THE IMPLEMENTATION OF READ, ASK, PARAPHRASE (RAP) STRATEGY IN IMPROVING THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION

SKRIPSI

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

By

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2018

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ABSTRACT

Ayu Kumala Dewi, 1402050078. "The Implementation of Read, Ask, Paraphrase (RAP) Strategy in Improving the Students' Achievement in Reading Comprehension.", Skripsi: English Department of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2018.

This study dealt with The Implementation of Read, Ask, Paraphrase (RAP) Strategy in Improving the Students' Achievement in Reading Comprehension. This study was conducted at SMA AL-FATTAH Medan of 2017/2018 academic year, which located on Jl. Cemara No.172, Pulo Brayan Darat II Medan Timur in eleventh grade. The sample was taken by using purposive sampling technique. The number of sample were 29 students. The method of research applied classroom action research. It was applied to figure out the student's reaction during the implementation of Read, Ask, Paraphrase (RAP) Strategy in reading comprehension and to figure out the improvement of the student's achievement in reading comprehension by applying Read, Ask, Paraphrase (RAP) Strategy. The instruments of this research were observation sheet and a reading comprehension test which consisted of 10 multiple choices. The researcher conducted two cycles in this research, there were two meetings in cycle 1 and two meeting in cycle 2. This research used quantitative and qualitative data. The quantitative data showed that the mean score, in the Pre-test, the mean score was 51.38. In the first cycle test, the mean of students' score was 65.17, and the second cycle test, the mean score was 89.31; the students who got score more than 75 in cycle 1 was 12 student and the percentage was 41,38%, the students who got score more than 75 in cycle 2 was 29 students and the percentage was 100%. The qualitative data got from observation sheet in every cycle showed that the improvement of teacher and students' behavior. Based on the results from quantitative and qualitative data proved that Read, Ask, Paraphrase (RAP) Strategy improved the students' achievement in reading comprehension.

Keywords: implementation, Read, Ask, Paraphrase (RAP) Strategy, reading comprehension.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Teachers Training and Education Faculty, University of Muhammadiyah Sumatera Utara. Furthermore in finishing the research entitle "The Implementation of Read, Ask, Paraphrase (RAP) Strategy in Improving the Students' Achievement in Reading Comprehension". In writing this skripsi, there were many difficulties and problem faced by her and without much help from the following people, it might be impossible for her to finish it. Therefore, she would like to thanks to the people mention bellow :

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Finally, the researcher realized that this study was still far from being perfect. So, she expected suggestion and comments from all of the readers, especially for the students of English Department who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Medan,   March 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

The aim of reading activity is for getting good comprehension, if the reader cannot comprehend the text so that they cannot get the information and the knowledge. Reading comprehension is an interactive process. According to Snow (2002:5) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other word, when reading activity the students have to find the meaning of the text, because if the students do not understand the text, it means that they have no interaction with the author. Therefore, they have to comprehend what they have read because; comprehension was really needed in reading activity.

So, the teacher does not only teach the students how to read, but how to comprehend and find out the meaning from the text. In reading comprehension, there are four levels of comprehension: literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension. Each levels of reading comprehension have its own difficulties for the students. The lowest level of comprehension is in the critical comprehending.

Based on the curriculum KTSP 2006, in reading skill at eleventh grade the students might be able to understand the meaning of short functional text and essays form of narrative, descriptive and analytical text in daily life to access the

knowledge. It means that after learning reading, the students are expected to comprehend reading text easily including the meaning, the generic structure and the language features of those texts. Furthermore, it was also supported by the expectations of school where students learning reading, the score that must be obtain by students at least 75.

However, in the real teaching learning process showing that was not same. Based on the researcher's experience in Real Teaching Practice (PPL) at SMA AL-FATTAH MEDAN in eleventh grade of 2017/2018 academic year. The researcher found some problems in teaching reading comprehension that involved some factors, namely students' factor and teacher's factor. First, it is the students' factor. The students' ability in reading comprehension was still low and it was shown from the low reading score. It was caused by the lack of understanding students in comprehending the text. The teacher said there was 60% of the students who had low mean score (under 75) in reading. There is no enthusiasm to comprehend the text. They are reading the text just to find out the answer to the questions or task's questions from the teacher in order to pass the reading test. And the students got difficulty to understand the content of the text because they had limited vocabulary about the text.

Secondly, In teacher's factor, The teacher's teaching style cannot attract the students' interest. And this strategy make they don't have an interest to participate in classroom activities and cause the students feel boring in the reading. The teacher just gives the copies of the text to the students without introducing and explaining the text first. The students are only given the topic and

are asked to read the full text. When the students complete their reading, the teacher will deliver some questions about the text and discuss it together. its causes the students can not development their vocabulary mastery on reading competency. This technique mostly used by some teachers to teach reading as they teach English every week. So that the students find that the teacher's teaching style cannot attract the students' interest.

Considering the above conditions, it is necessary to make a strategy that can involve both the teacher and the students and that invited them to participate in the learning activities. In order to made the teaching process interesting and the purpose of the teaching learning process achieved, the teacher needs a special strategy. The purpose of using it was to made the students easy to learn and understand the lesson. Besides making the student easier to comprehend, used a strategy in comprehending a text can make the teaching learning process more effective and make the students more active. There were many strategies that can be used to teach reading comprehension. In this study, the writer proposed to apply Read, Ask, Paraphrase (RAP) Strategy. RAP Strategy is suitable for solving the problem that students encounter. RAP Strategy (for the acronym of its steps: Read the paragraph, Ask yourself what main idea and two details, and Paraphrase the information into your own words) was developed by Schumaker et al, Denton, and Desler (1984: 3).

RAP strategy can improve their ability to understand and process meaning. Furthermore, this technique can be used easily in the classroom and also Schumaker et al. Hagamen and Reid (2008: 23), states that Read, Ask, Paraphrase

(RAP) Strategy is a simple strategy that is easily integrated into existing curriculum without changing the content instruction of curriculum. It means that through Read, Ask, Paraphrase (RAP) Strategy, students will not only decode the words while they are reading but also they can easily understand and comprehend the text. Therefore, the writer simplifies that to overcome the problem in reading comprehension, in teaching-learning process needs to be applied Read, Ask, Paraphrase (RAP) Strategy, in which it can help students in monitoring their comprehension and retaining the main idea and details they get. Applying Read, Ask, Paraphrase (RAP) Strategy is expected to solve the problem and to bring good improvement on students' reading comprehension. Based on the explanation above, the researcher was interested to conduct a research entitles : **The Implementation of Read, Ask, Paraphrase (RAP) Strategy in Improving the Students' Achievement in Reading Comprehension.**

B. The Identification of the Problems

Based on the background of the study, the problems were identified as follows:

1. The students were not able to comprehend the reading comprehension text.

2. The students had limited vocabulary about the text.

3. The teacher's teaching style cannot attract the students' interest.

C. The Scope and Limitation

The scope of this research was about reading comprehension and the

researcher limits was teaching critical reading comprehension by applying Read, Ask, Paraphrase (RAP) strategy at the eleventh grade of 2017/2018 academic year at SMA AL-FATTAH MEDAN.

D. The Formulation of the Study

In this study, the problems were formulated as follows:

1. Is there any improvement of the students' achievement in reading comprehension by applying Read, Ask, Paraphrase (RAP) Strategy?

2. How are the students' reaction during the implementation of Read, Ask, Paraphrase (RAP) Strategy in reading comprehension?

E. The Objective of the Study

The objectives of the study are state as follows:

1. To find out the improvement of the students' achievement in reading comprehension by applying Read, Ask, Paraphrase (RAP) Strategy.

2. To find out the students' reaction during the implementation of Read, Ask, Paraphrase (RAP) Strategy in reading comprehension.

F. The Significance of the Study

Theoretically, the research findings of the study were expect to enrich the readers' knowledge in teaching reading comprehension, especially in analytical exposition text.

Practically, the research findings of the study were expected to be useful

for:

1. For students, to improve the students' achievement in reading comprehension.

2. For English teacher, as an suggestion to improve their professionalism in teaching reading comprehension especially by applying Read, Ask, Paraphrase (RAP) Strategy.

3. The other researcher, who have interesting in this study to get information in teaching reading comprehension.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

Reading is one of the four language skills (listening, speaking, reading, and writing). Reading is the process to get, to understand, to catch the content of the reading. Reading is also a process to understand a written text which means extracting the required information from it as efficient as possible. According to Lems Kristin (2010:33), reading is an interactive process that takes places between the text and the readers processing strategies and background knowledge. In addition, Kalayo Hasibuan and M. Fauzan Ansyari (2007:115) said that the text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader's knowledge, skills, and strategies include:

a. Linguistics competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.

b. Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.

c. Sociolinguistic competence: knowledge about different types of text and their usual structure and content.

d. Strategic competence: the ability to use top down strategies as well as

knowledge of the language (a bottom-up-strategy).

So, based on the opinion above the writer concludes that when a reader wants to determine what the meaning of the text is such should a skill or knowledge that includes linguistic competence when a reader writes a text. It is skill that bridges readers to meaning of texts. Through reading a text, the people can enlarge their knowledge. Everybody needs to read in order to improve their knowledge and to gather any information.

2. Purposes of Reading

The teacher has to realize that reading is purposeful and meaningful for the students. According to Grabe and Stoller (2002:13) classify as follows:

a. Reading to search for simple information and reading to skim.

Reading to search for simple communication is a common reading ability thought some researchers see it has relatively independent cognitive process. In reading to search, we typically scan the text for a specific piece of information or specific word. Similarly, reading to skim was a common part of many reading tasks and useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text.

b. Reading to learn from texts

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to: (1) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text. (2) Link the text

to the readers' knowledge base. In addition, it makes stronger inferring demands then general comprehension to connect text information with background knowledge.

c. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information to accommodation information from multiple sources. In this respect, both reading to write and reading to critique texts may be tasks variants of reading to integrate information. Both require abilities to compose, select and critique information from the text.

d. Reading for general comprehension.

