

**THE EFFECT OF RAP (Read Ask and Paraphrase) STRATEGY ON
STUDENTS' ACHIEVEMENT READING COMPREHENSION IN
NARRATIVE TEXT**

SKRIPSI

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

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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MAJELIS PENDIDIKAN TINGGI
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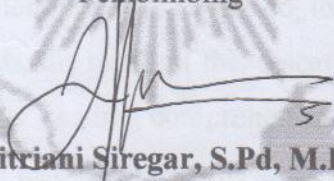
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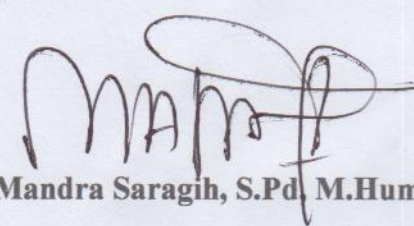

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ABSTRACT

Mentari, Syahfitri. 1302050248. The Effect of RAP (Read Ask Paraphrase) on Students' Achievement Reading Comprehension in Narrative Text at Eight Grade of SMPN 42 Medan at Academic Years 2017/2018. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara Medan 2017.

This research aimed to find out investigate based on objective of the study of the students' reading comprehension. The sample of this research was eight grade of SMPN 42 Medan Titipapan at Academic Year 2017/2018. It consisted of two classes included of experimental group was 28 students and control group was 28 students as respondents. This research was conducted by using quantitative experimental research. The instrument of the research was multiple choice tests including pre-test and post-test. The result of this research was the mean score of pre-test in experimental group was 51 and the mean score of post-test was 75. Meanwhile, mean of pre-test in control group was 51 and mean of post-test was 58. Thus, the t-test in this research was 12.06 and the t-table was 2.06 which used 0.05 as the significant level of this research. Because the t-test value is higher than the t-table ($12.06 > 2.06$) so, the result of this research was H_a is accepted. In other words, the result of this research, it can be concluded that rap strategy can effect students' reading comprehension on narrative text. Indeed, it is recommended for English teacher to use this strategy in teaching reading.

Keyword: RAP, Reading, and Comprehension

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Assalamu'alaikumWr. Wb

In the name of Allah SWT, the Most Gracious, and Most Merciful, who has given bless and prosperity to all of us without any dicrimination. The researcher would like to thanks Him because only with his bless the researcher finally could complete my study. Greeting and congratulations may be granted to our prophet Muhammad SAW as the man who has guided human beings from the darkness into the brightness.

The aim of writing of the thesis entitled *The Effect of RAP (Read Ask Paraphrase) Strategy on Students' Achievement Reading Comprehension in Narrative Text at Eight Grade of SMP NEGERI 42MEDAN* In writing this thesis, there were many difficulties and problems faced by the writer and without much help from the following people, it may be impossible to finish this research.

Especially for her beloved parents, Ayanda **H.Syahrul** and Ibunda **H.Nurlen**, who always give her love, support, advice, material help and prayer during, before and after her academic year in completing her study in UMSU.

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Finally, the researcher realizes that this study is still far for being perfect, but she hopes that this study will be useful for the readers especially students of English Education Program. May Allah SWT bless all of us. Amin

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is not only considered as an important activity because it promotes better spelling, writing, reading comprehension, and more advanced vocabulary in language acquisition, but it is also considered as an important skill because it is necessary in the midst of technological change and an increasingly complex society. Reading is considered as something crucial and indispensable for the student because the success of their study depends on the greater part of their ability to read. (Harmer, 2007; 99-101), if their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

In the foreign language learning, reading is a skill that teachers expect learners to acquire. It is argued as the most essential skill for success in all educational contexts. (H. Douglas Brown, 2004; 185). The act of reading cannot be separated from comprehension. The student cannot achieve their academic success without comprehending the text, the student should be monitored by their teacher, hence the way to teach comprehension should be well understood by the teacher.

Comprehension is the main goal of reading. Since the reading skill is very important, the teacher's attempts to help the students to be able to read and comprehend the text. The learners have to be able to discover the meaning which is the purpose of the text. The learners need to construct the meaning of the text

by analyzing, learning, and organizing the information that is logic to the learners. In teaching reading skill, the teachers have to be able to help the students to read and comprehend the text. The teachers need to lead the students to know the purpose of the text, how the sentences are connected each other in order to comprehend the content of the text. Mostly teachers taught reading skill with conventional strategy, they just asked the students to read the text and answer the questions from the text then. This teaching way makes the condition of the class bored. So, the teacher needs to make the students to be more active in comprehending the text.

