80	Complete
24	MRA	25	Incomplete
25	MFA	75	Complete
26	MHDM	35	Incomplete
27	MRA	75	Complete
28	MRR	25	Incomplete
29	MWF	45	Incomplete
30	NS	30	Incomplete
31	NS	55	Incomplete
32	RA	25	Incomplete
33	RS	55	Incomplete
34	RB	75	Complete
35	R	15	Incomplete

36	RDR	20	Incomplete
37	RC	75	Complete
38	RNA	25	Incomplete
39	RS	25	Incomplete
40	RDN	15	Incomplete
41	SM	20	Incomplete
42	SS	80	Complete
43	SR	20	Incomplete
44	ZM	55	Incomplete
<b>TOTAL</b>		<b>1975</b>	
<b>AVERAGE</b>		<b>44,9</b>	
<b>HIGHEST SCORE</b>		<b>80</b>	
<b>LOWEST SCORE</b>		<b>15</b>	

**Table IV.3**

**Percentage of Students' Score from Pre-test**

<b>No</b>	<b>Indicator</b>	<b>Frequeancy</b>	<b>Category</b>
1	$\geq 75$	14	Complete
2	$\leq 75$	30	Incomplete
<b>Total Students</b>		<b>44</b>	
<b>Persentase</b>		<b>31.82%</b>	

Based on the table, it can be analyzed that there were 14 (31.82%) students who passed the pre-test and 30 students failed the pre-test because they did not reach the minimum mastery criteria for English lessons. The lowest score in the pre-test was 15 and the highest score was 80. This shows that students' reading comprehension ability is still low. In addition, from the pre-test results, the researcher obtained an average score of 44.9. This is the reason why the researcher used the RAP strategy to improve students' reading comprehension skills.

## 1.2. Cycle I

Based on the results of the pre-test scores, the researcher has identified and found problems in the learning process especially in reading comprehension in descriptive text. Therefore, the researcher decided to use the Read, Ask, Paraphrase (RAP) strategy to improve reading comprehension skills in descriptive text in class XI IPS SMA Taman Siswa Medan. This cycle consists of planning, acting, observing, and reflecting.

### a. Planning

Planning was done after the researcher completed the pre-test. Researchers and collaborators prepared several things related to the teaching and learning process such as lesson plans (RPP) for English subjects, materials, media, worksheets, observation sheets containing lists of student names and student activeness, and also evaluations for the second meeting.

### b. Acting

This meeting was held on Saturday, July 22, 2023. In this meeting, the researcher acted as the English teacher and Mrs. Puskarinda Siahaan, S.Pd as the collaborator. The researcher started the meeting by praying, saying greetings, checking the attendance list and asking about the students' condition. After that, the teacher gave a pre-test during the baseline phase. The students were asked to read a text and then answer the comprehension questions in the text. After that, the teacher asks if they are ready to commit to learning RAP as a "trick" to improve their reading comprehension.

Then, the teacher explains what RAP is used for, where it can be used, when it can be used, and why it should be used:

R: Read a paragraph.

A: Ask the students what the main idea is and two details.

P: Write down the main idea in their own words

After that, the teacher models the strategy orally by conducting a think-aloud about the steps of the strategy. During this think-aloud, the teacher models meta-cognitive statements including -What did I do?" -What is the next step?" -What does it mean to put something into my own words?". The teacher continues by creating groups of 5 students. In the groups, students are given different tasks i.e. being a reader, writing a difficult word and looking for its meaning and synonyms, composing leading questions and writing the answers in their own words. These tasks can also be distributed among the group members so that each group member can understand the steps of this strategy.

Next, the teacher gives feedback to the students by explaining the strategy once again to make the students able to perform the strategy independently and correctly. The students are given a final investigation. The students are also asked to use this strategy in the general education class. The teacher told the students to use RAP in class whenever they need to remember what they read.

At the end of the meeting, the researcher gave feedback to students about the learning process. The researcher provides motivation and informs students about the activities that will be carried out at the next meeting. Then, the researcher closed the material by praying together. After conducting the



treatment, the researcher gave a post-test to students. The post-test was conducted on Monday, July 24, 2023. The post-test was conducted to find out how students' reading comprehension skills were after being given treatment. The researcher gave 20 multiple choice questions. The results of the post-test cycle 1 can be seen in the following table:

**Table IV.4**  
**The Post-test Score of XI IPS SMA Taman Siswa Medan**  
**Cycle I**

<b>NO</b>	<b>NAME</b>	<b>POST-TEST CYCLE I</b>	<b>NOTE</b>
1	AA	20	Incomplete
2	AK	50	Incomplete
3	AP	50	Incomplete
4	AFFS	55	Incomplete
5	AWR	85	Complete
6	AA	90	Complete
7	ADL	30	Incomplete
8	ANN	50	Incomplete
9	AFR	75	Complete
10	BA	30	Incomplete
11	CNS	55	Incomplete
12	DB	95	Complete
13	DA	60	Incomplete
14	DR	40	Incomplete
15	FAA	75	Complete
16	FPP	80	Complete
17	FH	80	Complete
18	HHM	80	Complete
19	HA	55	Incomplete
20	KB	75	Complete
21	MF	85	Complete
22	MFP	85	Complete
23	MFH	90	Complete

24	MRA	50	Incomplete
25	MFA	80	Complete
26	MHDM	75	Complete
27	MRA	80	Complete
28	MRR	75	Complete
29	MWF	75	Complete
30	NS	75	Complete
31	NS	80	Complete
32	RA	50	Incomplete
33	RS	80	Complete
34	RB	85	Complete
35	R	45	Incomplete
36	RDR	50	Incomplete
37	RC	85	Complete
38	RNA	65	Incomplete
39	RS	55	Incomplete
40	RDN	40	Incomplete
41	SM	55	Incomplete
42	SS	80	Complete
43	SR	50	Incomplete
44	ZM	75	Complete
<b>TOTAL</b>		<b>2895</b>	
<b>AVERAGE</b>		<b>65.8</b>	
<b>HIGHEST SCORE</b>		<b>90</b>	
<b>LOWEST SCORE</b>		<b>20</b>	

Table IV.5

## Percentage of Students' Score from Post-test Cycle I

No	Indicator	Frequeancy	Category
1	$\geq 75$	24	Complete
2	$\leq 75$	20	Incomplete
<b>Total Students</b>		<b>44</b>	
<b>Persentase</b>		<b>54.55%</b>	

From the above, it can be analyzed that the average score of students is 65.8. The highest score was 95 and the lowest score was 20. Based on the minimum completeness criteria, there were 24 (54.55%) students who had passed the post-test I or scored  $\geq 75$ . This means that in cycle I student achievement has improved enough, but not yet successful.

c. Observing

In the observation of the researcher's actions, the collaborator observed student activities. Researchers as teachers provide material about reading texts, especially descriptive texts using the RAP Strategy.

In the learning process, there are four observation sheets used to determine student activeness. Every student who is active in the learning process is given a check mark on the observation sheet. While students who were not active in the learning process, the observation sheet was left blank. This can be seen in the attachment. The indicators of student activeness are:

- a) Students pay attention to the teacher's explanation
- b) Students ask/answer questions from the teacher
- c) Students are active in groups
- d) Students are able to do assignments

The results of student learning activities can be seen as follows:

**Table IV.6**  
**The Activity of Cycle I**

<b>N0</b>	<b>Students Activities</b>	<b>Frequency</b>	<b>Percentage</b>
1	The students pay attention of the teacher explanation	33	75.00%
2	The students ask/answer question	25	56.82%
3	The students were active in group	28	63.64%
4	The students able do the task	31	70.45%
Total		44	

The table shows that not all students are active in the learning process. There were 33 students (75.00%) who paid attention to the teacher's explanation, 25 students (56.82%) who could ask and answer questions, 28 students (63.64%) who were active in groups, and 31 students (70.45%) who could work on problems.

Based on the results above, it can be concluded that the learning process in cycle I was not successful because only one activity received a percentage (75.00%), namely paying attention to the teacher's explanation and the others received a percentage <75.00%.

d. Reflecting

At this stage, the researcher concluded that cycle I had not gone well because most students had not reached the minimum completeness criteria. This can be seen from the results of the pre-test and post-test I scores. However, most students' scores have improved even though the learning conditions are still less controlled.

From the results of observations in cycle I, there were several problems found, namely as follows:

- a) There were some students who were less enthusiastic about the teacher's explanation.
- b) Some students did not ask and answer the teacher's questions.
- c) Some students were less active in the group.

Based on the results of the reflection in cycle I, there are several problems that need to be improved in cycle II, namely:

- a) Teachers provide more motivation to students to be more active in learning and make the learning process more interesting.
- b) The teacher provides more detailed explanations and questions after explaining the material to control students' understanding.
- c) Teachers guide students who are less active in group discussions.

Furthermore, student learning outcomes in cycle I before and after the action can be analyzed in the following table.

**Tabel IV.7**  
**The Students' Score at Pre-Test and Post-Test Cycle I**

<b>NO</b>	<b>NAME</b>	<b>PRE-TEST</b>	<b>POST-TEST CYCLE I</b>	<b>Increased</b>	<b>Explanation</b>
1	AA	20	20	0	Constant
2	AK	20	50	30	Improved
3	AP	50	50	0	Constant
4	AFFS	20	55	35	Improved
5	AWR	75	85	10	Improved
6	AA	75	90	15	Improved
7	ADL	30	30	0	Constant
8	ANN	25	50	25	Improved

9	AFR	35	75	40	Improved
10	BA	30	30	0	Constant
11	CNS	25	55	30	Improved
12	DB	80	95	15	Improved
13	DA	25	60	35	Improved
14	DR	15	40	25	Improved
15	FAA	50	75	25	Improved
16	FPP	75	80	5	Improved
17	FH	80	80	0	Constant
18	HHM	75	80	5	Improved
19	HA	25	55	30	Improved
20	KB	45	75	30	Improved
21	MF	75	85	10	Improved
22	MFP	75	85	10	Improved
23	MFH	80	90	10	Improved
24	MRA	25	50	25	Improved
25	MFA	75	80	5	Improved
26	MHDM	35	75	40	Improved
27	MRA	75	80	5	Improved
28	MRR	25	75	50	Improved
29	MWF	45	75	30	Improved
30	NS	30	75	45	Improved
31	NS	55	80	25	Improved
32	RA	25	50	25	Improved
33	RS	55	80	25	Improved
34	RB	75	85	10	Improved
35	R	15	45	30	Improved
36	RDR	20	50	30	Improved
37	RC	75	85	10	Improved
38	RNA	25	65	40	Improved
39	RS	25	55	30	Improved
40	RDN	15	40	25	Improved
41	SM	20	55	35	Improved
42	SS	80	80	0	Constant
43	SR	20	50	30	Improved
44	ZM	55	75	20	Improved
<b>TOTAL</b>		<b>1975</b>	<b>2895</b>	<b>920</b>	
<b>AVERAGE</b>		<b>44.9</b>	<b>65.8</b>	<b>20.9</b>	

In this study, the pre-test and post-test were conducted individually. This aims to determine students' reading comprehension skills before and after being given treatment. From the results of the pre-test and post-test I, it is known that there is an increase in the scores obtained by students, this can be seen from the average pre-test score of 44.9 and the average post-test I score of 65.8. Although there was an increase in student learning outcomes, cycle I was not successful because only 24 students (54.55%) passed the post-test I. It can be concluded that cycle I was not successful because only 24 students (54.55%) passed the post-test. It can be concluded that cycle I has not been successful because the success indicators have not been achieved and researchers must revise the teaching and learning process in the next cycle. Therefore, this research will be continued in the next cycle.

### 1.3. Cycle II

Cycle II is similar to cycle I. Cycle II consisted of planning, action, observation, and reflection. This will be further explained as follows:

#### a. Planning

Based on the results of observation and reflection in cycle I, it shows that cycle I has not been successful. Therefore, researchers and collaborators tried to revise some of the problems that arose in cycle I and developed a plan to be continued in cycle II. Researchers prepared lesson plans, materials, media, answer sheets, observation sheets and tests for post-test II.

b. Acting

The description of the teaching and learning process of cycle II is no different from the previous cycle. In each treatment, researchers tried to make students more active. The implementation of this stage was carried out in two meetings, namely: treatment and post-test.

The treatment in cycle II was carried out on Wednesday, July 26, 2023. The activity began with greeting and asking about the students' condition. The researcher as a teacher explained the material about descriptive text. The teacher asked the students to mention the definition of descriptive text, general structure, social function, and language features.

After that, the students were asked to read a text and then answer the comprehension questions in the text. Then, the teacher will ask if they are ready to commit to learning RAP as a trick to improve their reading comprehension.

The teacher continues by creating groups of 5 students. In the groups, students are assigned to do different tasks, namely as readers, writing difficult words and looking up their meanings and synonyms, then presentations (explain or read back in their own words based on what they have understood). Next, the teacher gives feedback to the students by explaining the strategy once more so that the students can perform this strategy independently and correctly. The students are given a final question, and the students are also asked to use this strategy in the general education class. The teacher told the students to use RAP in class whenever they need to remember what they read.



At the end of the meeting, the teacher closed the lesson and motivated the students to study hard and try to read more to get good grades especially in English.