Reading for general information is the most basic purpose of reading underlying and supporting most other purpose for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill of forming a general meaning representation of main ideas and efficient of man, process under very limited time constraints.

Based on the purposes of the reading above, reading enhance comprehension to obtain knowledge, or receive the experience, insight, or imagination of others. The purpose of reading is to get required and accuracy information in the text by thinking individually, discussing it in pair then trying to share the accuracy information which readers get to others. Readers apply this

process as efficient as possible.

3. Types of Reading

Brown (2004: 189) describes that the types of reading. In the case of reading, variety of performance is derived more from the multiplicity of types of the text than from the variety of overt types of performance. Nevertheless, several types of reading are very identify as follows:

3.1. Perceptive

Perceptive reading task involved attending to the components of larger stretches of discourse: letters, word, punctuation and other graphemic, symbols. Bottom-up processing is applied.

3.2. Selective

In order to know one's reading cognitive of lexical, grammatical, or discourse features of language within a very short story, selective reading is applied.

3.3. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader mist, in psycholinguistics sense, interact with the text. That is reading is a process of negotiating meaning, the reader brings the text a set of schemata for understanding it and take in the product of interaction.

3.4. Extensive

Extensive reading applies to text of more than a page, up to and including

professional articles, essays, technical reports, short stories and books.

4. **Steps of Reading**

There are three main steps in reading comprehension, namely before reading, during reading and after reading.

a. Before reading. The teacher build up the students' prior knowledge and link to the book bring read. Sometimes teachers talk through the book or build up semantic webs to that the new vocabulary in the book can discussed and classified.

b. During reading. Teachers often use prompts to support students to problem solve and use several information sources such as the meaning, syntax to figure out the print.

c. After reading. Teachers plan a range of activities for the students to practice what they need so they can become more independent readers.

Based on the statements above, it is important to know the steps of reading comprehension. They used as guidance for the teacher of how to teach reading through good steps. It means that the process of teaching and learning should be arranged as systematically. There are three steps in reading before reading, during reading, and after reading which used in this research.

5. **Comprehension**

Duke (2003:230) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior

knowledge and previous experience, information in the text, and the views of readers related to the text. Level of comprehension refers to the degree in which a reader can be categories as good as poor reader, proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieve. According Brown (2004:189) stated that there are four levels of comprehension, there are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

6. Level of Comprehension

Level of comprehension refers to the degree in which a reader can be categories as good as poor reader, proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieve. According Brown (2004:189) states that there are four levels of comprehension, there are literal comprehension, interpretative comprehension, critical comprehension and creative comprehension.

a. Literal Comprehension

Literal comprehension included the process to take in ideas or understanding the ideas and information explicity in the passage. The basic of literal comprehension is recognizing stated main ideas, details, caused, effect and sequence. Mastering of the basic literal comprehension can be done through understanding the vocabulary, sentence meaning and paragraph meaning. The literal level is easiest level of reading comprehension because a readers is not required to go beyond what is actually said. In this level, the reader known the

words meaning or to recall detail directly in own word.

b. Interpretative Comprehension

Interpretative comprehension refers to the ability to go beyond what is stated directly, to understand what the researcher means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that interpretative comprehension the ability to get inference or implied meaning from the text, understand of ideas and information not explicitly stated in passage.

c. Critical Comprehension

The critical comprehension is the ability to make analysis, evaluation and personally reacting about the ideas of information the researcher offers in a passage. The critical comprehension must be active reader, questioning, searching for fact, and suspending judgment until students considered all of the materials.

d. Creative Comprehension

Creative comprehension refers to the ability of the reader to use his/her imagination when reading the passage. Skill for creative reading comprehension includes the understanding cause-effect relationship on a story solving problem and producing the creation.

So, from these explanation above is conclude that all four levels of reading comprehension are important and need to be foster for the readers. These levels of comprehension are important, but in this research the researcher only focus on the one levels, namely is critical comprehension.

7. Reading Comprehension

Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible (Grellet, 2010: 3). In reading comprehension, the students need to read a text then comprehend the relation of one sentence with others within a text and also becomes an evolving interaction between the text and the background knowledge of the reader. In other words, the success of reading comprehension is whenever the learner is able to identify the meaning and understand the content from the text.

Hedgcock (2009: 210) stated that "reading comprehension is a complex construct that involves the interaction of number of psycholinguistic processes". It meant that in reading the students need interaction between the reader and writer to comprehend about part and concept of reading sources. The reader should comprehend the meaning what the writer meant. They also should read the line between the lines and beyond the lines. In other words, it is an active language ability which result of communication between reader and the writer, thereby the readers will be able to understand what the authors" stated on their written.

In addition, Guthrie et al (2004: 1993) stated that "reading comprehension consist of the processes constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text". It could be said that in reading comprehension we did the process of conceptual knowledge. The reader needs to build their cognitive and conceptual knowledge during reading activity. The ability of reading comprehension among the readers are various. One might had high level of understanding the text and another might had the

low one.

Based on the definition above, it was concluded that in reading comprehension the readers' background knowledge and information decoded from the text should be possessed by the reader and those two aspects process both interactively and simultaneously. While the definition can be simply stated the act is not simple to teach, learn, or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of written.

8. Analytical Exposition text

According to Rita Suswati (2014: 66) stated that exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. The aim of Analytical Exposition Text is to understand about the text.

8.1. The Basic Competency of Analytical Exposition Text

After learning about Analytical Exposition text, the students are expected to have some basic competencies:

a. Understand about the purpose, generic structures, and language features of Analytical Exposition text.

b. Know how to analyze a text from a news or other sources.

8.2. The Indicator of Analytical Exposition

a. The students were able to determine the purpose, generic structures and language features of the analytical exposition text from the news or other

sources.

b. The students were able to analyze the analytical exposition text from the news or other sources.

8.3. Generic Structure of Analytical Exposition

a. Thesis   : Introducing the topic and indicating the writer's position.

b. Argument 1   : Explaining the argument to support the writer's position.

c. Argument 2   : Explaining the other arguments to support the writer's position more.

d. Reiteration   : Restating the writer's position.

8.4. Language Features of Analytical Exposition

a. Using relational process

b. Using internal conjunction

c. Using causal conjunction

d. Using Simple Present Tense

9. Read, Ask, and Paraphrase (RAP) Strategy

RAP is a strategy that can improve the reading comprehension of students with and without disabilities and is extremely flexible. It can be used for elementary, middle, and high school students across many different content areas by Hagaman, Jessica et. al (2010:22). This strategy requires students to engage in reading materials through questioning and paraphrasing to increase their comprehension of the material. From the questioning and paraphrasing, students process information for better understanding of what they read.

RAP Strategy (for the acronym of its steps: Read the paragraph, Ask

yourself what main idea and two details, and Paraphrase the information into your own words) was developed by Schumaker et al, Denton, and Desler (1984: 3). RAP is a strategy that can help the students how to understand and remember what they have read. It means that this strategy is used to help students understand and remember what they read and can help learning process in the classroom.

The RAP strategy is a reading comprehension strategy that asks students to find main ideas and details from each paragraph that is read and then to paraphrase orally that information. Boyle Joseph and David Scanlon (2010:207) state that the purpose of this strategy is to help students become actively engaged in reading through searching for main ideas and details in paragraph and then transforming that information through paraphrasing to make it personally meaningful. Blume Courtney (2010:5) also states that the purpose of the RAP strategy is to aid reading comprehension by helping students find the most important information in a given reading selection. Hagaman, Jessica et. al (2010:22) reported that the students who were taught to use the RAP strategy increased their recall of text from 48% to 84%. In addition, many researchers also used the RAP strategy in teaching reading found that they get good result of their research.

9.1. The advantages of RAP strategy

Hagaman, Jessica et al. (2010:22) identifies some advantages of using RAP Strategy, such as: (1)It is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content instruction. (2)

It can improve reading comprehension for students with and without disabilities. (3) It is a flexible strategy that can be used at the elementary, middle, and high school levels.

9.2. The Procedure of RAP Strategy

In teaching reading, this strategy has three steps by Hagaman, Jessica et. al (2010:22). They are as follows:

a. Read a paragraph

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

b. *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?" 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.

c. *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 the main idea.

Based on the 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 take notes while reading the passage to help them remember what they have read.

B. Relevant Studies

Previous study is the result of research from the researcher before. This study covers about kinds of RAP strategic reading and how RAP strategic reading can help the reader in understanding about the content of text. Here, to get and provide the originality of the research, the researcher wants to present the previous research that deals especially with RAP strategic reading.

The first, previous research was done by Devi Veronika N (2015) in *The Effect of RAP (Read, Ask, Paraphrase) Strategy on students' reading comprehension in reading analytical exposition text* from English Department, Faculty of Teachers Training and Education, University of UNIMED. The researcher investigated that there was a significant effect of students' reading comprehension achievement after being taught through, Ask, 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.

Another study was from Dewi Bernike Tampubolon (2013) in *The Effect of Read, Ask, And Paraphrase (RAP) Strategy on students' Comprehension in Reading Narrative Text* from Department of English Education, Faculty of UNIMED. The researcher found that from the t-test calculation it was found that t-test was 3.04 while the t-table was 2.00 with p = 0.05. It means that hypothesis alternative (Ha) is accepted which shows that RAP Strategy significantly improves the students' reading comprehension.

C. Conceptual Framework

As in the conceptual framework, reading is one of the language skills of language learning. So, reading will make students can understand about content from text or article such magazine, newspaper, short story, novels, etc. sometimes students are very lazy to reading because if it looks from content text which very boring. So, teacher must have concept and strategy so that students enjoy and attention to reading a text.