Based on the writer's observation when writer asks to some teachers in senior high school, students and writer had difficulties to understand the text well. They were unable to understand the purpose of the text because they were unable to comprehend the text and lacked of vocabulary. And for the result the students were unable to answer the questions at the end of the chapter and from the teacher as well. Therefore, they had low score.

According to JanetteK.klingner 2007, developed and evaluated the effectiveness of the paraphrasing strategy for use with expository or informational texts. First students read the paragraph and think about what it means while reading. Then they ask them selves to identify the main idea of the paragraph. Finally they put the main idea and supporting details into their own words.

According to suwanto 2014, his research selected by using the cluster random sampling technique for determining the experimental and control groups. The data collected by using a test measure abilities in literal and inferential comprehension on English reading, and a questionnaire using the like scale to

measure reading interest using four alternative answer by consideration to find accurate data. The data analysis techniques employed the multivariate analysis of covariance and regression. The result of his study are follows, there is a effectiveness paraphrasing strategy measured by seeing reading interest in the literal and inferential reading comprehension abilities by itself and both of them. And I took a reading comprehension in the narrative, because to facilitate student understanding in the form of a narrative text to read because they do not understand the text in a paragraph of narrative text.

In order to make the teaching proces interesting and the purpose of the teaching learning process reached, the teacher need a special strategy. The purpose of using it is to make the students easy to learn and understand the lesson. Besides making the student easier to comprehend, using a strategy in comprehending a text can make the teaching learning process more effective and make the students more active. There are many strategies to interact and improve the achievement of student's reading comprehension. There is want to use RAP strategy in teaching reading comprehension so that we know there is a significant effect of using RAP strategy on the students' achievement in reading comprehension or not.

The RAP strategy stands for Read, Ask, and Paraphrase. This strategy can increase the ability of the students to comprehend the text and also make the students easy to grasp the information from the text. In comprehending the text using RAP strategy the students not only know how to comprehend but also help the students to be more active and critics in comprehending a text. The usage of RAP strategy is not general in Indonesia. So, that is one of the reasons why the

writer want to conduct this study. The implementation of RAP strategy will be tested to see if it increases the student's comprehension. However, in the context of teaching reading comprehension the effectiveness of the evidence above need to be found. To gain the evidences, the writer needs to be conducted. So, the title of writer's thesis is about: "The Effect of RAP (Read Ask and Paraphrase) Strategy on Students Achievement Reading Comprehension In Narrative Text".

B. Identification of the problem

The problem of the study is identified follows:

1. The students is not able to arrange to words become a good sentences.
2. The student ability in reading paragraph still low because their vocabulary is limited.
3. The student lack of motivation to study.

C. The scope of limitation

Based on the identification of the problem stated above. This research focus on reading comprehension, and research limits of reading narrative text.

D. The Formulation Of The Problem

The problem of the study will be formulated as the following:

"Is there any significant effect of using reading, asking, and paraphrasing strategy on the students' achievement in reading comprehension?"

E. The Objective of the Study

This study is conducted “to investigate the significant effect of using Read, Ask, Paraphrase strategy on the students’ achievement in reading comprehension”.

F. The Significance of the Study

The results of the study are expected to be meaningful for:

1. Theoretically

This research could add the current literatures of RAP strategy improving reading comprehension ability especially in the juniorhigh school

2. Practically

- a. For teachers, to increase the teaching ability to be more creative in teaching reading comprehension.
- b. For readers, it can be used as an input for other researchers who interested in the similar field to enrich and enlarge the knowledge of teaching English, especially in teaching reading comprehension strategy.
- c. The students, to give them information of reading comprehension strategy which can increase their ability in comprehending.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

According to Urganhat and Weir in William's book entitled reading is a second language (2010; 140), reading is the process of receiving and interpreting information encoded in language from via the medium of print. Reading is complex information processing skill in which the reader interacts with text in order to recreate meaningful discourse. The goal of reading program is develop fluent, independent readers who set their own go also and strategies for reading.

Based on the definition previously, reading is a process when the student gets information from the writer.