After giving treatment twice in cycle II, researchers conducted post-test II on Friday, July 28, 2023. This test is in the form of multiple choice, the number of questions given is 20 questions with different questions in the first cycle. After the students finished working, they collected the answer sheets to the teacher. The results of post-test II can be seen in the table below:

**Table IV.8**  
**The Post-test Score of XI IPS SMA Taman Siswa Medan**  
**Cycle II**

<b>NO</b>	<b>NAME</b>	<b>POST-TEST CYCLE II</b>	<b>NOTE</b>
1	AA	70	Incomplete
2	AK	75	Complete
3	AP	80	Complete
4	AFFS	75	Complete
5	AWR	90	Complete
6	AA	100	Complete
7	ADL	75	Complete
8	ANN	85	Complete
9	AFR	90	Complete
10	BA	75	Complete
11	CNS	80	Complete
12	DB	100	Complete
13	DA	80	Complete
14	DR	75	Complete
15	FAA	90	Complete
16	FPP	100	Complete
17	FH	100	Complete

18	HHM	95	Complete
19	HA	85	Complete
20	KB	90	Complete
21	MF	95	Complete
22	MFP	90	Complete
23	MFH	100	Complete
24	MRA	80	Complete
25	MFA	95	Complete
26	MHDM	90	Complete
27	MRA	95	Complete
28	MRR	80	Complete
29	MWF	85	Complete
30	NS	85	Complete
31	NS	90	Complete
32	RA	75	Complete
33	RS	95	Complete
34	RB	100	Complete
35	R	70	Incomplete
36	RDR	80	Complete
37	RC	95	Complete
38	RNA	85	Complete
39	RS	80	Complete
40	RDN	75	Complete
41	SM	75	Complete
42	SS	95	Complete
43	SR	75	Complete
44	ZM	85	Complete
<b>TOTAL</b>		<b>3780</b>	
<b>AVERAGE</b>		<b>85.9</b>	
<b>HIGHEST SCORE</b>		<b>100</b>	
<b>LOWEST SCORE</b>		<b>70</b>	

**Table IV.9**  
**Percentage of Students' Score from Post-test Cycle II**

No	Indicator	Frequeancy	Category
1	$\geq 75$	42	Complete
2	$\leq 75$	2	Incomplete
<b>Total Students</b>		<b>44</b>	
<b>Percentage</b>		<b>95.45%</b>	

Based on the table above, it can be seen that the average score of students in post-test II is 85.9. The highest score was 100 and the lowest score was 70. Based on the minimum completeness criteria, 95.45% of students passed this test. Most students were able to improve their reading comprehension skills. This shows that cycle II was successful.

c. Observing

At this stage, the researcher presents the material using the RAP Strategy. In the learning process there are also four indicators used to determine student activity as in the previous lesson.

Based on the results of the observation sheet in cycle II, the researcher indicated that the learning process in cycle II had been successful. The scores of student learning activity observation results are as follows:

**Table IV.10**  
**The Students' Activity in Cycle II**

<b>N0</b>	<b>Students Activities</b>	<b>Frequency</b>	<b>Percentage</b>
1	The students pay attention of the teacher explanation	44	100.00%
2	The students ask/answer question	37	84.09%
3	The students were active in group	39	88.64%
4	The students able do the task	42	95.45%
Total		92.05%	

The table above shows that student activities in cycle II have increased. Student activities that have a high percentage are paying attention to the teacher's explanation (100.00%) and asking/answering questions (84.09%), the second high percentage is students able to do the task (88.64%), and the third high percentage is students active in groups (95.45%).

Based on the above results, the researcher indicated that the learning process in cycle II had been successful because all four student activities received a percentage of  $\geq 75\%$ .

Based on the results of research in cycle II, it can be concluded that cycle II was successful. The researcher was satisfied with the results of the study. There were  $>75\%$  of students who passed the test. This means that students' reading comprehension has improved. From the above results, the researcher concluded that this research had been successful and would not be continued to the next cycle.

Students' scores in reading comprehension from post-test cycle I to post-test cycle II can be seen in the table below:

**Table IV.11**  
**The Students' Score at Post-Test in Cycle I and Post-test Cycle II**

NO	NAME	POST-TEST		Increased	Explanation
		CYCLE I	CYCLE II		
1	AA	20	70	50	Improved
2	AK	50	75	25	Improved
3	AP	50	80	30	Improved
4	AFFS	55	75	20	Improved
5	AWR	85	90	5	Improved
6	AA	90	100	10	Improved
7	ADL	30	75	45	Improved
8	ANN	50	85	35	Improved
9	AFR	75	90	15	Improved
10	BA	30	75	45	Improved
11	CNS	55	80	25	Improved
12	DB	95	100	5	Improved
13	DA	60	80	20	Improved
14	DR	40	75	35	Improved
15	FAA	75	90	15	Improved
16	FPP	80	100	20	Improved
17	FH	80	100	20	Improved
18	HHM	80	95	15	Improved
19	HA	55	85	30	Improved
20	KB	75	90	15	Improved
21	MF	85	95	10	Improved
22	MFP	85	90	5	Improved
23	MFH	90	100	10	Improved
24	MRA	50	80	30	Improved
25	MFA	80	95	15	Improved
26	MHDM	75	90	15	Improved
27	MRA	80	95	15	Improved
28	MRR	75	80	5	Improved
29	MWF	75	85	10	Improved
30	NS	75	85	10	Improved
31	NS	80	90	10	Improved
32	RA	50	75	20	Improved

33	RS	80	95	15	Improved
34	RB	85	100	15	Improved
35	R	45	70	25	Improved
36	RDR	50	80	30	Improved
37	RC	85	95	10	Improved
38	RNA	65	85	20	Improved
39	RS	55	80	25	Improved
40	RDN	40	75	35	Improved
41	SM	55	75	20	Improved
42	SS	80	95	15	Improved
43	SR	50	75	25	Improved
44	ZM	75	85	10	Improved
<b>TOTAL</b>		<b>2895</b>	<b>3780</b>	<b>855</b>	
<b>AVERAGE</b>		<b>65.8</b>	<b>85.9</b>	<b>20.00</b>	

Based on the results above, it can be concluded that the RAP strategy can improve students' reading comprehension skills because there was an increase from the average in post-test cycle I of 65.8 to 85.9 in post-test cycle II. In cycle II, most students could develop their reading comprehension skills. This means that cycle II was successful.

The following table illustrates the comparison of the results of post-test I and post-test II.

**Table IV.12**  
**The Comparison Between Students' Reading Comprehension Score**  
**Post-test Cycle I and Post-test Cycle II**

NO	NAME	POST-TEST		Explanation
		CYCLE I	CYCLE II	
1	AA	20	70	Improved
2	AK	50	75	Improved
3	AP	50	80	Improved

4	AFFS	55	75	Improved
5	AWR	85	90	Improved
6	AA	90	100	Improved
7	ADL	30	75	Improved
8	ANN	50	85	Improved
9	AFR	75	90	Improved
10	BA	30	75	Improved
11	CNS	55	80	Improved
12	DB	95	100	Improved
13	DA	60	80	Improved
14	DR	40	75	Improved
15	FAA	75	90	Improved
16	FPP	80	100	Improved
17	FH	80	100	Improved
18	HHM	80	95	Improved
19	HA	55	85	Improved
20	KB	75	90	Improved
21	MF	85	95	Improved
22	MFP	85	90	Improved
23	MFH	90	100	Improved
24	MRA	50	80	Improved
25	MFA	80	95	Improved
26	MHDM	75	90	Improved
27	MRA	80	95	Improved
28	MRR	75	80	Improved
29	MWF	75	85	Improved
30	NS	75	85	Improved
31	NS	80	90	Improved
32	RA	50	75	Improved
33	RS	80	95	Improved
34	RB	85	100	Improved
35	R	45	70	Improved
36	RDR	50	80	Improved
37	RC	85	95	Improved
38	RNA	65	85	Improved
39	RS	55	80	Improved
40	RDN	40	75	Improved

41	SM	55	75	Improved
42	SS	80	95	Improved
43	SR	50	75	Improved
44	ZM	75	85	Improved
<b>TOTAL</b>		<b>2895</b>	<b>3780</b>	<b>Improved</b>
<b>AVERAGE</b>		<b>65.8</b>	<b>85.9</b>	

Based on the comparison table of student learning outcomes in post-test cycle I and post-test cycle II, there were 42 students (95.45%) who passed the post-test II. Therefore, the researcher concluded that the research had been successful because the success indicators had been achieved in this cycle. This means that the research will not be continued in the next cycle.

### **C. Interpretation**

#### **1. Cycle I**

In this study, researchers gave a pre-test to students individually with the aim of knowing students' reading comprehension skills before being given treatment. In the pre-test, there were only 14 students who passed the pre-test and 30 students who did not pass the pre-test. In addition, in the pre-test, the lowest score was 15 and the highest score was 80.

After conducting the pre-test, the researcher gave treatment to students in cycle I. The treatment was carried out by teaching students using the RAP Strategy. Furthermore, the researcher gave a post-test at the next meeting and the post-test was called the cycle I post-test.

After that, by analyzing the results of the first cycle post-test, the researcher



concluded that there were 24 students (54.55%) who passed the first cycle post-test. The lowest score was 20, the highest score was 90 and the average score was 65.8.

From the results of student scores on the pre-test and post-test I, it can be seen that there is an increase in the value of student learning outcomes. This can be seen from the average in the pre-test 44.9 and post-test cycle I 65.8. Although there was an increase, cycle I was not successful because only 24 students (54.55%) passed the cycle I post-test. This means that in cycle I, student achievement was quite improved but the success indicator had not been achieved.

## **2. Cycle II**

After analyzing student scores on the cycle I post test, researchers had to do the next cycle because only 24 students (54.55%) passed. In the next cycle, researchers gave treatment twice, namely the post-test cycle II. Furthermore, the researcher analyzed the results of the post-test II and concluded that there were 42 students (95.45%) who passed the test because they scored  $\geq 75$ . In this post-test, the lowest score was 70 the highest score was 100 and the average score was 85.9.

From the results of student scores in post-test II, it can be concluded that there was an increase in scores, the increase in scores can be seen from the average score. The average value in post-test cycle I and post-test cycle II is 65.8 and 85.9, so the increase in value is 20.00. In the pre-test, post-test cycle I,

and post-test cycle II, the number of students who scored  $\geq 75$  were 14, 24, and 42 students. Because student achievement has increased enough and the success indicator has been achieved, the research is successful and can be stopped in cycle II.

### 3. Student Scores on Pre-test, Post-test Cycle I, and Post-test Cycle II

The English learning process was successful in cycle I but the students' average score was still low. Meanwhile, the students' average score in post-test I was higher than the pre-test. In addition, in cycle II, the students' average score was higher than cycle I. The following is a table of illustrative scores on the Pre-test, Post-test of cycle I and cycle II:

**Table IV.13**

**The Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II**

NO	NAME	PRE-TEST	POST-TEST CYCLE I	POST-TEST CYCLE II
1	AA	20	20	70
2	AK	20	50	75
3	AP	50	50	80
4	AFFS	20	55	75
5	AWR	75	85	90
6	AA	75	90	100
7	ADL	30	30	75
8	ANN	25	50	85
9	AFR	35	75	90
10	BA	30	30	75
11	CNS	25	55	80
12	DB	80	95	100
13	DA	25	60	80
14	DR	15	40	75

15	FAA	50	75	90
16	FPP	75	80	100
17	FH	80	80	100
18	HHM	75	80	95
19	HA	25	55	85
20	KB	45	75	90
21	MF	75	85	95
22	MFP	75	85	90
23	MFH	80	90	100
24	MRA	25	50	80
25	MFA	75	80	95
26	MHDM	35	75	90
27	MRA	75	80	95
28	MRR	25	75	80
29	MWF	45	75	85
30	NS	30	75	85
31	NS	55	80	90
32	RA	25	50	75
33	RS	55	80	95
34	RB	75	85	100
35	R	15	45	70
36	RDR	20	50	80
37	RC	75	85	95
38	RNA	25	65	85
39	RS	25	55	80
40	RDN	15	40	75
41	SM	20	55	75
42	SS	80	80	95
43	SR	20	50	75
44	ZM	55	75	85
<b>TOTAL</b>		<b>1975</b>	<b>2895</b>	<b>3780</b>
<b>AVERAGE</b>		<b>44.9</b>	<b>65.8</b>	<b>85.9</b>

From the table above, it could be seen from the mean of the students score

during the research, the researcher applied the following formula:

$$X = \frac{\sum X}{N}$$

Where :

$\bar{X}$  : Mean of students'

$\sum X$  : Total of students' score

$N$  : Total of students

From the scores in the table above, that there is an increase in students' reading achievement in the pre-test, post-test of cycle I and cycle II can be seen in the following details:

$$X_0 = \frac{1975}{44} = 44.9$$

$$X_1 = \frac{2895}{44} = 65.8$$

$$X_2 = \frac{3780}{44} = 85.9$$

**Table IV.14**

**Percentage of Students' Score from Pre-test and Post-test**

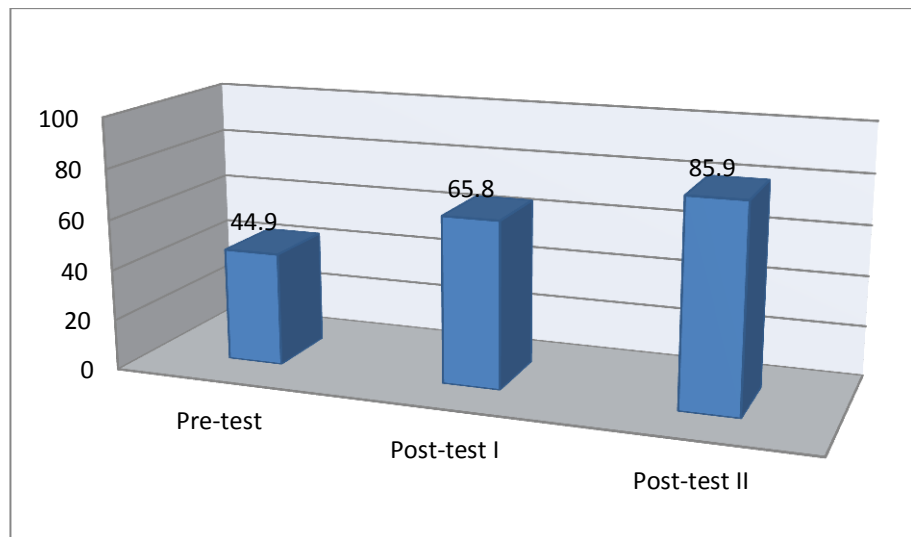
No	Indicator	Frequency		
		Pre-test	Post-test Cycle II	Post-test Cycle I
1	$\geq 75$	14	24	42
2	$\leq 75$	30	20	2
<b>Total students</b>		<b>44</b>		
<b>Percentage</b>		<b>31.82%</b>	<b>54.55%</b>	<b>95.45%</b>

Based on the results of the pre-test, post-test cycle I and post-test cycle II, it is known that there is a positive and significant increase in scores. This can be seen from an average of 44.9 with a percentage of 31.82% to 65.8 with a percentage of 54.55% and 85.9 with a percentage of 95.45%. Therefore, the researcher concluded that this study was successful because the success indicators in this study had been achieved.