Indicators to measure students' reading comprehension are as follows: (1) Students are able to find the factual information. (2) Students are able to identify the main idea. (3) Students are able to locate the meaning of the vocabulary in context. (4) Students are able to identify the references. (5) Students are able to make inference from the reading text.

Here, researcher used Read, Ask, Paraphrase (RAP) Strategy to make students to reading comprehension by Read, Ask, Paraphrase (RAP) Strategy refers to strategies to have students understand the main idea in the text easily. Read, Ask, Paraphrase (RAP) Strategy are also the strategies to enable the students to working together with other students. It enables students to practice reading and to make students more effective in class. Strategy was expected to be able to minimize the difficulties faced when the students were provided with the kinds of reading comprehension. Read, Ask, Paraphrase (RAP) Strategy is one of strategies selected to use. In Read, Ask, Paraphrase (RAP) Strategy, the students help themselves to read well and more rapidly by selecting what is important for them to remember.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time of the Research

This research was conducted at SMA AL-FATTAH Medan of 2017/2018 academic year, which located on Jl. Cemara No.172, Pulo Brayan Darat II Medan Timur.

B. Subject of the Research

The subject of this research was in the eleventh grade of SMA Al-Fattah Medan, those are XI IPA consisted of 29 students and XI IPS consisted of 28 students.. Based on the purposive sampling technique, the researcher take XI IPA which consisted 29 students as the subject of the research.

C. Research Design

This research was conducted by using classroom action research. The classroom action research contain the following steps: Plan, is needed to arrange and prepared everything that was be need in action stage; Action, is the process of doing things; Observation, will be done while the action is being there can be. Observation was done to collect data namely, teacher's and students' activity during teaching learning process. Reflection, is a feedback process from the action that was done.

D. Procedure of the Research

This research was conducted by two cycles. Every cycle has four stages; they are planning, action, observation, and reflection.

Chart 3.1

Classroom Action Research Model by Kemmis and Mc. Taggart (Arikunto, 2015:132).
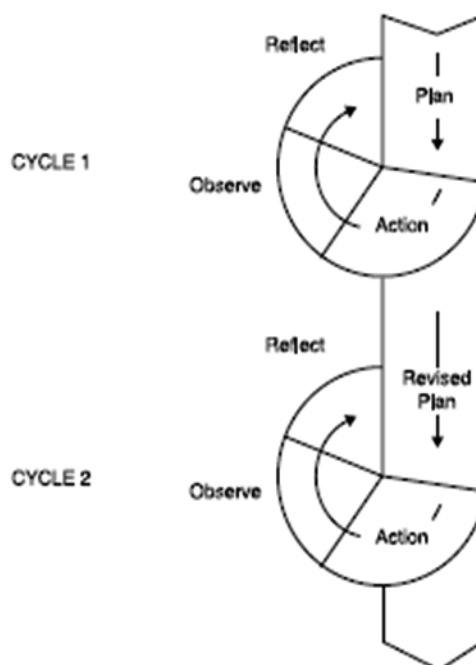
1. Cycle 1

a. Planning

The plan was arranged before doing the research. First of all, the researcher prepared lesson plan which apply Read, Ask, Paraphrase (RAP) Strategy. And preparing the researcher instrument which was used in teaching English through the implementation of Read, Ask, Paraphrase (RAP) Strategy, they were observation sheet and multiple choice tests. After instruments completed, the

researcher also prepared herself to observe the situation in the classroom while teaching and learning process was being conducted. Implementation of the second cycle was substantially similar to the execution of the first cycle.

b.   Action

In applying this strategy, the researcher collaborated with the English teacher. Before applying the strategy, the teacher stood in front of the students and started to attract the students' attention, and asked their knowledge about analytical text. The teacher explained about how to apply Read, Ask, Paraphrase (RAP) Strategy to improve their reading comprehension. The teacher integrated the analytical exposition text with the students' environment and other subject. The teacher told about some examples of analytical exposition texts.

Then, the teacher analyzed the generic structure, characters, plot and setting, and the events that happened in the text. At the last, the researcher divided the students into five groups in which group there were consisted of six and seven students. The researcher asked them to find the generic structure and analyzed what was the main idea of the text and put their own words to make a simply paragraph. Finally, the students were given multiple choice test to be answered.

c.   Observation

Observation was done to collect data namely, teacher's and students' activity during teaching learning process. In this section, the researcher did the formal observation. The researcher was an observer for English teacher and the students of the class that consisted of 29 students.

d. Reflection

Reflection is a feedback process from the action that was done. Reflection is use to help teacher to make decision. The teacher and researcher analyzed all recording information learning process by using a test in RAP Strategy.

2. Cycle 2

The researcher did cycle 2, if the result in cycle 1 was still needed improvement. In cycle 2 also had four stages; they were planning, action, observation, and reflection. Every weakness in cycle 1 was revised in cycle 2.

E. Instrument of the Research

This research used two instruments. There were test and observation sheet.

1. Test

The type of the test is multiple choices. There are 10 questions for each cycle. In scoring the test of the text, it was determined that ranging from 0-10 by accounting the correct answer. The correct answer was given 1 point while the wrong answer was given 0 point. The test was implemented at the end of each cycle to get the cycle's result. This test used to measure the students' reading comprehension.

2. Observation Sheet

Observation sheet was used to observe all activities happen during the teaching learning process. The activities were included teacher and students' activities.

F.   Technique of collecting Data

The researcher used some techniques in collecting the data which consisted of quantitative data and qualitative data as the following explanation:

1.   Quantitative data

The quantitative data was collected from the reading comprehension test .The reading comprehension test was constructed based on the syllabus of the school. The type of the test was multiple choices. There were 10 questions for each cycle. In scoring the test of the text, it was determined that ranging from 0-10 by accounting the correct answer. The correct answer was given 1 points while the wrong answer was given 0 point.. The test was implemented at the end of each cycle to get the cycle's result. This test used to measure the students' reading comprehension.

2.   Qualitative data

The qualitative data used to describe the situation during the teaching process and by apply these data was expected to get the satisfying result. In the qualitative data, the researcher was use the observation sheet, in order to measure students' behavior, attitude, enthusiasm and participation during teaching and learning process. To make it clearer, here are the following details:

a.   Students' observation

This observation about students' activity was observed during teaching learning process based on the criteria of excellent, good, fair, and less.

b. Teacher's observation

The observation on teacher's activity in the learning process by using *RAP* strategy to read analytical exposition

G. Technique of Analyzing Data

The technique of data analysis was taken from qualitative and quantitative data. Quantitative data used in this study. It was used to analyze the student's score. The quantitative data was analyzed by using formula as follows:

$x = \frac{x}{N}$ (Arikunto, 2007:299)

Notes :

x : The mean of the students' score

  x : The total score of students

N   : The number of the students

Next, to categories the number of the students who pass the test successfully, the researcher applied the following formula:

P $= \frac{R}{T}$ x 100% (Arikunto, 2007:299)

Where :

P   : The percentage of those who getting score

R   : The number of students' getting score

T   : The total number of the students

The qualitative data was analyzed by applying a category as proposed by Arikunto (2007:299). The value of students' motivation in learning was analyzed by applying a formula as follows:

$$P = \frac{R}{SM} \times 100\%$$

Where :

P   : The percentage

R   : The number of activity indicators performed by the students

SM   : The total number of activity indicators

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The data of this research consisted of two kinds. They were quantitative data and qualitative data. Quantitative data was got from the students' score in a reading comprehension test of Analytical Exposition Text, and qualitative data was obtained from the observation sheet. This research was conducted in one class exactly. It consisted of 29 students. It was accomplished in two cycles which had four stages, namely: planning, action, observation, and reflection. The researcher conducted two cycles. Cycle I was conducted two meetings and cycle II was conducted two meeting.

B. Data Analysis

1. Description of the Initial Conditions

This research was complished in two cycles. Every cycle was conducted in two meeting, but before running to the treatment in cycle 1, the researcher did pre-test to measure the students' achievement in reading comprehension. The researcher gave multiple choice questions which consisted of 10 question. With the mean of students' score was 51.38 and the students who got score more than 75 was 0% or 0 student. Based on the result, it concluded that the students' achievement in reading comprehension was classified in very low category and it

should be improved. So to improve the students' achievement in reading comprehension the cycle 1 was continued.

In the cycle 1, the teacher gave a strategy in teaching reading and the researcher as an observer. After applied the strategy, the teacher gave them a test. The first meeting in cycle 1, the researcher explained Analytical Exposition Text without giving a test, and in the second meeting in cycle 1, the researcher explained Analytical Exposition text again and gave a reading comprehension test by applied Read, Ask, Paraphrase (RAP) Strategy.

2. Cycle I

a. Planning

The plan was arranged before doing the research. First of all, the researcher prepared lesson plan which apply Read, Ask, Paraphrase (RAP) Strategy. And preparing the researcher instrument which was used in teaching English through the implementation of Read, Ask, Paraphrase (RAP) Strategy, they were observation sheet and multiple choice tests. After instruments completed in learning process, the researcher also prepared herself to observe the situation in the classroom while teaching and learning process was happened.

b. Action

In applying this strategy, the researcher collaborated with the English teacher. The action was done based on the plan. First, the teacher stood in front of the students and started to attract the students' attention, and asked their knowledge about analytical text. The teacher explained about how to apply Read,

Ask, Paraphrase (RAP) Strategy to improve their reading comprehension. The teacher integrated the analytical exposition text with the students' environment and other subject. The teacher told about the material of analytical exposition texts.