2. Comprehension

Comprehension is an active process that involves the child integration of prior knowledge with information the text in order to comprehend the text. Among the major goals of reading instruction today is the development of learner who understand. Students need these abilities to understand concept presented to print, to think about material, read and to use, that which is read for relevant purpose.

Heiman and Blair (2005: 237) states "comprehension" is a multifaceted process by a variety of factor". Among the major goals of reading instruction today is the development of learners who understand. Student need these abilities:

to understand concept presented in print, to think about the material read, and for use that which is read for relevant purpose.

Successful comprehension involve to readers meaning needed to achieve a particular process of information. Solving the problem through reading the comprehension of written language involves knowledge of vocabulary is which situation in which language is use. In order words comprehension in the combination of knowledge is structure and vocabulary is which situation on largely because the some structure, or vocabulary or the combination of them might have different meaning in different situation. So the vocabulary is important thing, without vocabulary, the student are not able to understand the topic of the paragraph.

3. Reading Comprehension

In handbook of reading research, pressley (2000: 45) says that reading is often thought of as a hierarchy of skill, from processing of individual letters and their associated sound to recognition of individual words to the understanding of sentences in paragraph as part of much longer text. There is instruction at all of these levels that can be carried out so as to increase student understanding of what is read.

Petter (2010:6) stated that reading comprehension can be viewed from two terms. They are reading and comprehension. The term “reading” has two meanings. That is the first meaning deals with a product, reading means the way in which something is interpreted and understood.

Based on definition of peter, reading comprehension is understanding a text that is read or the process of “contruction process” because it involves all of the elements of reading process working together as a text is read to create representation of the text in the reader’s mind.

4. Level of Reading Comprehension

Burn, Roe, and Ross in Rokayah (2015) point out that there are four levels of comprehension namely :

1. Literal comprehension

Literal comprehension is the most obvious comprehension at this leel involves surface meaning. At this level, teacher can ask students to find the information and ideas that arespecially stated in the text. Reading for literal comprehension which the involves acquires their information that is directly stated in the a selection.

2. Interpretative comprehension

Interpretative reading involves reading between the lines making inferences. It is the process of driving idea that are implied rather than directly stated, at this level, the readers go beyond what is said and read for deeper meaning. They must be able to freak critically and analyzed carefully what they have read. Readers need to able to see relationship among ideas.

3. Critical comprehension

Critical reading is evaluating within material comparing the ideas discovered in the material with known standard the drawing conclusion about the

accuracy appropriateness and timelines. Critical comprehension refers to the ability judgment about idea and information writers offers.

4. Creative comprehension

It's concerned with the production of new ideas, the development of insight, fresh approaches and original construct.

In this study there will be limited and focused on literal and interpretive comprehension because of based on curriculum that both these levels appropriate for the student in order student can understand about reading material and achieve literal and interpretive comprehension.

5. Narrative Paragraph

Narrative paragraph tell a story, something happens first, second, third, etc. narrative paragraph are used in fiction as a writer describes the unfolding of events, but they are also found when describing any actual sequence of activity. Because narrative paragraph resemble fiction (an untrue story) you have a little more freedom to write the story in the style you prefer. This is known as artistic freedom or artistic license. You can use the first person narrative style and include words that clearly refer to you (I, me, my, mine, etc). or you can try to tell the story from a purely objective point of view that is not personal, but gives a straight-forward, factual account of what happened.

6. RAP (Read, Ask, Paraphrase)

a. Read

One paragraph of the text is read a time. Reading may be done by the facilitator, but it is more effective if the student completes the reading.

b. Ask

Ask oneself what the main idea is the next step involves the reader asking him or herself what the main idea of the paragraph. He/she should also identify details supporting the main idea.

c. Paraphrasing

The information is then paraphrased into the reader's own words and recorded on paper or audio tape. Written material from several paragraphs should be organized using outlines, word maps, matrices, or other organizational tools.

7. Procedures of Applying RAP in Teaching Reading

1. Read a Paragraph

2. Ask students to (a) What are the main idea and details of this paragraph? If you're not sure, complete the following, (b) This paragraph is about, (c) it tells me about, (d) If you need more information, (e) Look in the first sentence of the paragraph, (f) Look for information that is repeated with the same word or word in more than one place, (g) Identify what the details describe or explain.