The researcher showed a graph of the results of the Pre-test, Post-test cycle I and Post-test cycle II as follows:

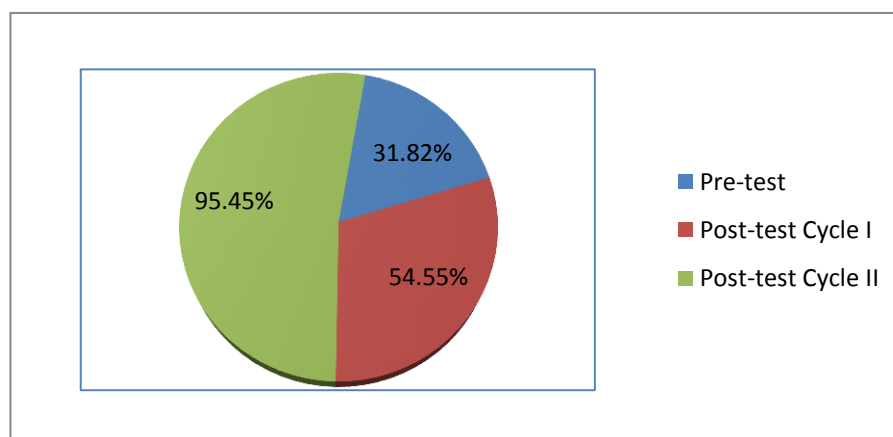
**Chart IV.1**

**The Average Score of Pre-test, Post-test I and Post-test II**



**Chart IV.2**

**Percentage of Students' Score from Pre-test and Post-test**



Based on the graph above, it can be concluded that the RAP Strategy can improve students' reading comprehension skills. This is supported by the increase in student scores from pre-test to post-test I and from post-test I to post-test II.

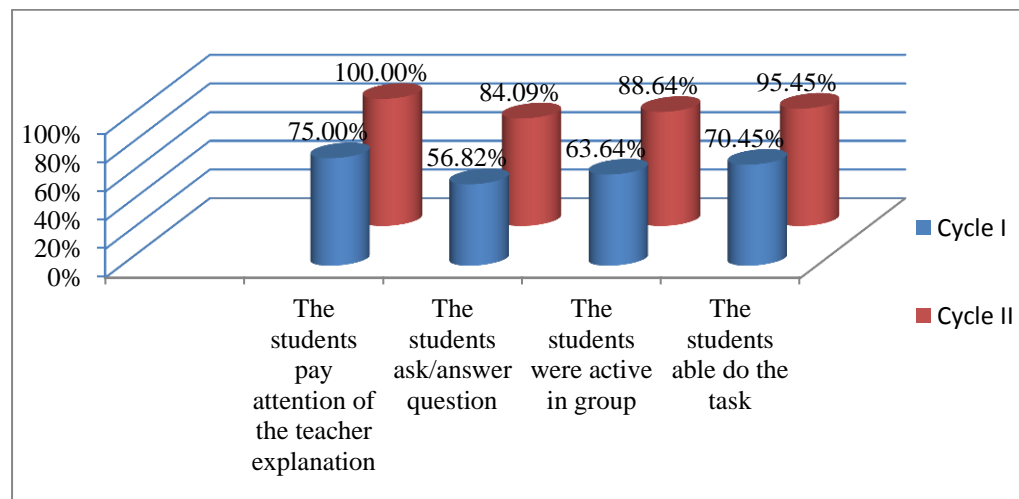
Table IV.15

## The Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students pay attention of the teacher explanation	33	75.00%	44	100.00%	25.00%
2	The students ask/answer question	25	56.82%	37	84.09%	27.27%
3	The students were active in group	28	63.64%	39	88.64%	25.00%
4	The students able do the task	31	70.45%	42	95.45%	25.00%
<b>TOTAL</b>		<b>44</b>				<b>25.57%</b>
<b>AVERAGE</b>		<b>66.48%</b>		<b>92.05%</b>		

Chart IV.3

## Graph of Students' Result of Learning Activities in Cycle I and Cycle II



Based on the data that has been obtained, it can be explained as follows:

- a. Students pay attention to the teacher's explanation

Students' attention to the teacher's explanation from the first meeting to the next meeting has increased. In cycle I only (75.00%) and in cycle II (100.00%), an increase of (25.00%).

b. Students who ask/answer questions from the teacher

Students who ask or answer questions from the teacher have increased from the first meeting to the next meeting, this can be seen when the teacher asks questions to students, students have dared to answer even though not all questions can be answered properly. For this activity has increased (27.27%), it can be seen from the percentage results in cycle I (56.82%) and cycle II (84.09%).

c. The students are active in the group

Students who are active in groups or pairs have also increased. From cycle I (63.64%) and cycle II (88.64%), so there was an increase (25.00%).

d. Students are able to do the assignment

Students who work on assignments have increased. This can be seen in cycle I (70.45%) and cycle II (95.45%), so that it has increased (25.00%).

Based on the data above, it can be concluded that students feel comfortable and active with the learning process because most students show a good improvement in learning activities when the RAP Strategy is applied in the learning process from cycle I to cycle II.

#### **4. Comparison of Pre-test and Post-test**

Based on the explanation from cycle I and cycle II, it can be concluded that the application of the RAP Strategy can improve students' reading comprehension skills. There was an increase in the average score from 44.9 to 65.8 and to 85.9.

From the graph, it can be seen that there was an increase in the average score and the number of students who passed from pre-test, post-test I and post-test II. In the graph above, the average score in the pre-test was 44.9 and only 14 students or (31.82%) passed.

In addition, in post-test I and II there were 24 students or (54.55%) who passed with an average of 65.8 and 42 students or (95.45%) who passed with an average of 85.9. From this explanation, the researcher concluded that this research had been successful and could be stopped at cycle II because the success indicator (75% of students scored  $\geq 75$ ) had been achieved.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the results of the learning process carried out for two cycles, it can be concluded that there is an increase in student achievement in reading comprehension by applying the Read, Ask, Paraphrase (RAP) Strategy in class XI IPS SMA Taman Siswa Medan. The Read, Ask, Paraphrase (RAP) strategy can be used as an alternative way in teaching reading because this strategy is easy to implement and student activities in the implementation of cycle I and II are very active. This means that the Read, Ask, Paraphrase (RAP) strategy is a good way to teach reading comprehension.

The increase in student achievement can be seen from the average student activeness in cycle I of 66.48%, then increased to 92.05% in cycle II. Meanwhile, the Read, Ask, Put (RAP) strategy can also improve reading comprehension skills. This can be seen from the increase from pre-test to cycle I and cycle II. The pre-test average score was 44.9 with a percentage of 31.82% and in cycle I it was 65.8 with a percentage of 54.55% while in cycle II it was 85.9 with a percentage of 95.45%.

Based on the results of the data above, it can be concluded that the Read, Ask, Put (RAP) strategy can improve reading comprehension skills. This can be seen from the increase in reading comprehension scores.

## **B. SUGGESTION**

Based on the results of the study, the researcher would like to provide some suggestions as follows:

1. For students, it is suggested to be more active in learning English in order to understand the material given by the teacher and also use the Read, Ask, Paraphrase (RAP) Strategy in learning English because it can improve their achievement in reading comprehension.
2. For teachers, it is suggested to English teachers to use Read, Ask, Put (RAP) strategy as an alternative strategy in the classroom because this strategy is effective to improve students' reading comprehension in the teaching and learning process.
3. For other researchers, this study can be used as a reference for other teaching, because the Read, Ask, Paraphrase (RAP) Strategy is easy to implement.

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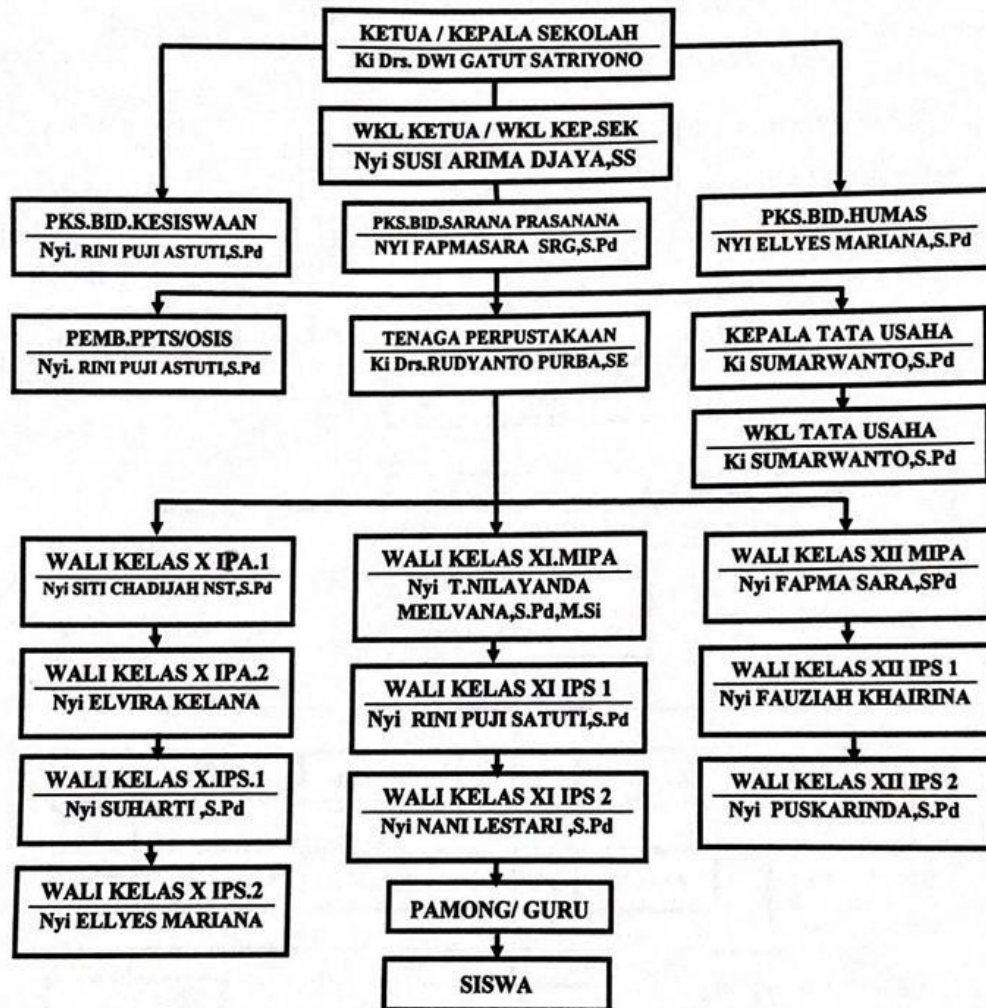
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# **APPENDICES**

## Appendix 1

**STRUKTUR ORGANISASI  
TAMAN MADYA (SMA) TAMANSISWA CABANG MEDAN  
TAHUN PELAJARAN 2022/2023**



Medan, 13 Juli 2022  
Taman Madya (SMA Tamansiswa) Medan  
Ketua / Kepala Sekolah

KI DR.S.DWI GATUT SATRIYONO  
NPA : 4164

## Appendix 2

**The Condition of Facilities in SMA Taman Siswa Medan****Academic Year of 2018/20**

<b>NO</b>	<b>FACILITIES</b>	<b>QUANTIT Y</b>
1	Classroom (Class VII-IX)	10
2	Headmaster Room	1
3	Teacher Room	1
4	Administrasion Room	1
5	Counseling Room	1
6	Laboratory	1
7	OSIS Room	1
8	TIK Room	1
9	Mosque	1
10	Parking Area	2
11	Teacher Toilet	1
12	Student Toilet	3
13	Canteen	2
14	Library	1
15	Cooperation	1

Medan, 31 july 2023

The Head of Administration



Ki Sunarwanto, S.Pd

The Researcher

Nurul Cahya



## Appendix 3

**TAMAN MADYA (SMA) TAMANSISWA SINGOSARI MEDAN**  
**JALAN TILAK/SINGOSARI NO. 11 TELP. 061-7350609 MEDAN**

Daftar : Nama-nama Siswa  
 Kelas / Jurusan : XI (Sebelas ).MIPA. 2  
 Keadaan Akhir bulan : Juli 2023  
 Tahun Pelajaran : 2023 / 2024