At the last, the teacher divided the students into five groups in which group there were consisted of four and five students. The teacher asked them to found the generic structure and analyzed what was the main idea of the text and put their own words to make a simply paragraph. Finally, the students were given multiple choice tests to be answered.

c. Observing and Evaluating

1. Students' Score

The quantitative data was taken from the student' score in a reading comprehension test of Analytical Exposition Text. That consisted of 10 questions of multiple choices in each part of Analytical Exposition Text. With the ideal score of 100, The mean score in was 65.17, with details of values as follows: a score was 90 earned by 1 people, 80 was 11 people, 70 was 2 people, 60 was 5 people, 50 was 8 people, 40 was 2 people. The students who got score more than 75 was 12 students, and the percentage of the students who got score more than 75 in cycle 1 was 41.38%. Students score in cycle I shown on chart below:

Chart 4.1
Students' score in cycle I
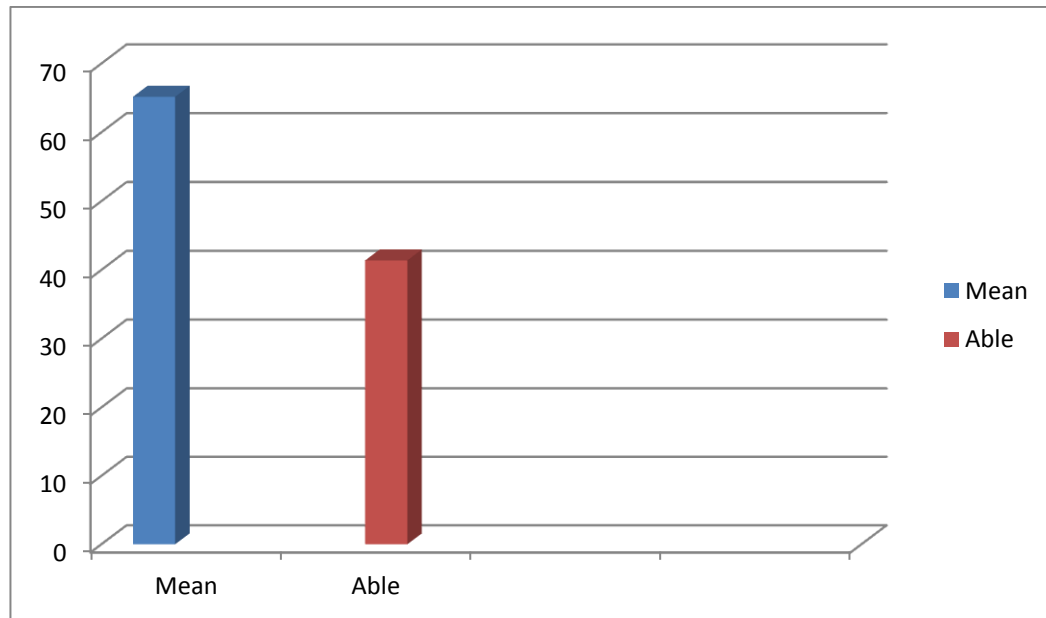
2. Observation of students' activity

Students' activity was observed after the first cycle based on the criteria of excellent, good, fair, and less can be seen in the following table:

Table 4.1
Score of Students' Activity in the Learning Process of Cycle I

No.	Aspects of Observation	Score
1.	Interest	50.86%
2.	Attention	62.07%
3.	Participation	70.69%
4.	Presentation	67.24%
Means		**62.72%**

The data above shows that the students' learning activities using Read, Ask, Paraphrase (RAP) Strategy in reading analytical exposition reached at 50.86% of interest, 62.07% of attention, 70.69% of participation, and 67.24% of presentation. The data showed that students' participation in learning was considered as the highest level compared to the other aspects. Because when the

teacher asked their opinion in the picture, they were very enthusiastic to answer the questions from the teacher. And the lowest was interest aspect, because when they were given multiple choice tests they were not interested in answering the question. They were more enthusiastic to answer the questions directly. Of the total, the means level of students' activity in learning activity in the first cycle was 62.72%.

3. Observation of teacher's activities

The results of the observation on teacher's activity in the learning process with the implementation of Read, Ask, Paraphrase (RAP) Strategy to teaching reading of analytical exposition outlined in the table could be seen in the following table:

Table 4.2
Score of Teacher's Activity in the Learning Process of Cycle I

No	Activity	Percentage
1	Apperception	68.10%
2	Material Explanation	61,21%
3	Explanation of Learning Method	65,52%
4	Technique of Dividing Groups	56,03%
5	Classroom Management	57,76%
6	The use of Media	57,76%
7	Voice	62,07%
8	Management of Discussion	54,31%
9	Guidance of Group	53,45%
10	Giving Question or Quiz	48,28%
11	Ability to Evaluate	54,31%
12	Giving Reward to Individual and Group	48,28%
13	Determining the Scores of Individual and Group	56,03%
14	Concluding Learning Material	61,21%
15	Closing the Learning	62,07%
	Means	**57.76%**

The exposure of the table above shows that the ability of teacher in applying Read, Ask, Paraphrase (RAP) Strategy in teaching reading of analytical exposition already looked good. This was evident from the means value of the observation of the teacher's activities, amounting to 57.76%, with the ideal score of 100%. Based on the means of percentage, the teacher's performance in cycle 1 was classified in very good category.

d.   Reflection

The reflection was conducted based on the data take from observation and evaluation. The successes and failures in cycle I as follows:

1. The students became had better understanding on the materials though using this strategy. It could be seen from the results of their enhancement, in which the mean score in pre-test was 51.38 and 65.17 was in the first cycle.

2. While doing the test in cycle 1, there were few students who were not able to comprehend the text. They kept on looking up the words in a dictionary and asked the teacher to find out the meaning of the words. It could be seen from the students who got score more than 75 was 12 students and the percentage of the students who got score more than 75 in cycle 1 was 41.38%.

3. The students' learning activity using Read, Ask, Paraphrase (RAP) Strategy in reading analytical exposition was considered fairly active. It could be seen from the means results of the observation on the students' activity in the learning process with the percentage rate at 62.72%.

Based on the result of the first cycle, it was still required to continue into

second cycle because the result showed their achievement in reading was still poor. Some of the students were still incorrect in answering the multiple choice test.

3. Cycle II

a. Planning

The plan was arranged before doing the research. First of all, the researcher prepared lesson plan which apply Read, Ask, Paraphrase (RAP) Strategy. And prepared the researcher instrument which used in teaching English through the implementation of Read, Ask, Paraphrase (RAP) Strategy, they were observation sheet and multiple choice tests. After instruments completed in learning process, the researcher also prepared herself to observe the situation in the classroom while teaching and learning process was happened. Implementation of the second cycle were substantial similar to the execution of the first cycle.

b. Action

In action session in second cycle, firstly the teacher had given reinforcement to the students to be focus to answer correctly. Then, the teacher gave a picture with the title and asked the students to analyze the generic structure that happened in the text. The last, the teacher divided the students into six groups and the teacher asked them to found the generic structure and analyzed what was being the main topic of the text that given. The teacher always had been the facilitator to help them if they need the teacher's help. Finally, the students were given the multiple choice test to be answered. In this cycle the students did not get

many difficulties and the students did the test well. It can be seen from the result and the scoring of testing on appendix.

c. Observing and Evaluating

1. Students' score

Students' score of learning materials in the second cycle was getting better with the means score was 89.31. A detailed of the activity value as follows: 13 people earn a score of 80, 5 people with a score of 90, 11 people with a score of 100. Then, the percentage of the students who got score more than 75 was 100%. Thus, based on the means score of this percentage could be concluded that students' score learning material on the second cycle got significant improvement. Students score in cycle II shown on chart below:

Chart 4.2
Students' score in cycle II
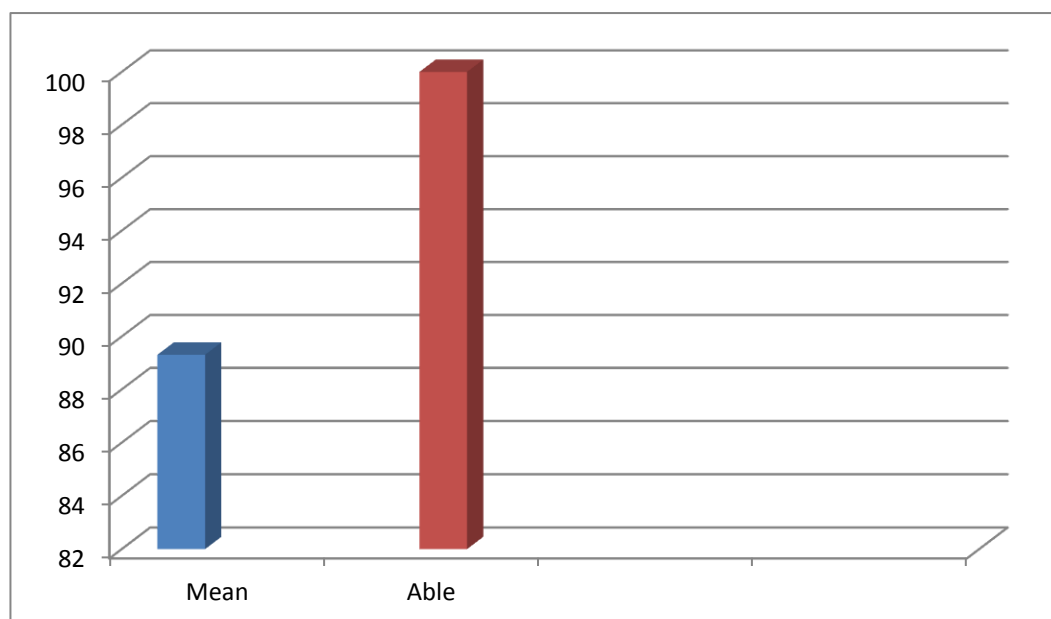
2. Observation of students' activity

Students' activity was observed after the second cycle based on the criteria of excellent, good, fair, and less can be seen in the following table:

Table 4.3
Score of Students' Activity in the Learning Process of Cycle II

No.	Aspects of Observation	Score
1.	Interest	61.21%
2.	Attention	62.07%
3.	Participation	69.83%
4.	Presentation	65.52%
	Means	**64.66%**

The data above shows that the students' learning activities using Read, Ask, Paraphrase (RAP) Strategy in reading analytical exposition reached at 61.21% of interest, 62.07% of attention, 69.83% of participation, and 65.52% of presentation. The means score was 64.66%, it means that the students had an active category. The table above also showed that the students' learning activities in the second cycle got significant improvement. This means there were increased of the students' learning activities between the first and second cycle, either individually or in group ability.