3. Put the main idea and details into student's own words to (a) Must be a complete sentence (subject and verb), (b) Must be accurate, (c) Must

contain new information, (d) Must be in your own words, (e) Must contain only one general statement per paragraph.

8. Conventional Method

That is the teaching method commonly used by teachers or often called traditional methods. The conventional teaching methods include:

Lecture method, by way of delivering the material orally by the teacher in front of the class, the role of the pupil as the recipient of the message, listening, taking note and recording teacher's information when needed. For the use of lecture methods it is necessary to note the following matters;

Using simple, clear, and easily understood words by students when explaining. Use or utilize visualization tools, such as whiteboards or other equipment available to explain the subject matter. Repeating clearly used words or terms may help students with less or less ability and capability. Detailing the material delivered by illustrating, linking the material with concrete examples. Seeing as much feedback as possible during the lecture Conducting recapitulation and repeating the formulas that are considered important. What is meant here is recapitulation recall with examples, explanations, facts, and forth.

Method of discussion, this method is intended to be able to stimulate students in learning and thinking critically and expressed his opinion rationally and objectively in solving a problem.

Involve students actively in discussions held. It requires order and regularity in expressing opinion in rotation led by a chairman or moderator The issues discussed are tailored to the child's development and abilities Teachers try

to encourage their less active students to express their opinions. Students are accustomed to appreciate the opinions of others in agreeing or opposing opinions. The rules of the course of the discussion should be explained to the students who are still unfamiliar with the discussion.

Question and answer method. When conducting questioning, the teacher asks questions or the students are given the opportunity to ask first at the start of the lesson.

8.1 Advantages

According to (Wasno, 2009: 28) Advantages of conventional learning methods are: (a) Convey information quickly, (b) Generate interest in information retrieval, (c) Easy to use in teaching and learning process.

8.2 Disadvantages

The downside of conventional learning methods to (a) Not all students can be maxed out with learning models listening only to lectures, (b) Students become passive in this learning model. This is because students only listen to the teacher's lecture, (c) This learning model tends to group students, (d) More emphasis on results than the process, (e) Material obtained easily forgotten.

That is the advantage and also the weaknesses that exist in conventional learning methods.

8.3 Procedure of Applying Conventional Method in Teaching Reading

The learning steps with the conventional learning approach are as follows:

1. Teacher gives apperception to student and gives motivation to student
2. Teacher explains the teaching material verbally
3. Teachers provide examples as illustrations of what is being explained and also to deepen understanding, teachers provide direct examples of things, people, places, or indirect examples, such as models, miniatures, photographs, drawings on the board and partly. The examples are as far as possible taken from the environment of everyday life of the students.
4. The teacher provides an opportunity for students to ask questions and answer questions
5. Teachers assign tasks to students who are in accordance with the material and examples of questions that have been given
6. The teacher confirms the task that the student has done master deduces the core of the lesson

9. Conceptual Framework

Reading is important process for the students in all field and also reading is one of the most important subjects in English. Many kinds of the way to increase the students' achievement in reading comprehension. Through reading, the student can obtain some information they need every day. In order to get best outcome in the process of reading, the student should have a good ability to comprehend the text they read. In reading comprehension from the lower into

higher. The teacher can use methods, technique and strategies in teaching reading comprehension.

This research will be conducted to determine whether RAP strategy can influence in teaching narrative text. RAP strategy is suitable to be applied in teaching process. It can improve achievement in reading narrative text because this strategy helps the student to explore their idea.

So by using RAP strategy students are able to clarify the meaning of the text that they read. It is easy for the students to internalize the information comprehensively, the students reading comprehension achievement can be increased. The more students' read the text for doing RAP strategy, the more they are able to increase their reading comprehension achievement.

English teacher should try to find out good strategy in order to make better result. Reading is one of the important skills which have to be learned by the students in order to master English well.

10. Hypothesis

There are hypothesis used in this research, those are:

H₀ : There is no any result of the effect of read, ask, and paraphrase (rap)

strategy on students comprehension in reading narrative text, eight grade?

H_a : There is any result of the effect of read, ask, and paraphrase (rap) strategy on students' comprehension in reading narrative text, eight grade?

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMPN 42 Medan, Jl. Platina III, TitiPapan Medan Deli, at Academic years 2017-2018. The reason to choose this school as a location of this research because the research had been found some problems faced by student especially in reading, many students was still low in reading comprehension. Based on previous observation conducted during teaching process at the school, it indicates that new way on technique and learning in needed.