No. Urut	Nomor Induk	Nama Lengkap Siswa	L/P	Keterangan
1	9859	AISYAH RAMADHAN	P	
2	9868	DELA FEBRIANI	P	
3	9842	M. ZAKI	L	
4	9841	M. IQBAL PRATAMA	L	
5	9857	MHD. FAREL CHANDRA AKRI	L	
6	9908	MHD IQBAL	L	
7	9839	MUHAMMAD RAIHAN SUDIRMAN	L	
8	9840	MUHAMAMD REHAN	L	
9	9845	RAFLY WAHYUDI	L	
10	9846	RISKA RANDANI	P	
11	9848	RISKY RAMADHAN	L	
12	9847	RISKI WULANDARI	P	
13	9849	SALWA HANUM	P	
14	9850	SIDINDA HARIANI	P	
15	9851	SYAHRUL RAMADHAN ARIF	L	
16	9852	TIO PRAMANA PURBA	L	
17	9853	ULAN DARI RAMADHAN	P	
18	9854	VLADIMEER ZEBUA	L	
19	9856	YUDHA HARAHAP	L	
20	9911	MUHAMMAD YUSUF RANGGA AL FAHRIZI	L	

Rekapitulasi :  
 LK : 13 Orang  
 PR : 07 Orang  
 JLN : 20 Orang

Medan, 17 Juli 2023  
 Taman Madya (SMA) Tamansiswa Medan  
 Ketua Pengasah Sekolah



NYI PRISKARINDA SIAHAAN, S.Pd

**TAMAN MADYA (SMA) TAMANSISWA SINGOSARI MEDAN**  
**JALAN TILAK/SINGOSARI NO. 11 TELP. 061-7350609 MEDAN**

Daftar : Nama-nama Siswa  
 Kelas / Jurusan : XI (Sebelas).MIPA.1  
 Keadaan Akhir bulan : Juli 2023  
 Tahun Pelajaran : 2023 / 2024

No. Urut	Nomor Induk	Nama Lengkap Siswa	L/P	Keterangan
1	9822	AHMAD SAUKY	L	
2	9824	ALDI HANDARA SIREGAR	L	
3	9825	ALIF ROSYAM NOOR	L	
4	9823	ALIKA NADIRA	P	
5	9826	ANDHIKA LESMANA	L	
6	9827	AULIA ALFACHRI	L	
7	9829	AULIA RAHMADANI	P	
8	9828	AULIA CITRA CIARA	P	
9	9830	BAYU FAJAR	L	
10	9831	DANUARTA EFFENDI	L	
11	9833	FADHILA TRI ATMAJA	L	
12	9886	FARREL SAMUDRA	L	
13	9834	GILANG FITRAH NASUTION	L	
14	9835	HAIKAL SYAHPUTRA PANJAITAN	L	
15	9909	IFHAM MEFFAN	L	
16	9837	M. AFRIANDI RIO SYARIF	L	
17	9891	M. RIDHO FUJIAWAN	L	
18	9836	MHD. ALFARIDZI	L	
19	9888	MUHAMMAD AFDILAH	L	
20	9838	MUHAMMAD IBRA BUANA	L	
21	9843	NABILA SYAFITRI	P	
22	9844	RAISYAH RISANY	P	
23	9855	WINA ARIANDITA	P	
24	9912	DIMAS RIZKI ADYTIA	L	

**Rekapitulasi :**

LK : 18 Orang  
 PR : 06 Orang  
 JLH : 24 Orang

Medan, 17 Juli 2023  
 Taman Madya (SMA) Tamansiswa Medan  
 Ketua / Kepala Sekolah



NYI-PUSKARINDA SIAHAAN,S.Pd  
 NPA.

DAFTAR HADIR PRE TEST AND POST TEST  
SISWA KELAS X. IPS .1  
TAMAN MADYA (SMA) TAMANSISWA SINGOSARI MEDAN  
TAHUN PELAJARAN 2022 / 2023

NO. URUT	NOMOR INDUK	NAMA SISWA	L/P	TANDA TANGAN
1	9858	ADITYA PANCA	L	1 <i>Aditya</i>
2	9860	AL FACHRAN FADILLA SIHOMBING	L	2 <i>Fachran</i>
3	9861	AL- WAHYU RIDWAN	L	3 <i>Alwahyu</i>
4	9862	AMANDA ANASTASYA	P	4 <i>Amanda</i>
5	9863	AMAR DAHLAN LUBIS	L	5 <i>Amar</i>
6	9864	ARIF NAWARULHUDA NST	L	6 <i>Arif</i>
7	9865	AYLA FALISHA RAMADHANI	P	7 <i>Ayla</i>
8	9866	BAGUS AFILLA	L	8 <i>Bagus</i>
9	9867	DAVA BACHTIAR	L	9 <i>Dava</i>
10	9869	FAREL PERDANA PUTRA	L	10 <i>Farel</i>
11	9791	FARIS HAIKAL	L	11 <i>Faris</i>
12	9870	HAMKA HAZRIL MATONDANG	L	12 <i>Hamka</i>
13	9871	KANAYA BALQIST	P	13 <i>Kanaya</i>
14	9877	M. RAIHAN AN-NABIL	L	14 <i>Raihan</i>
15	9872	MUHAMMAD FACHRIANSYAH	L	15 <i>Muhammad</i>
16	9873	M.FATHIR ARRASYA	L	16 <i>Fathir</i>
17	9874	NADIRA SAVITRI	P	17 <i>Nadira</i>
18	9875	NURAINUN SIREGAR	P	18 <i>Nurainun</i>
19	9878	RAKHA BAGASKARA	L	19 <i>Rakha</i>
20	9879	RAMADANI	L	20 <i>Ramadan</i>
21	9880	RAYHAN DAFA RITONGA	L	21 <i>Rayhan</i>
22	9906	ZUBAIR MUJAFFAR	L	22 <i>Zubair</i>



Medan, Juni 2023

Peneliti

*Nurul Cahaya*  
NURUL CAHAYA

DAFTAR HADIR PRE TEST AND POST TEST  
SISWA KELAS X. IPS. 2  
TAMAN MADYA (SMA) TAMANSISWA SINGOSARI MEDAN  
TAHUN PELAJARAN 2022 / 2023

NO. URUT	NOMOR INDUK	NAMA SISWA	L/P	TANDA TANGAN
1	9882	ABIL ABDULLAH	L	1 <i>Abil</i>
2	9883	ABDUL KADIR	L	2 <i>Abdul</i>
3	9884	CUT NAILA SYAH	L	3 <i>Cut Naila</i>
4	9857	DHEZA ARDITIA	L	4 <i>Dheza</i>
5	9885	DICKY RAMADASARI	L	5 <i>Dicky</i>
6	9881	FAIZ AHMAD ALYUDA	L	6 <i>Faiz</i>
7	9889	MUHAMMAD FARIZ HUTABARAT	L	7 <i>Muhammad</i>
8	9887	HAYA AZ ZAHRA	L	8 <i>Haya</i>
9	9907	M. FAHMI PRASETYO	P	9 <i>M. Fahmi</i>
10	9909	M. HAIKAL DARMA MARPAUNG	L	10 <i>M. Haikal</i>
11	9890	M.RASYA ADITYA	L	11 <i>M. Rasya</i>
12	9892	M.RIZKY RAMADAN	L	12 <i>M. Rizky</i>
13	9893	MHD.WAHYU FANSHURRY	L	13 <i>Mhd. Wahyu</i>
14	9894	RAJA ANDRIANSYAH	L	14 <i>Raja</i>
15	9895	RAAFY SUBOWO	L	15 <i>Raafy</i>
16	9896	REIVAN CHAISAR	L	16 <i>Reivan</i>
17	9897	RISYA NOVI AJNANI	L	17 <i>Risya</i>
18	9898	ROMI SYAHPUTRA	P	18 <i>Romi</i>
19	9899	RUDI DAHLAN NASUTION	L	19 <i>Rudi</i>
20	9900	SIGIT MAULANA	L	20 <i>Sigit</i>
21	9901	SOFIAN SOFRIADI	L	21 <i>Sofian</i>
22	9902	SUCI RAMADHANI	P	22 <i>Suci</i>



DR. DWI GATUT SATRIYONO

Medan, Juni 2023

Peneliti

NURUL CAHAYA



## Appendix 4

**LESSON PLAN****Pre-test**

School : SMA TAMAN SISWA MEDAN  
 Subject : Reading Comprehension  
 (Deskriptive Text)  
 Class/Semester : XI/1  
 Time Allocation : 2x 40 Minute

**A. Standard Competence**

- KI 1 : Respect and appreciate the teachings of their religion  
 Respect and appreciate the honest behavior, discipline, responsibility, caring ( tolerance, mutual assistance), mannered,  
 KI 2 : confident, in interacting effectively with the social and natural environment within reach of the association and its existence  
 Understanding knowledge (factual, conceptual and procedural)  
 KI 3 : based on curiosity about science, technology, arts, culture and events related to thephenomenon of the visible.  
 Trying, process, and serving in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the  
 KI 4 : abstract (writing, reading, counting, drawing) in accordance with the learned in school and other sources are the same in viewpoints / theories

**B. Procedure of Teaching**

<b>Activities</b>	<b>Learning Steps</b>	<b>Time Allocation</b>
<b>Opening</b>	<i>The Teacher</i> <ul style="list-style-type: none"> <li>• Greeting the students</li> <li>• Check attendance list</li> <li>• Start the lesson with praying</li> <li>• Teacher does apperception by asking students about the reading</li> </ul> <i>The Students</i> Students givefeedback to the teacher	10 minute
<b>Core Activities</b>	Exploration <i>The teacher</i> <ul style="list-style-type: none"> <li>• Teacher gives introduction about the</li> </ul>	60 minute

	<p>material by asking some question.</p> <ul style="list-style-type: none"> <li>• Teacher gives explanation about the descriptive text.</li> <li>• Teacher asks students to pay attention to the example of descriptive text.</li> </ul> <p><i>The students</i></p> <ul style="list-style-type: none"> <li>• Students answer the question orally</li> <li>• The Students pay attention to the example of descriptive text</li> </ul> <p><b>Elaboration</b></p> <p><i>The Teacher</i></p> <ul style="list-style-type: none"> <li>• Teacher asks students to pay attention to the explanation and example of descriptive text</li> <li>• Teacher asks students to make a group work</li> <li>• The teacher asks students to presentation the results of their group work regarding descriptive texts</li> <li>• The teacher ask the students to answer the question based on the example together without read all of body of the text.</li> <li>• Teacher gives test to the students</li> </ul> <p><i>The Students</i></p> <ul style="list-style-type: none"> <li>• The students pay attention to the teacher</li> <li>• The students presented in front of the class about the descriptive texts.</li> <li>• The students with teacher answer the question based on the example as they read without read all of body of the text.</li> <li>• Students do the test individually for pre-test.</li> </ul> <p><b>Confirmation</b></p> <p><i>The Teacher</i></p> <ul style="list-style-type: none"> <li>• Teacher circulates and make notes of any problems they have with parts of RAP</li> <li>• Teacher asks students about the difficulty of material</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Teacher gives opportunity to students for asking question</li> <li>• Teacher answers the question from students</li> </ul> <p><i>The Students</i> The students give the opportunity to ask the teacher about the difficulties of the material.</p>	
<b>Closing</b>	<p><i>The Teacher</i></p> <ul style="list-style-type: none"> <li>• The teacher makes conclusion of the material</li> <li>• Teacher reminds the students to do self-study at home</li> <li>• Teacher motivates the students to study harder</li> <li>• Teacher close the learning process</li> </ul> <p><i>The Students</i></p> <ul style="list-style-type: none"> <li>• The students do the teacher's instruction</li> </ul> <p>The students close the learning process</p>	

### C. Expected character:

Trustworthiness : Show a trustworthy attitude in carrying out functional communication

Respect : Have respect for friends, teachers and social environment

Diligence : Diligent in carrying out positive at school and outside of school

### D. Strategy of Teaching

Read, Asking, Paraphrase (RAP) Strategy

### E. Source/tool/media

Source : Buku Bahasa Inggris / Kementerian Pendidikan dan Kebudayaan

<https://buku.kemdikbud.go.id/katalog/Bahasa-Inggris-Kelas-X>

Media : Copies of reading test items

**F. Evaluation**

- a. Technique : Written
- b. Form of instrument : Multiple choices
- c. Example of instrument : Choose the best answer by crossing (x) a,b, c, or d!
- d. Direction of evaluation :
  - Every correct answer : 5
  - Maximum scores : 100

$$X = \frac{\sum x}{N} \times 100$$

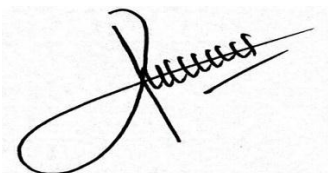
Where: X = The means of students' score

$\sum x$  = The total score

N = The number of the students

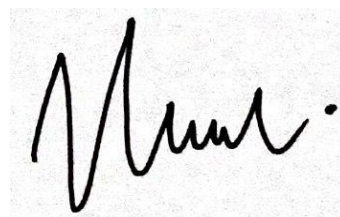
Medan, 31 July 2023

**English Teacher**



Puskarinda, S.Pd

**Researcher**



Nurul Cahya



## LESSON PLAN

### Post-test (Cycle I)

School : SMA TAMAN SISWA MEDAN  
 Subject : Reading Comprehension  
 (Deskriptive Text)  
 Class/Semester : XI/I  
 Time Allocation : 2x 40 Minute