This was evident from the means score of student' activity between the first cycle was 62.72% and 64.66% of second cycle. The figure suggests that students' learning activities got significant improvement from the previous cycle.

3. Observation of teacher's activities

Results of the observation on teacher's activity in the learning process by implementing the Read, Ask, Paraphrase (RAP) Strategy to teaching reading of analytical exposition outlined in the table could be seen in the following table:

Table 4.4
Score of Teacher's Activity in the Learning Process of Cycle II

No	Activity	Percentage
1	Apperception	92.24%
2	Material Explanation	88.79%
3	Explanation of Learning Method	85.34%
4	Technique of Dividing Groups	87.07%
5	Classroom Management	86.21%
6	The use of Media	89.66%
7	Voice	81.03%
8	Management of Discussion	85.34%
9	Guidance of Group	84.48%
10	Giving Question or Quiz	80.17%
11	Ability to Evaluate	73.28%
12	Giving Reward to Individual and Group	79.31%
13	Determining the Scores of Individual and Group	79.31%
14	Concluding Learning Material	81.90%
15	Closing the Learning	84.48%
Means		**83.91%**

Exposure the data on the table shows that the ability of teacher in applying Read, Ask, Paraphrase (RAP) Strategy in teaching reading of analytical exposition already looked very good. This was evident from the means value of the observation of the teacher's activities, amounting to 83.91% with the ideal score of 100%. It can be concluded that the teacher's activities in learning activities were very good.

d. Reflection

The reflection was conducted based on the data take from observation and evaluation. The successes and failures in cycle II as follows:

1. The different students' score in learning material looked significantly based on the data of the means value of the results in the second cycle evaluation

was 65.17 in the first cycle, with the students who got score more than 75 was 41.38%, in the second cycle was 89.31 with the students who got score more than 75 was 100% success. The Improvement of Students' Score in Cycle 1 and Cycle 2 shown on chart below:

Chart 4.3
The Improvement of Students' Score in Cycle 1 and Cycle 2
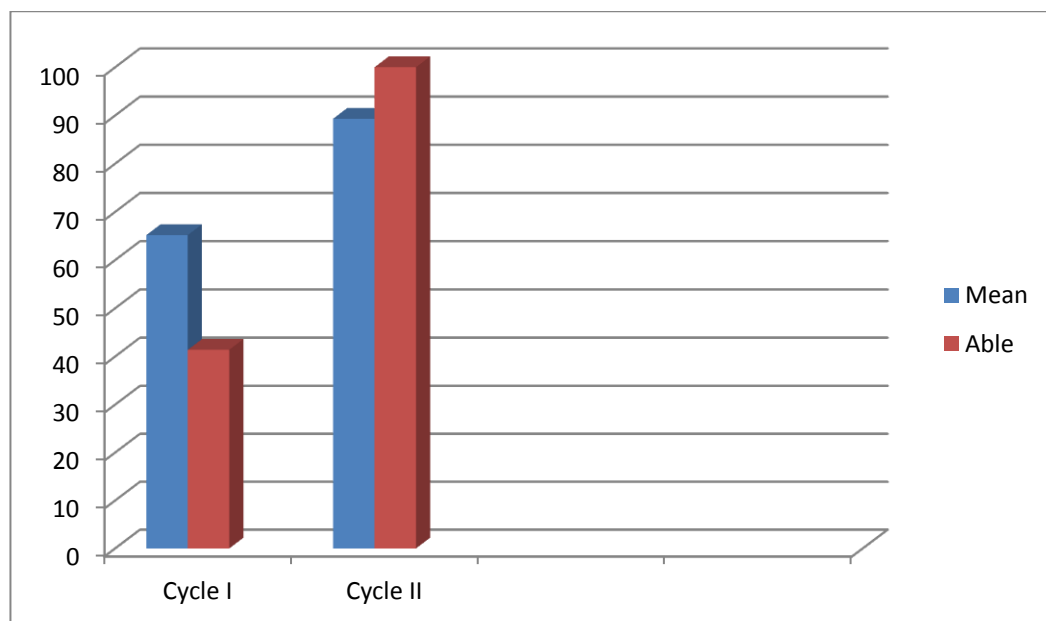
2. In the process of teaching and learning students' activities already tended to be better towards Read, Ask, Paraphrase (RAP) Strategy in reading analytical exposition. This was evident from the ability of students already participate more actively. The means score of student' activity between the first cycle, 62.72% and second cycle, 64.66%, it could be explained that in the process of teaching and learning activities of students had showed a good development.

C. Research Finding

Based on the data analysis, it showed that the students' achievement in reading comprehension had been improved by applying Read, Ask, Paraphrase (RAP) Strategy. It could be seen from the quantitative data. The mean score in cycle 1 was 65.17, the mean score in cycle 2 was 89.31; the students who got score more than 75 in cycle 1 was 12 students, the students who got score more than 75 in cycle 2 was 29 students; and the percentage of the students who got score more than 75 in cycle 1 was 41.38%, the percentage of the students who got score more than 75 in cycle 2 was 100%.

It also could be seen from qualitative data that was observation sheet. The means score of student' activity between the first cycle was 62.72% and second cycle was 64.66%. It could be explained that in the process of teaching and learning activities of students had showed a good development. The ability of teacher in applying Read, Ask, Paraphrase (RAP) Strategy in teaching reading of analytical exposition already looked very good. This was evident from the means value of the observation of the teacher's activities in the first cycle was 57.76%, and the second cycle was 83.91%

It could be concluded that Read, Ask, Paraphrase (RAP) Strategy could improve the students' achievement in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusion could be drawn as followed:

1. There was improvement of students' achievement in reading comprehension by implementing Read, Ask, Paraphrase (RAP) Strategy. It means that Read, Ask, Paraphrase (RAP) Strategy was a good way in teaching reading comprehension.

2. The improvement of students' achievement could be shown from quantitative data. The mean score in cycle 1 was 65.17, the mean score in cycle 2 was 89.31; the students who got score more than 75 in cycle 1 was 12 students, the students who got score more than 75 in cycle 2 was 29 students; and the percentage of the students who got score more than 75 in cycle 1 was 41.38%, the percentage of the students who got score more than 75 in cycle 2 was 100%.

3. The improvement of students' achievement could be shown from qualitative data too. The qualitative data got from observation sheet. From observation sheet every cycle showed the improvement of teacher and students' behavior.

B. Suggestion

Suggestion was stage as followed:

1. For English teacher, it was better to use Read, Ask, Paraphrase (RAP) Strategy to improve students' achievement in reading comprehension because it could make the students could comprehend the text in reading comprehension.

2. For students, to use Read, Ask, Paraphrase (RAP) Strategy in learning English, especially in reading comprehension because it could improve their achievement in reading comprehension.

3. The other researchers, this research could be used as the reference to teach other subject, because Read, Ask, Paraphrase (RAP) Strategy was easy to apply.

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LESSON PLAN
Cycle 1

School   : SMA Swasta AL-FATTAH MEDAN
Subject   : English
Class   : XI
Topic   : Analytical Exposition Text
Time Allocation   : 2 x 45 minutes
Aspect/Skill   : Reading Comprehension

A. Core Competencies
11.1 to understand the meaning of short functional text and essays form of narrative, descriptive and analytical text in daily life to access the knowledge.

B. Basic Competency
11.2 To respond the meaning and steps of retorika in essays form of narrative, descriptive and analytical text in daily life to access the knowledge in the text of *narrative, descriptive,* dan *analytical exposition..*

C. Indicators
1. Analyzing social function, the structure of the text, and linguistic elements in the expression of opinions and mind, according to the context of use.
2. Responding the meaning in the text of Analytical Exposition about the hot topic discussed in common.

D. Competency Achievement Indicators
1. Students can analyze the social function, the structure of the text, and linguistic elements of analytical exposition text about the hot topic discussed generally according to the context of use.
2. Students can respond the meaning from analytical exposition text.

E. Learning Material
Analytical Exposition Text
        Analytical Exposition Text is a text that elaborates the writer's idea about

the phenomenon surrounding.

Purpose
1. To persuade the reader or listener that there is something that, certainly, needs to get attention.
2. To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

Generic Structure of Analytical Exposition Text
1. Thesis   : Introducing the topic and indicating the writer's position.
2. Argument 1 : Explaining the argument to support the writer's position.
3. Argument 2 : Explaining the other arguments to support the writer's position more.
4. Reiteration   : Restating the writer's position.

Language features:
1. Using relational process
2. Using internal conjunction
3. Using causal conjunction
4. Using Simple Present Tense

Use of Formalin and Other Additives in Foods

        The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

        The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use formalin was spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

F. Learning Method/Strategy
1. Method : Three stages of reading
2. Strategy : RAP (Read, Ask, Paraphrase) strategy

G. Media, Tool, Source Learning
1. Media
   - Picture
2. Tool
   - Blackboard
   - Chalk
3. Source Learning
   - Book package XI : Let's Learn English. Bumi Aksara: Jakarta.
   - LKS

H. Learning Steps

   First Meeting

1. **Opening Activities**
   a. Teacher greeting the students.
   b. Teacher checks the students' attendance.
   c. Before reading session, teacher try to activate the students' background knowledge by asking them the phenomena that occurs recently around them with topic that will be learn.
   d. The teacher conveys the purpose of material and explanations of the activities to be performed by the students to complete the exercises in the lesson.
   e. Teacher introduce RAP strategy in the analytical exposition text.
2. **Core activities**
   Pre-Reading
   a. The teacher shown a picture that occur with the topic.
   b. The teacher ask their opinion that are in the picture related to the text to be given.
   c. Then, teacher explain about analytical exposition text.
   d. Students divided into some groups. Each group consist of four or five students.

e. The teacher introduced and explain RAP strategy. Teacher try to engage the students' attention by doing discussion about that strategy and asking them to understand and to remember about each step of that strategy.