B. Population and Sample

1. Population

The population of the research was be taken from the student of eight grade student SMPN42 Medan in academic year 2017/2018, which consist of two classes VIII-A and VIII-B. VIII-A consist 28 student and VIII-B consist of 28 students. So the total number of populations are 202 students.

Table 3.1
The population of the third grade student

No	Class	Population
1	VIII-A	28
2	VIII- B	28
3	VIII-C	30
4	VIII-D	29
5	VIII-E	30
6	VIII-F	29
7	VIII-G	28
Total		202

2. Sample

In this research, the research was taken all of the population as the sample. There are 56 student as sample. They were decided in two group, experimental group and control group. A total sampling were the population, there are 56 student as the sample which was divided in two groups: Experimental group and the control group. And it can be seen from the following table.

Table 3.2
The sample of the third grade student

No	Class	Population
1	VIII-A	28
2	VIII- B	28
Total		56

C. The Research Design

The research was conducted an experimental research design, which consist of two groups namely experimental group and control group. The experimental has taught by using RAP strategy. The design of this research can be showed bellow:

Table 3.3
The Research Design

NO	Group	Pre-test	Treatment	Post-test
1	Experimental	✓	✓	✓
2	Control	✓	-	✓

Pre-test is a give to experimental group, the the experimental has taught by using RAP strategy in reading comprehension, while the control group was taught without by using RAP strategy, then the experimental and control group was gave the treatment.

The procedure of research is divided into three components, they are pretest, treatment, and post-test.

1. Pre-test

The pre-test has conducted to both classes (control group and experimental group) before the treatment or teaching presentation. The students will be given essay test about reading comprehension as the score each group. The teacher give a pre-test to both of classes, in the pre-test the student asked and answer some question based on the understanding about reading comprehension.

2. Treatment

Treatment has given after the pre-test scores. Both of groups was taught by using some skills, that is writing skill but in different treatment. Treatment which was given in the experimental group is RAP strategy, and the control group was taught without by using RAP strategy. The steps of treatment of experimental group is shown as follow:

3. Post-test

After doing the treatment, experimental and control group was given, the post test with the same test as pre-test. The post test was the final test in this research, especially in measuring the treatment whether it was significant or not significant, it means to know whether treatment gabe effect or not on the students' achievement in reading comprehension.

D. Instrumen of the Research

In collecting the data in this research was multiple choice test, with four options (a,b,c,d). there were 20 items to answer and the score for each correct

answer was score 1 and the wrong answer was score 0, the time was given in 60 minutes. The highest score was score 100.

E. The Technique for Collecting Data

To collect the data of the research, the research used some steps:

1. Giving Pre-test to Experimental group and Control group by giving a multiple choice test to the student.
2. Teaching the control group by conventional method.
3. Teaching the experimental group by applying RAP (Read Ask Paraphrase) method.
4. Giving Post-test to experimental group and control group.
5. Scoring the students' answer of two group.

F. The Technique of Analyzing Data

After collecting the data from the test, the data was analyzed by following procedure:

1. Giving the score based on the criteria of measurement which involving four indicators of pronunciation ability. According to Brown (2008:124-125) In scoring the students' Pronunciation achievement namely Intelligibility, fluency, accuracy, and native like.
2. Tabulating the students' score in pre-test and post-test.
3. Providing the hypothesis of the research, the data is analyzed by applying formula as the following:
4. Finding the calculation standard deviation by formula (Sugiyono, 2010:183)

$$S_1^2 = \frac{n_1(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1-1)} \quad \text{(for experimental group)}$$

$$S_2^2 = \frac{n_2(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2-1)} \quad \text{(for control group)}$$

Where:

N = Total sample

X_1 = Mean score of experimental group post –test

X_2 = Mean score of control group post- test (control group)

X_1^2 = Quadrate of posttest (experimental group)

X_2^2 = Quadrate of posttest (control group)

$\sum X_1$ = Total of value in post-test (experimental group)

$\sum X_2$ = Total of value in post-test (control group)

$\sum X_1^2$ = Total of quadrate in post-test (experimental group)

$\sum X_2^2$ = Total of quadrate in post-test (control group)