#### A. Standard Competence

- KI 1 : Respect and appreciate the teachings of their religion  
 Respect and appreciate the honest behavior, discipline, responsibility, caring ( tolerance, mutual assistance), mannered,  
 KI 2 : confident, in interacting effectively with the social and natural environment within reach of the association and its existence  
 Understanding knowledge (factual, conceptual and procedural)  
 KI 3 : based on curiosity about science, technology, arts, culture and events related to thephenomenon of the visible.  
 Trying, process, and serving in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the  
 KI 4 : abstract (writing, reading, counting, drawing) in accordance with the learned in school and other sources are the same in viewpoints / theories

#### B. Procedure of Teaching

Activities	Learning Steps	Time Allocation
<b>Opening</b>	<i>The Teacher</i> <ul style="list-style-type: none"> <li>• Greeting the students</li> <li>• Check attendance list</li> <li>• Start the lesson with praying</li> <li>• Teacher does apperception by asking students about the readin</li> </ul> <i>The Students</i> Students give feedback to the teacher	10 minute
<b>Core Activities</b>	Exploration <i>The teacher</i> <ul style="list-style-type: none"> <li>• Teacher gives introduction about the material by asking some question.</li> </ul>	60 minute

	<ul style="list-style-type: none"> <li>• Teacher asks students to pay attention to the example of descriptive text</li> </ul> <p><i>The students</i></p> <ul style="list-style-type: none"> <li>• Students answer the question orally</li> <li>• The Students pay attention to the example of descriptive text</li> </ul> <p><b>Elaboration</b></p> <p><i>The Teacher</i></p> <ul style="list-style-type: none"> <li>• Teacher asks students to pay attention to the example of descriptive text</li> <li>• The teacher asks students to presentation the results of their group work regarding descriptive texts based on their own language (their paraphrase)</li> <li>• The teacher ask the students to answer the question based on the example together without read all of body of the text.</li> <li>• Teacher gives test to the students</li> </ul> <p><i>The Students</i></p> <ul style="list-style-type: none"> <li>• The students pay attention to the teacher</li> <li>• The students presented in front of the class about the descriptive texts based on their own language (their paraphrase)</li> <li>• The students with teacher answer the question based on the example as they read without read all of body of the text.</li> <li>• Students do the test individually.</li> </ul> <p><b>Confirmation</b></p> <p><i>The Teacher</i></p> <ul style="list-style-type: none"> <li>• Teacher circulates and make notes of any problems they have</li> <li>• Teacher asks students about the difficulty of material</li> <li>• Teacher gives opportunity to students for asking question</li> <li>• Teacher answers the question from students</li> </ul> <p><i>The Students</i></p> <p>The students give the opportunity to ask the</p>	
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	teacher about the difficulties of the material.	
<b>Closing</b>	<p><i>The Teacher</i></p> <ul style="list-style-type: none"> <li>• The teacher makes conclusion of the material</li> <li>• Teacher reminds the students to do self-study at home</li> <li>• Teacher motivates the students to study harder</li> <li>• Teacher close the learning process</li> </ul> <p><i>The Students</i></p> <ul style="list-style-type: none"> <li>• The students does the teacher's instruction</li> </ul> <p>The students close the learning process</p>	10 minute

### **C. Expected character:**

Trustworthiness : Show a trustworthy attitude in carrying out functional communication

Respect : Have respect for friends, teachers and social environment

Diligence : Diligent in carrying out positive at school and outside of school

### **D. Strategy of Teaching**

Read, Asking, Paraphrase (RAP) Strategy

### **E. Source/tool/media**

Source : Buku Bahasa Inggris / Kementerian Pendidikan dan Kebudayaan

<https://buku.kemdikbud.go.id/katalog/Bahasa-Inggris-Kelas-X>

Media : Copies of reading test items

**F. Evaluation**

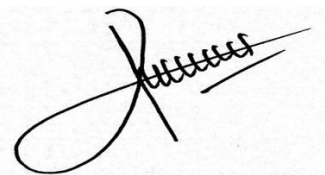
- a. Technique : Written
- b. Form of instrument : Multiple choices
- c. Example of instrument : Choose the best answer by crossing (x) a,b, c, or d!
- d. Direction of evaluation :
  - Every correct answer : 5
  - Maximum scores : 100

$$X = \frac{\sum x}{N} \times 100$$

Where: X = The means of students' score  
 $\sum x$  = The total score  
N = The number of the students

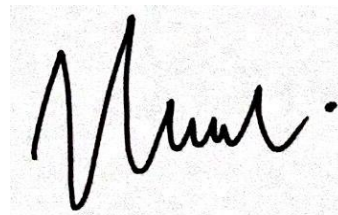
Medan, 31 July 2023

**English Teacher**



Puskarinda, S.Pd

**Researcher**



Nurul Cahya

## LESSON PLAN

### Post-test (Cycle II)

School : SMA TAMAN SISWA MEDAN  
 Subject : Reading Comprehension  
 (Deskriptive Text)  
 Class/Semester : XI/1  
 Time Allocation : 2x 40 Minute

#### A. Standard Competence

- KI 1 : Respect and appreciate the teachings of their religion  
 Respect and appreciate the honest behavior, discipline, responsibility, caring ( tolerance, mutual assistance), mannered,  
 KI 2 : confident, in interacting effectively with the social and natural environment within reach of the association and its existence  
 Understanding knowledge (factual, conceptual and procedural)  
 KI 3 : based on curiosity about science, technology, arts, culture and events related to thephenomenon of the visible.  
 Trying, process, and serving in the realm of concrete (use, disassemble, assemble, modify, and create) and the realm of the  
 KI 4 : abstract (writing, reading, counting, drawing) in accordance with the learned in school and other sources are the same in viewpoints / theories

#### B. Procedure of Teaching

Activities	Learning Steps	Time Allocation
<b>Opening</b>	<i>The Teacher</i> <ul style="list-style-type: none"> <li>• Greeting the students</li> <li>• Check attendance list</li> <li>• Start the lesson with praying</li> <li>• Teacher does apperception by asking students about the reading</li> </ul> <i>The Students</i> Students givefeedback to the teacher	10 minute
<b>Core Activities</b>	Exploration <i>The teacher</i> <ul style="list-style-type: none"> <li>• Teacher gives introduction about the material by asking some question.</li> </ul>	60 minute

	<ul style="list-style-type: none"> <li>• Teacher gives explanation about the descriptive text by implementation RAP Strategy</li> <li>• Teacher asks students to pay attention to the example of descriptive text. <i>The students</i></li> <li>• Students answer the question orally</li> <li>• The Students pay attention to the example of descriptive text</li> </ul> <p><b>Elaboration</b></p> <p><i>The Teacher</i></p> <ul style="list-style-type: none"> <li>• Teacher asks students to pay attention to the explanation and example of descriptive text</li> <li>• Teacher asks students to make a group work</li> <li>• The teacher asks students to presentation the results of their group work regarding descriptive texts based on their own language (their paraphrase)</li> <li>• The teacher ask the students to answer the question based on the example together without read all of body of the text.</li> <li>• Teacher gives test to the students</li> </ul> <p><i>The Students</i></p> <ul style="list-style-type: none"> <li>• The students pay attention to the teacher</li> <li>• The students presented in front of the class about the descriptive texts based on their own language (their paraphrase)</li> <li>• The students with teacher answer the question based on the example as they read without read all of body of the text.</li> <li>• Students do the test individually.</li> </ul> <p><b>Confirmation</b></p> <p><i>The Teacher</i></p> <ul style="list-style-type: none"> <li>• Teacher circulates and make notes of any problems they have with parts of RAP</li> <li>• Teacher asks students about the</li> </ul>	
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	<p>difficulty of material</p> <ul style="list-style-type: none"> <li>• Teacher gives opportunity to students for asking question</li> <li>• Teacher answers the question from students</li> </ul> <p><i>The Students</i></p> <p>The students give the opportunity to ask the teacher about the difficulties of the material.</p>	
<b>Closing</b>	<p><i>The Teacher</i></p> <ul style="list-style-type: none"> <li>• The teacher makes conclusion of the material</li> <li>• Teacher reminds the students to do self-study at home</li> <li>• Teacher motivates the students to study harder</li> <li>• Teacher close the learning process</li> </ul> <p><i>The Students</i></p> <ul style="list-style-type: none"> <li>• The students does the teacher's instruction</li> </ul> <p>The students close the learning process</p>	10 minute

### C. Expected character:

Trustworthiness : Show a trustworthy attitude in carrying out functional communication

Respect : Have respect for friends, teachers and social environment

Diligence : Diligent in carrying out positive at school and outside of school

### D. Strategy of Teaching

Read, Asking, Paraphrase (RAP) Strategy

### E. Source/tool/media

Source : Buku Bahasa Inggris / Kementerian Pendidikan dan Kebudayaan

<https://buku.kemdikbud.go.id/katalog/Bahasa-Inggris-Kelas-X>

Media : Copies of reading test items

**F. Evaluation**

- a. Technique : Written
- b. Form of instrument : Multiple choices
- c. Example of instrument : Choose the best answer by crossing (x) a,b, c, or d!
- d. Direction of evaluation :
  - Every correct answer : 5
  - Maximum scores : 100

$$X = \frac{\sum x}{N} \times 100$$

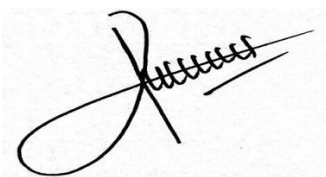
Where: X = The means of students' score

$\sum x$  = The total score

N = The number of the students

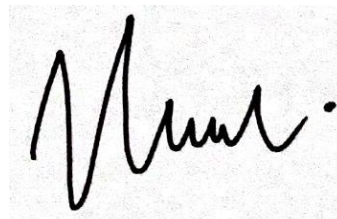
Medan, 31 July 2023

**English Teacher**



Puskarinda, S.Pd

**Researcher**



Nurul Cahya



## Appendix 5

**Pre-Test****The RAP Strategy in Reading Comprehension****Descriptive Text****Direction:**

- 1. Write your name and class on your answer sheet!**
  - 2. Read the text then answer the question by crossing a, b, c, d, or e!**
  - 3. You may not cheat with your friends!**
  - 4. Check your answer before submitting!**
- 

***Read the text and answer the questions 1-6*****Jatim Park**

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourism object in East Java province. Jatim Park offers a recreation place as well as a study center.

Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because the object is only 2, 5 kilos meters from Batu city. This Jatim Park tourismobject is about 22 hectares width.

Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the pass gate, the visitors will find an interesting view of „Galeri Nusantara“ area. This study offering continues to step on „Taman Sejarah“ area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue. The other facility which is able to be enjoyed is „Agro Park“ area. It presents crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc. Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour and can used as alternative media of study.

1. What is Jatim park?
  - a. It is a tourism object.
  - b. It is a big city.
  - c. It is a game area.
  - d. Taman sejarah area.

2. Jatim Park is located at Jl. Kartika 2 Batu, East Java. (line 4) What does the underlined word mean?
  - a. is situated
  - b. is built
  - c. is inhabited
  - d. is renovated
  
3. What will we find when we get into Taman Sejarah?
  - a. Fruits and animals.
  - b. Kind of games.
  - c. Miniature of temple and games.
  - d. Customhouse of K. Hasan Besari.
  
4. What does the third paragraph tell us about?
  - a. The facilities of Jatim Park
  - b. The beautiful scenery of Jatim Park
  - c. The Jatim park's games
  - d. Taman sejarah and Agro park.
  
5. It presents crop and rareness fruits, animal diorama ... (Line 12) What does the underlined word refer to?
  - a. Jatim Park
  - b. Agro Park
  - c. The resort
  - d. Sumberawan statue
  
6. How many areas do we find in Jatim Park?
  - a. One area.
  - b. Two areas.
  - c. Tree areas.
  - d. Five areas.

***Read the text and answer the questions 7-9***

**My Uncle**

My uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house.

He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's

customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

7. Who is Uncle Martin?
  - a. Bob's father.
  - b. Anne's uncle.
  - c. My mother's uncle.
  - d. Aunt Angela's neighbour.
  
8. Which paragraph talks about the physical description of Uncle Martin?
  - a. 1
  - b. 2
  - c. 3
  - d. 4
  
9. How many children does Uncle Martin have?
  - a. One
  - b. Two
  - c. Three
  - d. Four

***Read the text and answer the questions 10-15.***

Borobudur is Hindu – Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight step-like stone terraces. The first-five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell-shaped stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

10. What is the purpose of the text?
  - a. To describe the Borobudur temple
  - b. To describe the Gupta architecture
  - c. To explain how Borobudur temple is
  - d. To describe Indonesian monument

11. Where is the temple located?
  - a. In ancient Mataram Kingdom
  - b. Around Hindu temple
  - c. In Magelang
  - d. In Gupta Architecture of India
  
12. When was the temple build?
  - a. The ninth century
  - b. The eighth century
  - c. The seventh century
  - d. The tenth century
  
13. What is the topic of the second paragraph?
  - a. The Buddhist temple
  - b. Indonesian monument
  - c. The construction of the Buddhist temple
  - d. The five terraces
  
14. Which statement is TRUE according to the text?
  - a. The temple consists of seven steps like stone terrace.
  - b. The upper steps are square.
  - c. The structure of universe influences the Hindu temple.
  - d. All terraces are with a circle of bell shape-stupa.
  
15. What does the text tell about?
  - a. Gupta Architecture
  - b. Borobudur temple
  - c. The scenery of Borobudur temple
  - d. The famous temple

***Read the text and answer the questions 16-20.***

The Titanic was the biggest ship in the world at that time. It had good facilities such as: a fully air conditional cabin, restaurant, bar, mini shop, recreation space, ship's band and singers, medical facilities, telephone, etc. When the Titanic sailed from Southampton to New York in April 1912 with 819 crews and 1316 passengers, it sank after it sailed for four days. It happened in North Atlantic Ocean. It hit a very big iceberg. Since there were not enough lifeboats and all the passengers or the crews were very afraid, the ship sank rapidly, most of passengers and crew sank and only few people was safe.