Whilst-Reading

a. Student are given monologue texts about analytical exposition text,

b. Teacher instruct students to read the text.

c. The teacher also ask the students to list any difficult vocabularies they might find. After that, teacher leaded them to discuss about the synonym for each words. Teacher can give them clues or guides.

d. The students ask themselves about the main idea and details like the answer from the question what, who, when, where, why and how. they had.

e. After that, the students make their paraphrasing themselves or to write by using their own words, from the ideas they already had and retell it.

Post-Reading

a. Teacher monitor students' participations by inviting them to tell their ideas in front of the class.

b. Teacher take a note (assesses) while the process runs.

3. **Closing activities**

a. Students make a summary of the material that they have been learn.

b. Teacher ask the students to help them reflect on the learning they have been doing.

c. The teacher remind students to learn more the material at home.

d. Teacher close the meeting and give a motivation.

Second Meeting

1. **Opening activities**

a. Teacher greeting the students.

b. Teacher checks the students' attendance.

c. Before reading session, teacher try to activate the students' background knowledge by asking them the phenomena that occurs recently around them with topic that will be learn.

d. The teacher conveys the purpose of material and explanations of the activities to be performed by the students to complete the exercises in the lesson.

e. Teacher introduce RAP strategy in the analytical exposition text.

2. **Core activities**

Pre-Reading

a. The teacher shown a picture that occur with the topic.

b. The teacher ask their opinion that are in the picture related to the text to be given.
c. Then, teacher explain about analytical exposition text.
d. Students divided into some groups. Each group consist of four or five students.
e. The teacher introduced and explain RAP strategy. Teacher try to engage the students' attention by doing discussion about that strategy and asking them to understand and to remember about each step of that strategy.

Whilst-Reading
a. Student are given monologue texts about analytical exposition text,
b. Teacher instruct students to read the text.
c. The teacher also ask the students to list any difficult vocabularies they might find. After that, teacher leaded them to discuss about the synonym for each words. Teacher can give them clues or guides.
d. The students ask themselves about the main idea and details like the answer from the question what, who, when, where, why and how. they had.
e. After that, the students make their paraphrasing themselves or to write by using their own words, from the ideas they already had and retell it.

Post-Reading
a. Teacher monitor students' participations by inviting them to tell their ideas in front of the class.
b. Teacher take a note (assesses) while the process runs.

4. **Closing activities**
a. Students make a summary of the material that they have been learn.
b. Teacher ask the students to help them reflect on the learning they have been doing.
c. The teacher remind students to learn more the material at home.
d. And the last, teacher give the students a test of multiple choice.
e. Teacher close the meeting and give a motivation.

I. **Appraisal**
Assessment Technique   :Reading Comprehension Text

Form Instrument   :Reading a text about Analytical Exposition

Test in RAP Strategy

Medan,   February 2018

Known by,

English teacher   Researcher

Frissa Khairani Safitri, S.Pd   **Ayu Kumala Dewi**

Headmaster of SMA Swasta Al-Fattah Medan

Ahmad Safwan S.Sos.I, S.Pd.I

LESSON PLAN
Cycle 2

School   : SMA Swasta AL-FATTAH MEDAN
Subject   : English
Class   : XI
Topic   : Analytical Exposition Text
Time Allocation   : 2 x 45 minutes
Aspect/Skill   : Reading Comprehension

G. Core Competencies
11.2 to understand the meaning of short functional text and essays form of narrative, descriptive and analytical text in daily life to access the knowledge.

H. Basic Competency
11.3 To respond the meaning and steps of retorika in essays form of narrative, descriptive and analytical text in daily life to access the knowledge in the text of *narrative, descriptive,* dan *analytical exposition..*

I. Indicators
3. Analyzing social function, the structure of the text, and linguistic elements in the expression of opinions and mind, according to the context of use.
4. Responding the meaning in the text of Analytical Exposition about the hot topic discussed in common.

J. Competency Achievement Indicators
3. Students can analyze the social function, the structure of the text, and linguistic elements of analytical exposition text about the hot topic discussed generally according to the context of use.
4. Students can respond the meaning from analytical exposition text.

K. Learning Material
Analytical Exposition Text
Analytical Exposition Text is a text that elaborates the writer's idea about

the phenomenon surrounding.

Purpose
3. To persuade the reader or listener that there is something that, certainly, needs to get attention.
4. To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

Generic Structure of Analytical Exposition Text
5. Thesis   : Introducing the topic and indicating the writer's position.
6. Argument 1 : Explaining the argument to support the writer's position.
7. Argument 2 : Explaining the other arguments to support the writer's position more.
8. Reiteration   : Restating the writer's position.

Language features:
5. Using relational process
6. Using internal conjunction
7. Using causal conjunction
8. Using Simple Present Tense

Cars Should Be Banned In The City

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

L. Learning Method/Strategy
5. Method : Three stages of reading
6. Strategy : RAP (Read, Ask, Paraphrase) strategy

G. Media, Tool, Source Learning

1. Media
   - Picture
2. Tool
   - Blackboard
   - Chalk
3. Source Learning
   - Book package XI : Let's Learn English. Bumi Aksara: Jakarta.
   - LKS

J. Learning Steps

Third Meeting

1. **Opening Activities**
   f. Teacher greeting the students.
   g. Teacher checks the students' attendance.
   h. Before reading session, teacher tried to activate the students' background knowledge by asking them the phenomena that occurs recently around them with topic that will be learn.
   i. The teacher conveys the purpose of material and explanations of the activities to be performed by the students to complete the exercises in the lesson.
   j. Teacher introduce RAP strategy in the analytical exposition text.
2. **Core activities**
   Pre-Reading
   f. The teacher ask their knowledge about analytical exposition text.
   g. The teacher explain abut analytical exposition text.
   h. The teacher shown a picture that occur with the topic.
   i. The teacher ask their opinion that are in the picture to make the text about analytical exposition text appropriate with the generic structure.
   j. Students divided into some groups. Each group consist of four or five students.
   k. The teacher introduce and explain RAP strategy. Teacher try to engage the students' attention by doing discussion about that strategy and asking them to understand and to remember about each step of that strategy.
   Whilst-Reading
   f. Student are given monologue texts about analytical exposition text,
   g. Teacher instruct students to read the text.

h. The teacher also ask the students to list any difficult vocabularies they might find. After that, teacher leaded them to discuss about the synonym for each words. Teacher can give them clues or guides.

i. The students ask themselves about the main idea and details like the answer from the question what, who, when, where, why and how. they had.

j. After that, the students make their paraphrasing themselves or to write by using their own words, from the ideas they already had and retell it.

Post-Reading

c. Teacher monitor students' participations by inviting them to tell their ideas in front of the class.

d. Teacher take a note (assesses) while the process runs.

7. Closing activities

e. Students make a summary of the material that they have been learn.

f. Teacher ask the students to help them reflect on the learning they have been doing.

g. The teacher remind students to learn more the material at home.

h. And the last, teacher give the students a test of multiple choice.

i. Teacher close the meeting and give a motivation.

Fourth Meeting

1. Opening activities

a. Teacher greeting the students.

b. Teacher checks the students' attendance.

c. Before reading session, teacher try to activate the students' background knowledge by asking them the phenomena that occurs recently around them with topic that will be learn.

d. The teacher conveys the purpose of material and explanations of the activities to be performed by the students to complete the exercises in the lesson.

e. Teacher introduce RAP strategy in the analytical exposition text.

2. Core activities

Pre-Reading

a. The teacher ask their knowledge about analytical exposition text.

b. The teacher explain abut analytical exposition text.

c. The teacher shown a picture that occur with the topic.

d. The teacher ask their opinion that are in the picture to make the text about analytical exposition text appropriate with the generic structure.

e. Students divided into some groups. Each group consist of four or five students.

 f. The teacher introduce and explain RAP strategy. Teacher try to engage the students' attention by doing discussion about that strategy and asking them to understand and to remember about each step of that strategy.

Whilst-Reading

a. Student are given monologue texts about analytical exposition text,

b. Teacher instruct students to read the text.

c. The teacher also ask the students to list any difficult vocabularies they might find. After that, teacher leaded them to discuss about the synonym for each words. Teacher can give them clues or guides.

d. The students ask themselves about the main idea and details like the answer from the question what, who, when, where, why and how. they had.

e. After that, the students make their paraphrasing themselves or to write by using their own words, from the ideas they already had and retell it.

Post-Reading

a. Teacher monitor students' participations by inviting them to tell their ideas in front of the class.

b. Teacher take a note (assesses) while the process runs.

8. Closing activities

a. Students make a summary of the material that they have been learn.

b. Teacher ask the students to help them reflect on the learning they have been doing.

c. The teacher remind students to learn more the material at home.

d. And the last, teacher give the students a test of multiple choice.

e. Teacher close the meeting and give a motivation.

K. Appraisal

 Assessment Technique   **:**Reading Comprehension Text

 Form Instrument   **:**Reading a text about Analytical Exposition

 Test in RAP Strategy

Medan,   February 2018

Known by,

English teacher   Researcher

Frissa Khairani Safitri, S.Pd   **Ayu Kumala Dewi**

Headmaster of SMA Swasta Al-Fattah Medan

Ahmad Safwan S.Sos.I, S.Pd.I

APPENDIX 2

<div align="center">

Cycle 1

Reading Comprehension Test
Multiple Choice
(Analytical Exposition Text)

</div>

I. School Life

1. *Read the text below and answer the question.*

Many parents wonder if extracurricular activities offer positive effects on students who participate. They always think that academics is number one and encourage their children to play less but study more. Most parents never think that extracurricular activities such as, sports and art can actually give impact on their children success in the future. There are many benefits that the children can get through extracurricular activities.