5. Determine coefficient r

$$R_{xy} = \frac{n \sum xiyi - (\sum xi)(\sum yi)}{\sqrt{\{n \sum xi^2 - (xi)^2\}\{n \sum yi^2 - (yi)^2\}}}$$

Where:

R : correlation of product moment

X = variable independent score

Y = variable dependent score

\sum = sum of numbers

6. Testing Hypothesis (Sugiyono 2010 : 188)

$$t = \frac{\bar{X}_1 - \bar{Y}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

Where:

t = t-test

n = total sample

r = correlation of product moment

\bar{y} = mean of variable dependent score

\bar{x} = mean variable independent score

S_1 = Standard deviation of experimental group

S_2 = Standard deviation of control group

7. Determine percentage the effect of X variable toward Y Variable by using determination formula:

$$D = (r_{xy})^2 \times 100\%$$

Where :

D = Determine of percentage the effect

$(r_{xy})^2$ = Correlation of variable X and Y

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test scores. This research took place at SMPN 42 Medan. The samples were conducted in two classes, they are experimental class which was applied by RAP (Read Ask Paraphrase) strategy and control group was applied by conventional method. The cumulative scored of each students was based on two indicators: Pre-test and Pro-test.

The following were students' scores on the pre-test and post-test of the control group and experiment group.

Based on the table above, could be seen that after pre-test of control group, the students who got the good score or got the complete score only students, the majority of students in the pre-test of control group gotten low score. These caseproved that 98,99% in pre-test of Control group, the students unable in reading comprehension. The following table explained students 'score on the pre-test of experimental group.

Table 4.1
The Score of Pre-test of Control Group

No	Students' Initial Names	The Indicators	
		Pre-Test	Post-Test
1	ARAW	45	50
2	AA	55	65
3	ABP	60	65
4	AL	55	65
5	AAH	55	65
6	AS	45	60
7	BH	70	75
8	BJG	80	80
9	CM	45	50
10	DSS	55	60
11	DSM	65	65

12	EAS	55	60
13	HB	55	60
14	ISBP	50	55
15	IAN	55	55
16	KK	50	50
17	KNG	60	60
18	NFN	55	60
19	NA	55	60
20	NA	75	75
21	PCD	40	45
22	PDP	45	45
23	PH	40	40
24	RJ	50	60
25	RS	40	40
26	RFM	50	60
27	RRS	45	55
28	RS	45	45
Total		1450	1625

Table 4.2
The Score Pre-Test of Experimental Group

No	Students' Initial Names	The Indicators	
		Pre-Test	Post-Test
1	ADW	30	60
2	APH	50	80
3	AA	50	76
4	AN	60	60
5	AR	75	84
6	BYP	84	80
7	CA	55	60
8	DT	45	75
9	DJ	30	65
10	DA	40	70
11	ERH	45	65
12	FA	45	84
13	FA	50	75
14	IS	55	80
15	MB	60	90
16	MR	30	70
17	MA	50	60
18	NF	45	60
19	NS	35	65
20	NA	70	80
21	RR	35	60
22	RK	87	77
23	RR	79	70

24	S	40	90
25	SL	45	97
26	SN	40	78
27	S	40	84
28	TK	50	60
Total		1450	2055
Mean		51	75

Based on the table above, could be seen that after did the pre-test of experiment group had known the students who got highest score or good score only were 5 students. From these result was proved that 96,99% the students were categorized still unable to reading comprehension. The following were table students 'score on the post-test of control group.

Table. 4.3
The Score Post-test of Control Group

No	Student's Initial Names	The Indicators				The Score
		LC	IC	CC	CV	
1	ARAW	15	10	10	10	45
2	AA	15	15	15	10	55
3	ABP	20	15	15	10	60
4	AL	20	15	10	10	55
5	AAH	15	20	10	10	55
6	AS	10	10	15	10	45
7	BH	20	20	15	15	70
8	BJG	20	20	20	20	80
9	CM	15	10	15	5	45
10	DSS	15	15	15	10	55
11	DSM	20	15	15	15	65
12	EAS	15	15	15	10	55
13	HB	10	15	15	15	55
14	ISBP	15	15	10	10	50
15	IAN	15	15	15	10	55
16	KK	15	10	15	10	50
17	KNG	20	15	15	10	60
18	NFN	15	15	15	10	55
19	NA	15	15	15	10	55
20	NP	20	20	20	15	75
21	PCD	10	10	10	10	40

22	PDP	10	15	10	10	45
23	PH	10	15	10	5	40
24	RJ	15	10	15	10	50
25	RS	10	10	10	10	40
26	RFM	15	10	15	10	50
27	RRS	15	15	10	5	45
28	RS	10	15	10	10	45
Total						1450

Based on the table above, explained that after did the post-test of control group. The students who were able in achieved the highest score only 3 students and majority of students got the score 60, 65. So the result of the post test in the control group these, explained the students still werenot there development in the reading achievement such as hoped by researcher. The following were tabling the students 'score on the post-test of experimental group.