16. Where did the tragedy happen?
  - a. in the sea
  - b. in the high way
  - c. in the harbor
  - d. In the air

17. It had good facilities. The underlined word refers to ....
- the world
  - the ship
  - the time
  - that biggest
18. Which line tells us that most of people died?
- line 3 & 4
  - line 1 & 2
  - line 6 & 7
  - line 5
19. Where did the Titanic sink exactly?
- Southeast continent
  - in the sea
  - Atlantic ocean
  - North Atlantic Ocean
20. Why did the tragedy happend?
- The ship hited a very big iceberg.
  - The ship has many lifeboats.
  - The ship has over passanger.
  - The ship gets large waves.

**Post-test Cycle I**  
**The RAP Strategy in Reading Comprehension**  
**Descriptive Text**

**Direction:**

1. Write your name and class on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, d, or e!
3. You may not cheat with your friends!
4. Check your answer before submitting!

***Read the text and answer the questions 1-2.***

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth-dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

1. What does the text mainly talk about?
  - a. Doraemon
  - b. Fujiko Fujio
  - c. Robotic cats
  - d. Nobita
  
2. What is the weakness of Doraemon?
  - a. He has a magic pocket
  - b. He gets panic easily
  - c. He is only a robotic cat
  - d. He likes eating Dorayaki

***Read the text and answer the questions 3-5.***

***My Timmy***

I have some pets. However, my favourite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

3. When does Timmy usually give a kiss to the writer? When the writer....
  - a. feels hungry
  - b. goes to sleep
  - c. leaves home
  - d. comes home
  
4. The second paragraph tell about....
  - a. Characteristic
  - b. Habitat
  
5. Why is the writer almost impossible to be angry at his cat? Because ....
  - a. It has innocent round eyes
  - b. Most of the time, it is a good cat
  - c. It gives the writer kiss
  - d. It always wakes up early

***Read the text and answer the questions 6-9.***

### **Taronga Zoo**

Taronga Zoo is the major zoo in Australia. It is located in Sydney, New South Wales. It occupies a 33-hectare location. The name -tarongall is an Aboriginal name. It means -water view.

The Zoo has Australia's finest collection of native Australian animals and many exotic species. It has kangaroos, wallabies, and koalas. Those animals can be seen from a close distance. There are platypuses, echidnas, and New Zealand kiwis in the Nocturnal House. There are also dorrillas in the new Gorilla Tropical Forest. All animals in the zoo are kept very well.

They are kept in the environment that is like their natural habitat. Taronga is usually used as a site for scientific research, conservation, and education. It also offers a range of educational and special interest tours.

6. Where is Taronga zoo located?
  - a. It's located in Sydney, Australia.
  - b. It's located in New Zealand.
  - c. It's located in New York.
  - d. It's located in Aboriginal site.
  
7. Where do you find New Zealand kiwis?
  - a. In the Tropical Forest.
  - b. In the south of the zoo.
  - c. In the Nocturnal House.
  - d. In New Zealand.

8. What does the second paragraph tell about?
  - a. Various animals in Australia's collection.
  - b. The native Australian animals.
  - c. Natural habit in Australia.
  - d. Natural environment.
  
9. Which of the following statements is TRUE according to the text?
  - a. Taronga Zoo is the only zoo in Australia.
  - b. The animals in Taronga Zoo cannot be seen in a close distance.
  - c. The name -tarongall is an aboriginal name for -water viewll.
  - d. Taronga zoo only has native Australian animals.

***Read the text and answer the questions 10-12.***

Victoria Caroline Beckham is an English singer-songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

10. What did Victoria do before being a solo singer?
  - a. Married to David Beckham
  - b. Worked as fashion designer
  - c. Joined The Spice Girl
  - d. Created fashion style
  
11. We found in the text that ....
  - a. Victoria named her fragrance by dVb style
  - b. Beckham is Victoria's autobiography
  - c. Beckham is Victoria's brand for her fragrance
  - d. Posh Spice is the title of her new album
  
12. Based on the text, what do we know about Victoria?
  - a. She is an ordinary woman
  - b. She is a multi-talented woman
  - c. She designed The Spice Girls
  - d. She arranged many songs for The Spice Girls



**Read the text and answer the questions 13-16.**

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes, and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school he plays football and tennis. He is the best badminton player in our family.

13. What is the text mostly about?
- Peter
  - Peter's hobby
  - Peter's family
  - Peter's elder brother
14. From the text we know that Peter is ....
- the writer's youngest brother
  - the writer's eldest brother
  - a naughty boy
  - a friendly boy
15. Based on the text we know that the writer is .... years old.
- fourteen
  - sixteen
  - eighteen
  - nineteen
16. "Peter is interested in sports very much, and at school he plays football and tennis."
- The underlined phrase can be replaced with ....
- dislike sport
  - really likes sport
  - hates sports very much
  - find sport not really entertaining

**Read the text and answer the questions 17-20.**

Mount Bromo

Indonesia sits on the Ring of Fire, an area with some of the most active volcanoes in the world. Many of the country's volcanoes, such as Mount Merapi, are famous for their violent eruptions and their stunning, but dangerous beauty. Mount Bromo is among the best known, thanks largely to its incredible views, particularly when seen standing over the caldera at sunrise. Bromo's peak was blown off in an eruption, and you can still see white smoke spewing from the mountain. The volcano is part of Bromo Tengger Semeru National Park, which also includes Mount Semeru, the highest peak in Java. The park is home to the Tengger people, isolated ethnic groups who trace their ancestry back to the ancient Majapahit Empire.

17. The text is written to .....
- To tell the readers about Mount Bromo
  - To describe about The Ring of Fire
  - To explain about Bromo Tengger Semeru National Park
  - To promote beautiful mountain in Indonesia
18. Why does Mount Bromo wellknown?
- It has ancient group of people
  - It has incredible view
  - It is on The Ring of Fire
  - It is a part of Bromo Tengger Semeru National Park?
19. Who are Tengger people?
- Isolated ethnic group in Bromo Tengger Semeru National Park
  - All people in Mount Brom
  - People who live in The Ring of Fire
  - People of Majapahit Empir
20. "Bromo's peak was blown off in an eruption, and you can still see white smoke spewing from the mountain.  
The underlined word has closest meaning with .....
- Burnig
  - Splitting
  - Erupting
  - Absorbing

**Post-test Cycle II**  
**The RAP Strategy in Reading Comprehension**  
**Descriptive Text**

**Direction:**

1. Write your name and class on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, d, or e!
3. You may not cheat with your friends!
4. Check your answer before submitting!

***Read the text and answer the questions 1-2.***

Dr. Mohammad Hatta was born in Bukit tinggi, west Sumatra. He was the first vice president of Indonesia, later served as the prime minister. Upon being known for proclaiming the independence of Indonesia, he together with Soekarno, the first president of Indonesia activists had fought for the occupancy of the Netherlands.

Despite his struggle for the independence of Indonesia, he studied in the Netherlands from 1921 until 1932 after studying at a Dutch school in Indonesia. Later, people know him as Bung Hatta. "Bung" is an affectionate title to address colleagues and this is popular in the early 1900 in Indonesia.

1. Why was Mohammad Hatta called Bung Hatta?
  - a. To make him popular
  - b. To gain his education
  - c. To call his name easily
  - d. To address colleague
  
2. From the text, we know that ....
  - a. Bung Hatta usually call Soekarno
  - b. Soekarno and Hatta were close friends
  - c. Hatta was the first president of Indonesia
  - d. Bung Hatta studied in Indonesia after 1932

***Read the text and answer the questions 3-4***

Bale Kambang is a small village on the southern coast of Malang, East Java, seventy kilometers from Malang and a two-hour drive from south. It is well-known for its long beautiful, white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands, namely Idmsys Island, Wisangganen Island, and Anoman Island. Their names are taken from wayang figures (Javanese traditional puppets). These islands are surrounded by Indian Ocean whose huge waves frighten most overseas cruisers.

3. What makes Bale Kambang famous?
  - a. Overseas cruisers.
  - b. Small rocky island.
  - c. A long beautiful beach.
  - d. Huge waves of the ocean.
4. What is Bale Kambang?
  - a. A small village on the southern coast of Java
  - b. Wayang figures from East Java
  - c. Three small islands in Indian Ocean
  - d. A village in Surakarta

***Read the text and answer the questions 5-9.***

Camping is an outdoor activity. When camping, students spend the night in several tents for several days or weeks. They also bring clothes, bedding, food, and cooking utensils. The boys are responsible for setting up the tents, while the girls prepare the food. They enjoy food very much.

At night, they usually make a campfire. They sit around it and sing a song together. They joke and laugh happily. After camping for several days, they go home directly.

5. What is the suitable title for the text above?
  - a. A Camping
  - b. A Campfire
  - c. A tents
  - d. A bedding
6. What is the topic on second paragraph?
  - a. The students responsibility
  - b. The campfire
  - c. The bedding
  - d. The tents
7. What are the boys' responsibilities?
  - a. To prepare the food.
  - b. To bring the utensils
  - c. To set up the tents
  - d. To sing and laugh
8. When did the students make a campfire?
  - a. At morning
  - b. At night
  - c. At 07.00 a.m
  - d. At noon

9. What will students do after camping?
  - a. They home directly
  - b. They cook some foods
  - c. They make a campfire
  - d. The go to school

***Read the text and answer the questions 10-15.***

#### Wingo Island

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island. Wingo Island has no sand but it has green moss. At night the moss sparkles like stars.

Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute. The weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains.

Sometimes, there are windstorms. They happen when too many animals fly around at the same time. People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji trees.

There is no television on Wingo Island. So is the telephone and computer. It is a place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

10. Fruji is the ... on Wingo Island.
  - a. Name of a river
  - b. Name of a mountain
  - c. Name of a tree
  - d. Name of someone who lives
  
11. What causes windstorms at Wingo?
  - a. Moss
  - b. The sand
  - c. Animals
  - d. The sea around Wingo
  
12. Where do the people of the island live in?
  - a. In the houses
  - b. In the forest
  - c. In the tree holes
  - d. In the big-gloos

13. According to passage, which of the following is not true?
- Wingo is an island.
  - Many sharks are in Wingo island.
  - The weather in Wingo Island is tropic all the time.
  - Rain always falls in Wingo Island
14. -People can only get to Wingo Island by boat. The sentence implies that Wingo Island is ....
- Near to other islands
  - Close to another island
  - Near to another island
  - Far from other islands
15. -It is place to listen to the leaves whispering The underlined word refers to ....
- The telephone
  - The computer
  - An island
  - Wingo Island

***Read the text and answer the questions 16-17.***

**My Unique Pets**

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room. The name of the male turtle is Donatello and the female one is called Rafael It is quite easy to keep them.

They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

16. Why is it dangerous to touch the edge of the turtle's shell when he is having his nap?
- because the turtle might infect you with a certain disease
  - because it is the location of a turtle's weapon
  - because it can cause stress to the turtle
  - because it will kill the turtle

17. What is the purpose of the text above ?
- To tell the readers that the writer's family is pet lovers
  - To describe the writer's turtles to the readers
  - To persuade the readers to keep turtles as a pet
  - To show the advantages of keeping turtles

***Read the text and answer the questions 18-20.***

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

18. The writer's friend has just bought ... from blowfish shoes products.
- a new match shoes
  - a new stylist foot legs
  - a trendy and attractive shoes
  - a brand and bright color shoes
19. Why does the writer admire her friend?
- She likes wearing an international trade mark shoes.
  - She always wants to be a trendy and attractive woman.
  - She has the most suitable shoes on her physical appearance.
  - She really has perfect appearance with her wonderful shoes.
20. -She really has perfect appearance. The word "she" refers to ...
- the writer.
  - a close friend.
  - the writer's friend.
  - a lowfish women's shoes

## Appendix 6

**The Answer Key of the Test**

<b>The Answer Key</b>							
<b>Pre-Test</b>							
1.	A	6.	C	11.	C	16.	A
2.	A	7.	A	12.	A	17.	B
3.	D	8.	B	13.	C	18.	C
4.	A	9.	C	14.	A	19.	D
5.	B	10.	A	15.	B	20.	A

<b>The Answer Key</b>							
<b>Post-Test I</b>							
1.	A	6.	A	11.	D	16.	B
2.	B	7.	A	12.	B	17.	B
3.	D	8.	B	13.	A	18.	A
4.	D	9.	B	14.	A	19.	A
5.	B	10.	C	15.	C	20.	B

<b>The Answer Key</b>							
<b>Post-Test II</b>							
1.	D	6.	A	11.	C	16.	B
2.	D	7.	C	12.	D	17.	A
3.	C	8.	B	13.	C	18.	B
4.	A	9.	A	14.	D	19.	B
5.	A	10.	C	15.	D	20.	D



## Appendix 7

## ANSWER SHEET PRE TEST

NAME : AyLA F. Comab HansCLASS : XI IPS 1

Please Give the Cross (X) To the Right Answer.