Firstly, the children can have great chances to socialize with their friends. It will build their confidence to work together with people in a team. They will know how to deal with people with different characters.

Secondly, extracurricular activities give impact on the children's time and stress management skill. Dealing with stressful school work and need to focus on the competition at the same time will train them to organize their time well. They will also know how to manage their emotion so that it won't affect their neither performance nor academics record.

Last, it gives the children a lot of fun. Playing together with their friends, competing in competitions, meeting new friends, are things they never forget.

To conclude, extracurricular activities can actually give impact on their children success in the future since it offers many benefit.

The second paragraph of the text above is called the …
   a. Climax
   b. Thesis
   c. Argument
   d. Reiteration
   e. Introduction

2. The following statements are true based on the text above, *except …*

   a. Sports can help the students to develop their time management skill.
   b. Play sports help the students to manage their anger.
   c. Extracurricular activities will give bad effect on students' academic records.
   d. Joining art club gives so much fun for the students.
   e. Joining a sport club gives the students chance to know how to work together in a team.

3. The suitable title for the text above is …

   a. How to develop our children social skill.
   b. The importance of extracurricular activities.
   c. How to help the children to succeed.
   d. Children joining sports and art clubs.
   e. The negative impacts of extracurricular activities.

4. Parents always <u>encourage</u> their children to play less and study more.

   a. Dissuade
   b. Stimulate
   c. Facilitate
   d. Support
   e. Help

5. Extracurricular activities are good for the children because of the following reasons, *except …*

   a. It has so much fun.
   b. It allows them to join many competitions.
   c. It guarantee the children will succeed in the future.
   d. It trains them to manage time and emotion.
   e. It develops their social skill.

6. First, the school committees argue that wearing uniform will remove the social **gap** between the rich and the poor students.
   The synonym of the underlined word is …

   a. Pause
   b. Space
   c. Intermission
   d. Slot
   e. Hole

7. Choose the correct definition of analytical exposition text.
   a. It is an argumentative text with the writer`s opinions.
   b. It contains the readers` arguments.
   c. It describes the surrounding phenomenon.
   d. It functions to retell the writer`s past experiences.
   e. It entertains the readers with its opinions.

8. *Read the text below and answer the question.*

   Most students in Indonesia should wear uniform to school. The school committee asks their students to wear uniform to school for many reasons which hopefully can only give good impact to the students.
   First, the school committees argue that wearing uniform will remove the social gap between the rich and the poor students. If they are not forced to look similar by wearing uniform, it will be easy to find differences in appearance between them. Hopefully, uniform can prevent the poor to show off their wealth to the poor.
   Second, uniform will make the students look neat. Students are young generations who like to try new things express themselves, including in fashion. If the school does not restrict the students" freedom in expressing themselves through fashion, it is possible that the students will come to school with inappropriate clothes.
   To sum up, wearing uniform is compulsory in Indonesia for some reasons, such as to remove social gap between the poor and the rich and to make the students look neat.

The following statements are NOT true based on the text….

   a. All students in Indonesia are poor.
   b. Young people like to express themselves.
   c. School committee is the one which make the school regulation.
   d. There are social gap in Indonesian school.
   e. Students might wear inappropriate clothes to school.

9. From the text above we can conclude that wearing uniform is .... for students in Indonesia.

   a. Dilemma
   b. Obligatory
   c. Preferential
   d. Secondary
   e. Alternative

10. The last paragraph of the text above is called the …

   a. Climax

b. Thesis
c. Argument
d. Reiteration
e. Introduction

Answer key

1) C
2) C
3) C
4) A
5) C
6) B
7) A
8) A
9) B
10) D

Cycle 2

Reading Comprehension Test
Multiple Choice
(Analytical Exposition Text)

I. *Read the text below and answer the question.*

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments.

The use of seat belts has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars. The research shows that most car accident will cause an injury to the head. Frequently, drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belt will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

1. Which one is true according to paragraph 3?
    a. old cars do not use seat belts
    b. the old cars have seat belts for their safety
    c. the drivers wearing seat belts may drive carefully
    d. the traffic conditions in the past were similar to the recent
    e. the old cars' designer considered a seat belt as an important part

2. What is the function of seat belts?

a. to reduce the traffic conditions
b. to become a standard component in cars
c. to reduce the risk of injury or death in an accident
d. to prevent the drivers driving cars carefully
e. to increase the risk of injury in car accidents

3. Who considered a seat belt as an unimportant part?
   a. Police
   b. People
   c. Drivers
   d. Passengers
   e. Old cars designer

4. "… that they are completely safe." (Paragraph 3)
What does the word 'they' refer to?

   a. Cars
   b. seat belts
   c. drivers
   d. designers
   e. others

5. Which paragraph is called arguments?
   a. I and II.
   b. IV
   c. All paragraph
   d. II and III
   e. I and IV

II. *Read the following text to answer questions number 6 to 10.*

Integrated Pest Management

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

6. Which of the following is not directly affected by pesticides used?
   a. Plants
   b. Ecology
   c. Animals.
   d. Environment.
   e. Human Beings

7. What can you say about paragraph two and four?
   a. The fourth paragraph supports the idea stated in paragraph two.
   b. Both paragraphs tell about the disadvantages of using pesticides.
   c. Both paragraphs tell about how pesticides affect the quality of farm products.
   d. The statement in paragraph is contrary to the statement in paragraph four.
   e. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.

8. One of the disadvantages of using chemical pesticides is …
   a. killing fish and bees.
   b. increasing crops productivity.
   c. creating balanced ecosystem.
   d. causing the pests to become inactive
   e. helping reduce pollutants in the environment.

9. Secondly, pests can gradually become resistant to pesticides. (paragraph 3)
   The word resistant in the sentence above means …

   a. Weak
   b. Fragile
   c. Damage
   d. Unaffected
   e. Unbalanced

10. Which paragraph is called reiteration?
    a. II.
    b. VI
    c. All paragraph
    d. II, III, and III
    e. I

Answer Key

1) A
2) C
3) E
4) C
5) D
6) E
7) B
8) A
9) D
10) B

Appendix 3

Students' Observation Sheet in Teaching Learning Activity by Applying Read, Ask, Paraphrase (RAP) Strategy

School   : SMA Swasta Al-Fattah Medan

School Year   : 2017/2018

Class   : XI IPA

Cycle   : I

NO	Students' Name	Interest				Attention				Participation				Presentation			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1.	Abdul Aziz																
2.	Dandi Wicaksono																
3.	Diwa Ramadani																
4.	Dwi Pria Handika																
5.	Endang Ayu Lestari																
6.	Fanni Sundari																
7.	Fanni Utari																
8.	Irvan Gading R																
9.	Izzah Zulfa Ulya																
10.	Kartika Cania																
11.	Lidya Yolanda																
12.	M. Hamid Siregar																
13.	M. Syahrul Bahari																

No.	Nama																			
14.	Nadia Nurjannah																			
15.	Novia Dwi Yanti																			
16.	Novi Ramadhani																			
17.	Nurul Oktavia Sari																			
18.	Ricky Triwijaya S.																			
19.	Rina Ayu Ningsih																			
20.	Rio Ahmad Pramuja																			
21.	Ririn Annisa																			
22.	Rizky Azhari																			
23.	Rizky Ramadhan																			
24.	Robby Mahendra																			
25.	Sarah																			
26.	Siti Ramadhani																			
27.	Teguh Abdi Maulana																			
28.	Yusfa Nanda Lestari																			
29.	Zuraidah																			

Keterangan Skor:

4 = Sangat Baik

3 = Baik

2 = Cukup

1 = Kurang

Students' Observation Sheet in Teaching Learning Activity by Applying Read, Ask, Paraphrase (RAP) Strategy

School   : SMA Swasta Al-Fattah Medan

School Year   : 2017/2018

Class   : XI IPA

Cycle   : I

No	Students' Name	Students' Activities			
		Interest	Attention	Participation	Presentation
1.	AA	3	3	3	3
2.	DW	2	2	3	3
3.	DR	1	3	3	2
4.	DPH	2	2	3	3
5.	EAL	3	3	2	3
6.	FS	1	3	2	3
7.	FU	2	3	3	2
8.	IGR	2	2	2	3
9.	IZU	2	2	3	3
10.	KC	2	3	3	4
11.	LY	3	3	2	2
12.	MHS	1	2	3	3
13.	MSB	2	3	3	3
14.	NN	2	2	4	3
15.	NDY	3	2	3	2

16.	NR	2	2	3	2
17.	NOS	2	3	3	2
18.	RTS	3	3	3	3
19.	RAN	2	3	2	2
20.	RAP	1	3	3	3
21.	RA	1	2	3	2
22.	RAI	2	2	3	3
23.	RR	2	2	2	3
24.	RM	2	2	3	3
25.	SH	3	2	3	3
26.	SR	2	3	3	3
27.	TAM	2	2	3	2
28.	YNL	1	2	3	2
29.	ZH	3	3	3	3
Total Scores		**59**	**72**	**82**	**78**
Percentage		**50.86%**	**62.07%**	**70.69%**	**67.24%**
Mean		**62.72%**			
Criteria		**Active**			

Rating Conversion

Value Range	Categories
81 – 100	Very Active
61 – 80	Active
41 – 60	Enough
21 – 40	Less
0 – 20	Passive

Students' Observation Sheet in Teaching Learning Activity by Applying Read, Ask, Paraphrase (RAP) Strategy