Table. 4.4
The Score Post-test of Experimental Group

No	Student's Initial Names	The Indicators				The Score
		LC	IC	CC	CVS	
1	ADW	15	15	20	10	60
2	APH	20	20	20	20	80
3	AA	20	20	18	18	76
4	AN	15	15	15	15	60
5	AR	24	20	20	20	84
6	BYP	20	20	20	20	80
7	CA	15	15	15	15	60
8	DT	20	20	20	15	75
9	DJ	20	15	15	15	65
10	DA	20	20	15	55	70
11	ERH	20	15	15	15	65
12	FA	24	20	20	20	84
13	FA	20	20	25	15	75
14	IS	20	20	20	20	80
15	MB	20	20	25	25	90
16	MR	20	20	15	15	70
17	MA	20	15	15	10	60
18	NF	20	15	15	10	60
19	NS	20	15	15	15	65
20	NA	20	20	20	20	80

21	RR	15	20	15	10	60
22	RK	20	20	19	18	77
23	RR	20	20	15	15	70
24	S	25	25	20	20	90
25	SL	25	24	24	24	97
26	SN	23	20	20	15	78
27	S	20	24	20	20	84
28	TK	15	15	15	15	60
Total		2055				

Based on the table score of post-test experimental group above, it could be explained that after the post-test of experimental group by using direct RAP strategy, majority of the students had gotten the best score in post-test of experimental group. The students got the best score were 18 students and 10 students gotten the low score or middle score, the result post-test of experimental group these could categorized 60% the students able in reading comprehension, these case proved that there was effect on the students' ability in reading comprehension. The following table were students' result on the pre-test and post-test in control group.

Table 4.5
The Result of the Pre-Test and Post-Test in Control Group

No	Students' Initial Names	The Scores	
		Pre-Test	Post-Test
1	ARAW	45	50
2	AA	55	65
3	ABP	60	65
4	AL	55	65
5	AAH	55	65
6	AS	45	60
7	BH	70	75
8	BJG	80	80
9	CM	45	50
10	DSS	55	60
11	DSM	65	65
12	EAS	55	60
13	HB	55	60

14	ISBP	50	55
15	IAN	55	55
16	KK	50	50
17	KNG	60	60
18	NFN	55	60
19	NA	55	60
20	NA	75	75
21	PCD	40	45
22	PDP	45	45
23	PH	40	40
24	RJ	50	60
25	RS	40	40
26	RFM	50	60
27	RRS	45	55
28	RS	45	45
Total		1450	1625
Mean		51	58

Based on the table above or table 4.5 showed that the mean of Pre-test in control group was 51 and the mean of Post-test in control group was 58. There were comparison mean scores of the pre-test and post-test of control group. From the result explained that the point had gotten by the pre-test and post-test difference 7 point. The Highest score in Pre-test and post-test of the control group was 80 and the lowest score was 40. In this case, it proved that the result of pre-test and post-test control in the students' reading still not maximal. The following table were students' result on the pre-test and post-test in experimental group.