1	A	B	C	<del>D</del>	
2	<del>A</del>	B	C	D	✓
3	A	B	C	<del>D</del>	✓
4	A	B	C	<del>D</del>	
5	<del>A</del>	B	C	D	
6	A	<del>B</del>	C	D	
7	A	B	<del>C</del>	D	
8	<del>A</del>	B	C	D	
9	A	B	<del>C</del>	D	✓
10	<del>A</del>	B	C	D	✓
11	<del>A</del>	B	C	D	
12	A	B	<del>C</del>	D	
13	A	B	C	D	
14	<del>A</del>	B	C	D	✓
15	A	B	C	<del>D</del>	
16	<del>A</del>	B	C	D	✓
17	<del>A</del>	B	C	D	
18	A	B	<del>C</del>	D	✓
19	A	<del>B</del>	C	D	
20	A	B	C	<del>D</del>	

35

B = 7  
S = 13

**ANSWER SHEET POST-TEST  
CYCLE I**

Please Give The Cross (X) To The Right Answer.

1	A	B	<del>C</del>	D	
2	A	<del>B</del>	C	D	✓
3	A	B	C	<del>D</del>	✓
4	A	B	C	<del>D</del>	✓
5	A	B	C	<del>D</del>	
6	<del>A</del>	B	C	D	✓
7	<del>A</del>	B	C	D	✓
8	A	<del>B</del>	C	D	✓
9	A	<del>B</del>	C	<del>D</del>	✓
10	A	B	<del>C</del>	D	✓
11	A	B	C	<del>D</del>	✓
12	A	<del>B</del>	C	D	✓
13	<del>A</del>	B	C	D	✓
14	A	B	<del>C</del>	D	
15	A	B	<del>C</del>	D	✓
16	A	<del>B</del>	C	D	✓
17	A	<del>B</del>	C	D	✓
18	<del>A</del>	B	C	D	✓
19	<del>A</del>	B	C	D	✓
20	<del>A</del>	B	C	D	

75

B = 15

S = 5

**ANSWER SHEET POST-TEST  
CYCLE II**

Please Give The Cross (X) To The Right Answer.

1	A	B	C	<del>D</del>	✓
2	A	B	C	<del>D</del>	✓
3	A	B	<del>C</del>	D	✓
4	<del>A</del>	B	C	D	✓
5	<del>A</del>	B	C	D	✓
6	<del>A</del>	B	C	D	✓
7	A	B	<del>C</del>	D	✓
8	A	<del>B</del>	C	D	✓
9	<del>A</del>	B	C	D	✓
10	A	B	<del>C</del>	D	✓
11	A	B	<del>C</del>	D	✓
12	<del>A</del>	B	C	D	✓
13	A	B	<del>C</del>	D	✓
14	A	B	C	<del>D</del>	✓
15	A	B	<del>C</del>	D	✓
16	A	<del>B</del>	C	D	✓
17	<del>A</del>	B	C	D	✓
18	A	<del>B</del>	C	D	✓
19	A	<del>B</del>	C	D	✓
20	A	B	C	<del>D</del>	✓

90

B = 18  
S = 2

## Appendix 8

## Observation Sheet of Students' Activities in Cycle I

NO	Name	Activity Cycle I			
		Pay attention	Ask/answer question	Active in Group	Do the task
1	AA	x	x	x	x
2	AK	x	x	x	x
3	AP	x	x	x	x
4	AFFS	✓	x	x	x
5	AWR	✓	✓	✓	✓
6	AA	✓	✓	✓	✓
7	ADL	x	x	x	✓
8	ANN	x	x	x	✓
9	AFR	✓	x	✓	✓
10	BA	x	x	x	x
11	CNS	✓	x	x	✓
12	DB	✓	✓	✓	✓
13	DA	✓	x	✓	x
14	DR	x	x	x	x
15	FAA	✓	✓	✓	✓
16	FPP	✓	✓	✓	✓
17	FH	✓	✓	✓	✓
18	HHM	✓	✓	✓	✓
19	HA	✓	x	x	✓
20	KB	✓	x	✓	✓
21	MF	✓	✓	✓	✓
22	MFP	✓	✓	✓	✓
23	MFH	✓	✓	✓	✓
24	MRA	✓	x	x	x
25	MFA	✓	✓	✓	✓
26	MHDM	✓	✓	✓	✓
27	MRA	✓	✓	✓	✓
28	MRR	✓	✓	✓	✓
29	MWF	✓	✓	✓	✓
30	NS	✓	✓	✓	✓
31	NS	✓	✓	✓	✓

32	RA	✓	✗	✗	✓	
33	RS	✓	✓	✓	✓	
34	RB	✓	✓	✓	✓	
35	R	✓	✗	✗	✗	
36	RDR	✗	✗	✗	✗	
37	RC	✓	✓	✓	✓	
38	RNA	✓	✓	✓	✓	
39	RS	✗	✗	✗	✗	
40	RDN	✗	✓	✓	✗	
41	SM	✗	✓	✓	✗	
42	SS	✗	✓	✓	✓	
43	SR	✗	✗	✗	✓	
44	ZM	✓	✓	✓	✓	
<b>Total</b>		<b>44</b>	<b>33</b>	<b>25</b>	<b>28</b>	<b>31</b>
	<b>Percentage (%)</b>		<b>75.00%</b>	<b>56.82%</b>	<b>63.64%</b>	<b>70.45%</b>

Note : Tick (✓) for each positive activity

Percentage of students' activities :

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{33}{44} \times 100 = 75.00$$

P = Percentage rate

$$P = \frac{25}{44} \times 100 = 56.82$$

f = Frequency for which the percentage is being sought

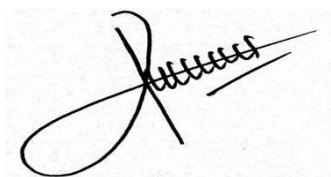
$$P = \frac{28}{44} \times 100 = 63.64$$

N = Number of case

$$P = \frac{31}{44} \times 100 = 70.45$$

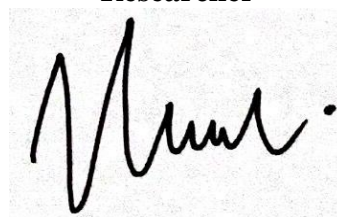
Medan, 31 July 2023

**English Teacher**



Puskarinda, S.Pd

**Researcher**



Nurul Cahya

### Observation Sheet of Students' Activities in Cycle II

NO	Name	Activity Cycle II			
		Pay attention	Ask/answer question	Active in Group	Do the task
1	AA	✓	✓	x	x
2	AK	✓	x	✓	✓
3	AP	✓	✓	✓	✓
4	AFFS	✓	✓	✓	✓
5	AWR	✓	✓	✓	✓
6	AA	✓	✓	✓	✓
7	ADL	✓	✓	✓	✓
8	ANN	✓	✓	✓	✓
9	AFR	✓	✓	✓	✓
10	BA	✓	✓	x	✓
11	CNS	✓	✓	✓	✓
12	DB	✓	✓	✓	✓
13	DA	✓	x	✓	✓
14	DR	✓	x	✓	✓
15	FAA	✓	✓	✓	✓
16	FPP	✓	✓	✓	✓
17	FH	✓	x	✓	✓
18	HHM	✓	✓	✓	✓
19	HA	✓	x	✓	✓
20	KB	✓	✓	✓	✓
21	MF	✓	✓	✓	✓
22	MFP	✓	✓	✓	✓
23	MFH	✓	✓	x	✓
24	MRA	✓	✓	✓	✓
25	MFA	✓	✓	✓	✓
26	MHDM	✓	✓	✓	✓
27	MRA	✓	✓	✓	✓
28	MRR	✓	✓	✓	✓
29	MWF	✓	✓	✓	✓
30	NS	✓	✓	✓	✓
31	NS	✓	x	✓	✓
32	RA	✓	✓	x	✓

33	RS	✓	✓	✓	✓
34	RB	✓	✓	✓	✓
35	R	✓	x	✓	✓
36	RDR	✓	✓	✓	x
37	RC	✓	✓	✓	✓
38	RNA	✓	✓	✓	✓
39	RS	✓	✓	✓	✓
40	RDN	✓	x	✓	✓
41	SM	✓	✓	✓	✓
42	SS	✓	✓	✓	✓
43	SR	✓	✓	✓	✓
44	ZM	✓	✓	✓	✓
Total	44	44	36	40	42
<b>Percentage (%)</b>		<b>100.00%</b>	<b>84.09%</b>	<b>88.64%</b>	<b>95.45%</b>

Note : Tick (✓) for each positive activity

Percentage of students' activities :

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{44}{44} \times 100 = 100.00$$

P = Percentage rate

$$P = \frac{36}{44} \times 100 = 84.09$$

f = Frequency for which the percentage is being sought


$$P = \frac{40}{44} \times 100 = 88.64$$

N = Number of case

$$P = \frac{42}{44} \times 100 = 95.45$$

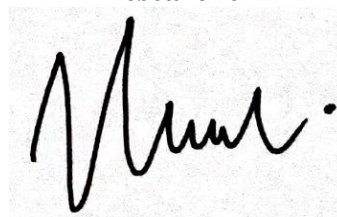
Medan, August 2023

**English Teacher**



Puskarinda, S.Pd

**Researcher**



Nurul Cahya

## Appendix 9

**FIELD NOTE**

**Cycle/Meeting : Treatment I/second**

**Day/Date : Friday/21-07-2023**

**A. Happens in the classroom**

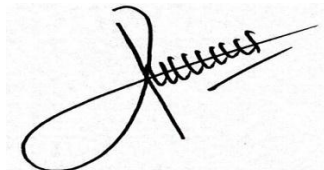
1. From the students' side
  - a. Most of the students not pay attention on teachers' explanation.
  - b. Some of the students are noisy and chatting with their friends.
  - c. Most of the students did the test confusedly.
  - d. Some of the students tried to cheat with their friends while did the test.
2. From the teachers' side
  - a. The teacher gives the test to the students.
  - b. The teacher checks the students' activity by walking around the class.

**B. Things to consider**

1. The teacher need to give interesting explanation to attract the students.
2. The teacher should have a loud voice so the students can pay attention to the teachers' explanation.

Medan, 31 July 2023

**The Collaborator**



**Puskarinda, S.Pd.**



**FIELD NOTE**

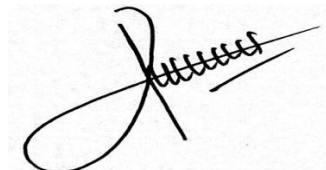
**Cycle/Meeting : Post-test I/third**

**Day/Date : Monday/24-07-2023**

- A. Happens in the classroom
1. From the students' side
    - a. The students do the post-test I more seriously.
    - b. Some students are look confused when did the test
    - c. Some students pass the minimum mastery criteria, but many studentsdid not pass the test.
  2. From the teachers' side
    - a. The teacher gives the post-test I to the students.
    - b. The teacher checks the students' activity by walking around the class.
    - c. The teacher makes reflection and evaluation for the teaching learningprocess.
- B. Things to consider
1. The teacher need to give more attention to make sure the students did thetest independently without cheating.

Medan, 31 July 2023

**The Collaborator**



**Puskarinda, S.Pd.**

**FIELD NOTE**

**Cycle/Meeting : Treatment II/fourth**

**Day/Date : Wednesday/26-07-2023**

**A. Happens in the classroom**

1. From the students' side

- a. The students give more attention to the teachers' explanation.
- b. The students are able to ask and answer the question from the teacher.
- c. The students are cooperative to support the teachers' teaching goal.
- d. The students are more enthusiastic and active in group.

2. From the teachers' side

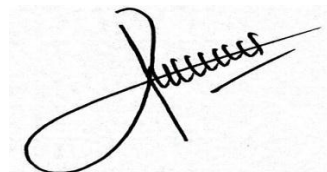
- a. The teacher gives intensive guide by answering all of the questions from the students who are still confused.
- b. The teacher makes sure that the entire student understand about the instructions.
- c. The teacher checks the students' work by walking to their table and giving comments.

**B. Things to consider**

1. The teacher should make sure if the students are ready to listen to her explanation and her instruction. If the students not ready yet, try to make them ready so the students can understand.
2. The teacher should make her voice louder.

Medan, 31 July 2023

**The Collaborator**



**Puskarinda, S.Pd.**

**FIELD NOTE**

**Cycle/Meeting : Post-test II/six**

**Day/Date : Friday/28-07-2023**

**A. Happens in the classroom**

**1. From the students' side**

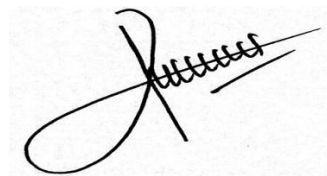
- a. The students do the post-test II seriously and independently.
- b. Most of the students do the test correctly.
- c. Most of the students pass the minimum mastery criteria.
- d. The students can comprehend the text.

**2. From the teachers' side**

- a. The teacher gives the post-test II to the students.
- b. The teacher make sure that the students do not cheat with theirfriends.