School   : SMA Swasta Al-Fattah Medan

School Year   : 2017/2018

Class   : XI IPA

Cycle   : II

No	Students' Name	Students' Activities			
		Interest	Attention	Participation	Presentation
1.	AA	3	3	2	3
2.	DW	2	2	3	2
3.	DR	2	2	2	3
4.	DPH	2	3	3	3
5.	EAL	4	3	3	3
6.	FS	2	3	3	2
7.	FU	2	3	3	2
8.	IGR	2	2	2	2
9.	IZU	2	3	2	3
10.	KC	3	2	3	3
11.	LY	3	3	2	3
12.	MHS	2	2	3	3
13.	MSB	1	2	3	3
14.	NN	3	2	3	3
15.	NDY	2	2	3	2

16.	NR	3	3	3	2
17.	NOS	2	3	4	3
18.	RTS	3	3	3	4
19.	RAN	2	2	3	3
20.	RAP	2	2	2	2
21.	RA	3	3	3	3
22.	RAI	3	3	3	3
23.	RR	2	2	3	2
24.	RM	2	2	3	2
25.	SH	3	3	2	2
26.	SR	3	2	2	2
27.	TAM	2	2	3	2
28.	YNL	2	2	3	3
29.	ZH	4	3	4	3
Total Scores		71	72	81	76
Percentage		61.21%	62.07%	69.83%	65.52%
Mean		64.66%			
Criteria		Active			

Rating Conversion

Value Range	Categories
81 – 100	Very Active
61 – 80	Active
41 – 60	Enough
21 – 40	Less
0 – 20	Passive

APPENDIX 4

The Students' Attendance of SMA Swasta Al-Fattah Medan

Academic Year 2017/2018

Name of School   : SMA Swasta AL-FATTAH MEDAN

Class   : XI IPA

No	Students' Name	Cycle 1		Cycle 2	
		First Meeting	Second Meeting	Third Meeting	Fourth Meeting
1.	ABDUL AZIZ				
2.	DANDI WICAKSONO				
3.	DIWA RAMADANI				
4.	DWI PRIA HANDIKA				
5.	ENDANG AYU LESTARI				
6.	FANNI SUNDARI				
7.	FANNI UTARI				
8.	IRVAN GADING R				
9.	IZZAH ZULFA ULYA				
10.	KARTIKA CANIA				
11.	LIDYA YOLANDA				
12.	M. HAMID				

	SIREGAR				
13.	M. SYAHRUL BAHARI				
14.	NADIA NURJANNAH				
15.	NOVIA DWI YANTI				
16.	NOVI RAMADHANI				
17.	NURUL OKTAVIA SARI				
18.	RICKY TRIWIJAYA S.				
19.	RINA AYU NINGSIH				
20.	RIO AHMAD PRAMUJA				
21.	RIRIN ANNISA				
22.	RIZKY AZHARI				
23.	RIZKY RAMADHAN				
24.	ROBBY MAHENDRA				
25.	SARAH				
26.	SITI RAMADHANI				
27.	TEGUH ABDI MAULANA				
28.	YUSFA NANDA				

	LESTARI				
29.	ZURAIDAH				

Appendix 5

List of Students' Initial Name

School   : SMA Swasta Al-Fattah Medan

School Year   : 2018/2019

Class   : XI IPA

No.	Students' Name	Students' Initial Name
1.	Abdul Aziz	AA
2.	Dandi Wicaksono	DW
3.	Diwa Ramadani	DR
4.	Dwi Pria Handika	DPH
5.	Endang Ayu Lestari	EAL
6.	Fanni Sundari	FS
7.	Fanni Utari	FU
8.	Irvan Gading R	IGR
9.	Izzah Zulfa Ulya	IZU
10.	Kartika Cania	KC
11.	Lidya Yolanda	LY
12.	M. Hamid Siregar	MHS
13.	M. Syahrul Bahari	MSB
14.	Nadia Nurjannah	NN
15.	Novia Dwi Yanti	NDY
16.	Novi Ramadhani	NR
17.	Nurul Oktavia Sari	NOS

18.	Ricky Triwijaya S.	RTS
19.	Rina Ayu Ningsih	RAN
20.	Rio Ahmad Pramuja	RAP
21.	Ririn Annisa	RA
22.	Rizky Azhari	RAI
23.	Rizky Ramadhan	RR
24.	Robby Mahendra	RM
25.	Sarah	SH
26.	Siti Ramadhani	SR
27.	Teguh Abdi Maulana	TAM
28.	Yusfa Nanda Lestari	YNL
29.	Zuraidah	ZH

Appendix 6

The Students' Score in Pre-Test, Cycle I and Cycle II

No.	The Students' Initial	The Students' score in Pre-test	The Students' score in Cycle I	The Students' score in Cycle II
1.	AA	70	90	100
2.	DW	70	80	100
3.	DR	50	70	80
4.	DPH	40	60	100
5.	EAL	40	50	80
6.	FS	50	60	90
7.	FU	50	50	100
8.	IGR	70	80	100
9.	IZU	40	50	80
10.	KC	70	80	80
11.	LY	40	40	80
12.	MHS	70	80	100
13.	MSB	60	80	80
14.	NN	30	40	80
15.	NDY	50	70	80
16.	NR	60	80	100
17.	NOS	50	50	80
18.	RTS	40	50	100
19.	RAN	50	80	100
20.	RAP	60	80	80

21.	RA	40	60	80
22.	RAI	70	80	100
23.	RR	40	60	90
24.	RM	40	50	90
25.	SH	70	80	100
26.	SR	40	50	80
27.	TAM	50	80	90
28.	YNL	50	60	80
29.	ZH	30	50	90
	∑X=	**1490**	**1890**	**2590**
	X=	**51.38**	**65.17**	**89.31**

From the table above, it could be seen from the mean of the students score during the research, the researcher applied the following formula:

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

Where:

X   : The mean of the students

∑x   : The total score

N   : The total number of students

From the table score above, it could be concluded that there was improvement students' reading achievement in pre-test, cycle 1 and cycle 2.

In pre-test, the total score of the students was 1490 and the number of the students was 29, so the mean was:

$$X = \frac{1890}{29} \times 100\% = 51.38$$

In cycle 1, the total score of the students was 1890 and the number of the students was 29, so the mean was:

$$X = \frac{1890}{29} \text{ x } 100\% = 65.17$$

In cycle 2, the total score was 2590 and the number of the students was 29, so the mean was:

$$X = \frac{2590}{29} \text{ x } 100\% = 89.31$$

Students' Score Up to   75 Point in Pre-Test, Cycle I and Cycle II

Test	Students' Score Up to 75 Point	Percentage
Pre-test	0	0%
Cycle 1	12	41,38%
Cycle 2	29	100%

To categorize the number of master students the researcher used the following formula:

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P0 = \frac{0}{29} \text{ x } 100\% = 0\%$$

$$P1 = \frac{12}{29} \text{ x } 100\% = 41,38\%$$

$$P2 = \frac{29}{29} \text{ x } 100\% = 100\%$$

Where:

P   : the percentage of students getting score ≥ 75

R   : the number of the students who getting point ≥ 75

T   : the total number of the students who did the test

P1 : the percentage of the students who get point 75 to 100 in cycle 1

P2 : the percentage of the students who get point 75 to 100 in cycle 2

The Students' Answer Sheet in Pre-Test, Cycle I, and Cycle II

Name : ABDUL AZIZ

Class : XI -IPA

I. Choose the right answer by crossing (X) A, B, C, D, or E !

No.	Options				
1.	X	B	C	D	E
2.	X	B	C	D	E
3.	A	X	C	D	E
4.	X	B	C	D	E
5.	A	B	C	D	X
6.	A	B	X	D	E
7.	A	B	X	D	E
8.	A	X	C	D	E
9.	A	B	C	D	X
10.	A	X	C	D	E

Score :

70

STUDENTS'
ANSWER SHEET

Name : ABDUL AZIZ
Class : XI - IPA

I. Choose the right answer by crossing (X) A, B, C, D, or E !

No.	Options				
1.	A	B	X̶C	D	E
2.	A	B	X̶C	D	E
3.	A	B	X̶C	D	E
4.	X̶A	B	C	D	E
5.	A	B	X̶C	D	E
6.	A	X̶B	C	D	E
7.	X̶A	B	C	D	E
8.	X̶A	B	C	D	E
9.	A	X̶B	C	D	E
10.	A	B	C	X̶D	E

Score :

90

STUDENTS'
ANSWER SHEET

Name   : ABDUL AZIZ
Class   : XI – IPA

I. Choose the right answer by crossing (X) A, B, C, D, or E !

No.	Options				
1.	X	B	C	D	E
2.	A	B	X	D	E
3.	A	B	C	D	X
4.	A	B	X	D	E
5.	A	B	C	X	E
6.	A	B	C	D	X
7.	A	X	C	D	E
8.	X	B	C	D	E
9.	A	B	C	X	E
10.	A	X	C	D	E

Score :

100

Appendix 8

Documentation of Research

Learning Process in Cycle I

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

The teacher guided the students to did their RAP Strategy in group

Students presented their paraphrasing

Learning Process in Cycle II

The teacher asked their opinion that was in the picture related to the text to be given.

Students discussed in did the RAP Strategy

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Students presented their paraphrasing

CURRICULUM VITAE

Name	: Ayu Kumala Dewi
Place and Date Birth	: Medan, 08 August 1996
Age	: 21 Years old
Gender	: Female
Nationality	: Indonesian
Religion	: Islam
Marital status	: Not Married
Address	: Dusun Benteng Sari Kec. Padang Tualang Kab. Langkat
Phone Number	: 0853-6158-4974
Email	: ayukumaladewi0508@gmail.com

Parents' Name

Father	: SURIONO
Mother	: SUDARMI
Address	: Dusun Benteng Sari Kec. Padang Tualang Kab. Langkat

Education

2002 – 2008	: SD Negeri 050673 Medan
2008 - 2011	: SMP Negeri 1 Sawit Seberang
2011 - 2014	: SMA Negeri 1 Padang Tualang
2014 – 2018	: Students of English Department Faculty of Teacher Training and Education, Umsu 2018 Until Reaching The Degree of Sarjana