Medan, 31 July 2023

**The Collaborator**



**Puskarinda, S.Pd.**

## Appendix 10

## The Students' Attendance of SMA Taman Siswa Medan

Academic Year 2023/2024

NO	Name	Pre-test	Treatment	Post-test I	Treatment	Treatment	Post-test II
		first meeting	second meeting	third meeting	fourth meeting	fifth meeting	six meeting
1	AA	✓	✓	✓	✓	✓	✓
2	AK	✓	✓	✓	✓	✓	✓
3	AP	✓	✓	✓	✓	✓	✓
4	AFFS	✓	✓	✓	✓	✓	✓
5	AWR	✓	✓	✓	✓	✓	✓
6	AA	✓	✓	✓	✓	✓	✓
7	ADL	✓	✓	✓	✓	✓	✓
8	ANN	✓	✓	✓	✓	✓	✓
9	AFR	✓	✓	✓	✓	✓	✓
10	BA	✓	✓	✓	✓	✓	✓
11	CNS	✓	✓	✓	✓	✓	✓
12	DB	✓	✓	✓	✓	✓	✓
13	DA	✓	✓	✓	✓	✓	✓
14	DR	✓	✓	✓	✓	✓	✓
15	FAA	✓	✓	✓	✓	✓	✓
16	FPP	✓	✓	✓	✓	✓	✓
17	FH	✓	✓	✓	✓	✓	✓
18	HHM	✓	✓	✓	✓	✓	✓
19	HA	✓	✓	✓	✓	✓	✓
20	KB	✓	✓	✓	✓	✓	✓
21	MF	✓	✓	✓	✓	✓	✓
22	MFP	✓	✓	✓	✓	✓	✓
23	MFH	✓	✓	✓	✓	✓	✓
24	MRA	✓	✓	✓	✓	✓	✓
25	MFA	✓	✓	✓	✓	✓	✓
26	MHDM	✓	✓	✓	✓	✓	✓
27	MRA	✓	✓	✓	✓	✓	✓
28	MRR	✓	✓	✓	✓	✓	✓
29	MWF	✓	✓	✓	✓	✓	✓
30	NS	✓	✓	✓	✓	✓	✓
31	NS	✓	✓	✓	✓	✓	✓

32	RA	✓	✓	✓	✓	✓	✓
33	RS	✓	✓	✓	✓	✓	✓
34	RB	✓	✓	✓	✓	✓	✓
35	R	✓	✓	✓	✓	✓	✓
36	RDR	✓	✓	✓	✓	✓	✓
37	RC	✓	✓	✓	✓	✓	✓
38	RNA	✓	✓	✓	✓	✓	✓
39	RS	✓	✓	✓	✓	✓	✓
40	RDN	✓	✓	✓	✓	✓	✓
41	SM	✓	✓	✓	✓	✓	✓
42	SS	✓	✓	✓	✓	✓	✓
43	SR	✓	✓	✓	✓	✓	✓
44	ZM	✓	✓	✓	✓	✓	✓

Medan, 31 July 2023

The English Teacher



Puskarinda, S.Pd

The Researcher



Nurul Cahya

## Appendix 11

## RESEARCHER ATTENDANCE LIST

## ENGLISH EDUCATION

NAME	NPM	DAY	ATTENDANCE LIST													SIGN	
			JULY 2023														
			18	19	20	21	22	23	24	25	26	27	28	29	30		31
NURUL CAHYA	1902050139	Tuesday - Monday	✓	-	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	-	✓	<i>N</i>

Medan, 31 July 2023

The Head of Administration



K. Sumiarwanto, S.Pd

The Researcher

A handwritten signature in black ink, appearing to read "Nurul Cahya".

Nurul Cahya

## Appendix 12

**RESEACHER ACTIVITY LIST**

NAME : NURUL CAHYA

NPM : 1902050139

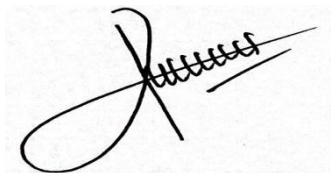
STUDY PROGRAM : ENGLISH EDUCATION

<b>NO</b>	<b>DATE</b>	<b>DESCRIPTION</b>	<b>SIGN</b>
1	Tuesday 18-07-2023	Submit a research permit and discuss the reseach schedule	
2	Thursday 20-07-2023	Observation to collecting data (teachers, students and school)	
3	Friday 21-07-2023	Do Pre-test	
4	Saturday 22-07-2023	Give a treatment by applying RAP Strategy and observing students activities	
5	Monday 24-07-2023	Do Post-test Cycle I after given the first treatment	
6	Tuesday 25-07-2023	Discuss with pamong (collaboratos) regarding what should be done next and submit RPP	
7	Wednesday 26-07-2023	Giving the second treatment and observing students activities during the implementation of the RAP Strategy	

8	Thursday 27-07-2023	Giving treatment again to make students really understand	
9	Friday 28-07-2023	Do Post-test Cycle II	
10	Saturday 30-07-2023	Submit some data to be sign	
11	Monday 31-07-2023	Asked for a letter of reply that the research had been completed in accordance with the time given by the school	

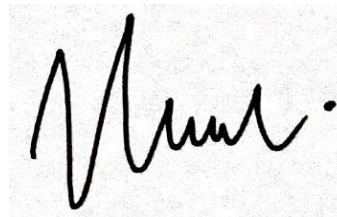
Medan, 31 July 2023

**English Teacher**



Puskarinda, S.Pd

**Researcher**



Nurul Cahya



## Appendix 13

## DOCUMENTATION



The teacher (collaborator) gives instructions to students



The researcher with The teacher (collaborators)



The researcher explained about the RAP Strategy and the material that was used in learning process



The students presented their paraphrasing



The researcher guided the students to did their RAP Strategy



The students discussed in did RAP Strategy in group






MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Nurul Cahya  
NPM : 1902050139  
Program Studi : Pendidikan Bahasa Inggris  
IPK Kumulatif : 3.57

Persetujuan Ketua/Sek Prodi	Judul yang diajukan
	The Implementation of Reading, Asking, Paraphrase (RAP) Strategy in Improving the Learners' Achievement in Reading Comprehension
	The Effect of Using Collaborative Strategic Reading Comprehension
	Using Mind Mapping Technique to Improve The Student's Writing Skill of The Tenth Grade Students at SMA TAMAN SISWA MEDAN



Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 4 Januari 2023

Hormat Pemohon,



Nurul Cahya



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Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Nurul Cahya  
NPM : 1902050139  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Implementation of Reading, Asking, Paraphrase (RAP) Strategy in Improving the Learners' Achievement in Reading Comprehension

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Resty Wahyuni, S.Pd., M.hum

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

4 Januari 2023

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 9 Januari 2023  
Hormat Pemohon,

Nurul Cahya



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**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 70 /IL.3/UMSU-02/F/2023  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Nurul Cahya**  
N P M : 1902050139  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Implementation of Reading, Asking, Paraphrase ( RAP)  
Strategy in Improving the Learners' Achievement in Reading  
Comprehension.**

Pembimbing : **Resty Wahyuni,S.Pd., M.Pd.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **5 Januari 2024**

Medan 12 Jumadil Akhir 1444 H  
5 Januari 2023 M

Wassalam  
Dekan



  
**Dra. Hj. Syamsuurnita, MPd.**  
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :  
**WAJIB MENGIKUTI SEMINAR**







**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama : Nurul Cahya  
NPM : 1902050139  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Implementation of Read, Asking, Paraphrase (RAP) Strategy in Improving the Learners' Achievement in Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
04/01/2023	Acc The Title	Prof.
16/02/2023	Discussion and Revision Chapter I	Prof.
21/03/2023	Discussion and Revision Chapter II Review related research	Prof.
31/03/2023	Revision Chapter III about research cycle	Prof.
14/05/2023	Discussion and Revision chapter III about sample and population, point. point variable	Prof.
22/06/2023	Acc for Seminar	Prof.

Diketahui oleh:  
Ketua Prodi



(Pirman Ginting, S.Pd., M.Hum.)

Medan, 22 Juni 2023

Dosen Pembimbing



(Resty Wahyuni, S.Pd., M.Hum.)





**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Nurul Cahya  
N.P.M : 1902050139  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Implementation of Read, Asking, Paraphrase (RAP) Strategy in  
Improving the Learners' Achievement in Reading Comprehension

Sudah layak diseminarkan.

Medan, 22 Juni 2023

Disetujui oleh  
Pembimbing

(Resty Wahyuni, S.Pd., M.Hum.)

**UMSU**

Unggul | Cerdas | Terpercaya



## SURAT PERMOHONAN

Medan, 22 Juni 2023

Lamp : Satu Berkas  
Hal : Seminar Proposal Skripsi

Yth. Ketua Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Bismillahirrahmannirrahim  
Assalamu'alaikum, Wr. Wb

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Nurul Cahya  
N.P.M : 1902050139  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Implementation of Read, Asking, Paraphrase (RAP) Strategy in  
Improving the Learners' Achievement in Reading Comprehension

Dengan ini mengajukan seminar proposal skripsi kepada Bapak/Ibu.

Sebagai bahan pertimbangan Bapak/Ibu saya lampirkan:

1. Foto kopi proposal skripsi yang telah disetujui pembimbing satu eksamplar;
2. Kuitansi biaya seminar satu lembar (Asli dan fotocopy)
3. Kuitansi SPP yang sedang berjalan satu lembar (Asli dan fotocopy)
4. Foto kopi K1, K2, K3, masing-masing satu lembar

Demikianlah surat permohonan ini saya sampaikan ke hadapan Bapak/Ibu. Atas kesediaan Bapak/Ibu mengabulkan permohonan ini, saya ucapkan terima kasih.

Wassalam  
Pemohon,

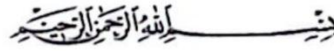


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**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Nurul Cahya  
NPM : 1902050139  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Implementasi of Read Asking Paraphrase (RAP Strategy in  
Improving the Learners' Achievement in Reading Comprehension  
Pada hari Senin tanggal 10, bulan Juli tahun 2023 sudah layak menjadi proposal skripsi.

Medan, Juli 2023

Disetujui oleh:

Dosen Pembahas

(Yayuk Hayulina Manurung, S.Pd. M.Hum.)

Dosen Pembimbing

(Resty Wahyuni, S.Pd., M.Hum.)

Diketahui oleh  
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
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H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala  
SMP Taman Siswa Medan  
Di  
Tempat.

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Nurul Cahya  
N P M : 1902050139  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Implementasi of Read Asking Paraphrase (RAP Strategy in Improving the Learners' Acrievement in Reading Comprehension.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam  
Dekan  
**Dra. Hj. Svamsuyurnita, MPd.**  
NIDN : 0004066701

**\*\*Pertinggal**





**YAYASAN PERSATUAN PERGURUAN TAMANSISWA  
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PERGURUAN TAMANSISWA CABANG MEDAN**

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Email : [tamansiswamdn1929@yahoo.com](mailto:tamansiswamdn1929@yahoo.com)

Facebook : Perguruan Tamansiswa Medan

Fax : 061-7350609

Bank : Mandiri Syariah KCP Medan Krakatau. No.Rek : 7114844734

Nomor : 4425/TM.DG/SIR/ VII. 2023

Medan, 18 Juli 2023

Lamp : -----

Hal : Balasan izin Riset

Kepada Yth :

Bapak / Ibu Dekan Fakultas Bahasa Ingeris  
Universitas Muhammadiyah Sumatera Utara  
di-

Medan.-

Salam dan bahagia,

Dengan ini kami dari Taman Madya (SMA) Tamansiswa Singosari Medan bersedia memberikan izin untuk lokasi Riset kepada Mahasiswa Umsu Program Studi Pendidikan Bahasa Inggris. Dimulai dari tanggal, 18 Juli 2023 s.d tanggal, 28 Agustus 2023. Adapun Nama tersebut adalah :

No.	Nama	NPM	Program Studi	Dengan Judul
1	Nurul Cahya	1902050139	Pendidikan Bahasa Inggris	The Implementation of Read, Asking, Paraphrase (RAP) Strategy in Improving the Learners' Achievement in Reading Comprehension

Demikian izin ini kami berikan semoga dapat dilaksanakan dengan baik, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Salam kekeluargaan



Taman Madya (SMA) Tamansiswa Medan  
Ketua / Kepala Sekolah

KI DRS. DWI GATUT SATRIYONO,-  
NPA : 4154



**YAYASAN PERSATUAN PERGURUAN TAMANSISWA  
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PERGURUAN TAMANSISWA CABANG MEDAN**

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**SURAT KETERANGAN**


Nomor : 4345/TM.DG/KET/ VII.2023

Yang bertanda tangan dibawah ini, Ketua / Kepala Sekolah Taman Madya (SMA Tamansiswa) Singosari Medan menerangkan bahwa :

No.	Nama	NPM	Program Studi	Dengan Judul
1	Nurul Cahya	1902050139	S-1 / Pendidikan Bahasa Inggris	The Implementation of Read, Asking,Paraphrase (RAP) Strategy in Improving the Leamers' Achivement In Reading Comprehension

Benar telah selesai melaksanakan observasi / Penelitian di Taman Madya (SMA) Tamansiswa Singosari Medan di mulai dari tanggal, 18 Juli 2023 s.d 28 Agustus 2023.

Demikian surat keterangan ini kami berikan semoga dapat dipergunakan dengan baik,atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Medan, 28 Agustus 2023  
Taman Madya (SMA Tamansiswa) Medan  
Ketua / Kepala Sekolah  
  
KI DRS. DWI GATUT SATRIYONO  
NPA : 4154.-



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## CURRICULUM VITAE



### Personal Data

Name	: Nurul Cahya
Place/Date of Birth	: Medan January 15th, 2001
Age	: 22 Tahun
Gender	: Female
Nationality	: Indonesia
Religion	: Islam
Marital Status	: Unmarried
Address	: Jl. Kawat I Gg. Keladi Lk 15 No 66 Tanjung Mulia Hilir
Phone Number	: 089528873131
Email	: <a href="mailto:nurulcahya2001@gmail.com">nurulcahya2001@gmail.com</a>

### Parent's Name

Father	: Rahim
Mother	: Nurmala
Address	: Jl. Kawat I Gg. Keladi Lk 15 No 66 Tanjung Mulia Hilir

### Education

2009 – 2013	: SD Swasta Bakti II Medan
2013 – 2016	: SMP Negeri 11 Medan
2016 – 2018	: SMA Swasta Laksamana Martadinata Medan
2019 - 2023	: Mahasiswa Program Studi Pendidikan Bahasa Inggris

---