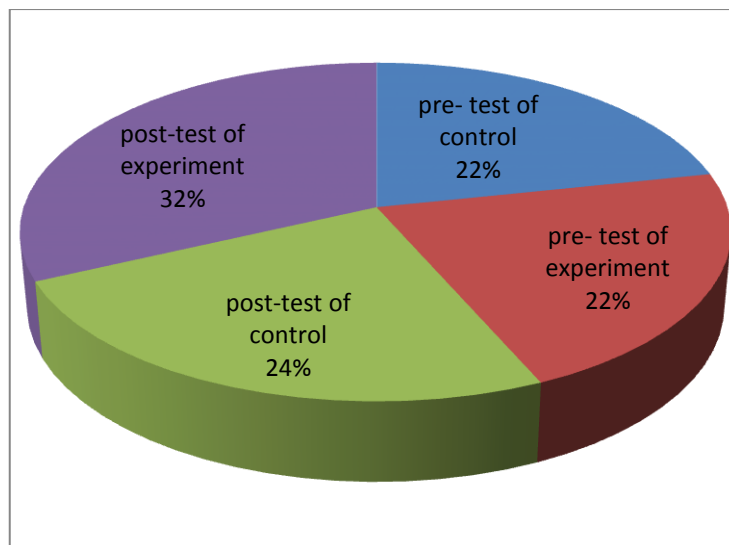
Table 4.6
The Result of the Pre-Test and Post-Test in Experimental Group

No	Students' Initial Names	The Scores	
		Pre-Test	Post-Test
1	ADW	30	60
2	APH	50	80
3	AA	50	76
4	AN	60	60
5	AR	75	84
6	BYP	84	80
7	CA	55	60
8	DT	45	75

9	DJ	30	65
10	DA	40	70
11	ERH	45	65
12	FA	45	84
13	FA	50	75
14	IS	55	80
15	MB	60	90
16	MR	30	70
17	MA	50	60
18	NF	45	60
19	NS	35	65
20	NA	70	80
21	RR	35	60
22	RK	87	77
23	RR	79	70
24	S	40	90
25	SL	45	97
26	SN	40	78
27	S	40	84
28	TK	50	60
Total		1450	2055
Mean		51	75

Based on the table above or table 4.6 showed that the mean of Pre-test in experimental was 51 and the mean of Post-test was 75. There was comparison scores of the pre-test and post-test of experimental. From these result explained that the score had gotten by the pre-test and post-test difference 24 point. The highest score in Pre-test of the experimental group was 79. While the highest score in post-test of experimental group was 97. In this case proved the result of pre-test and post-test in experimental was efficient on the students' reading comprehension. The gotten score in students' reading had calculated based on score of read after known the score of pre-test and post-test in the control group and experimental group. The next step it's know the result of percentage each test by using the pie diagram. The following picture's pie diagram the result percentage of pre-test and post-test in experimental group and control group.

The Result Percentage of Pre-test and Post-test in Control Group and Experimental group by the Pie Diagram Picture



Based on the pie diagram above, could seen that the gotten score of percentage by each test have increased in every test it .the result of percentage in the pre-test of control group were 22%, and the result of percentage in the pre-test of experimental group were 22 % also. While the result of percentage in the post-test of control group were 24%, and the result of percentage in the post-test of experimental group were 32%. From the result each test could see results of percentages in each test has the difference result, the highest percentage's result was the result of percentage in the post-test of experimental group. Which the post-test of experimental group was find out by using the treatment rap strategy. These case provide that there was achievement in the students' reading comprehension that efficient on the result of percentage in the post-test of experimental group.

B. Data Analysis

After scoring and listing the students' pre-test and post-test scores, the next step was analyzing the data by measuring the mean score of experimental and control group. From The result of the test in the table 4.5 and 4.6 the data was collected to find out whether the effect of RAP (read ask paraphrase) strategy the students' achievement in reading comprehension. The collected data were analyzed by using t-test independent sample formula. From the result of the test in experimental group the highest score of the post-test was 90, and the test in control group the highest score of the post-test was 80. By firstly finding out the standard deviation of the post-test between experimental and control group by using the formula:

$$S_1^2 = \frac{n_1(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1-1)} \quad \text{(for experimental group)}$$

$$S_2^2 = \frac{n_2(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2-1)} \quad \text{(for control group)}$$

In calculating the standard deviation, the table of the scores should be changed into the table of the calculating of standard deviation. It can be seen in table 4.7 below.

Table 4.7
The Calculation Table of Standard Deviation

No	X ₁	X ₂	X ₁ ²	X ₂ ²
1	60	50	3600	2500
2	80	65	6400	4225
3	76	65	5776	4225
4	60	65	3600	4225
5	84	65	7056	4225
6	80	60	6400	3600
7	60	75	3600	5625
8	75	80	5625	6400
9	65	50	4225	2500
10	70	60	4900	3600
11	65	65	4225	4225

12	84	60	7056	3600
13	75	60	5625	3600
14	80	55	6400	3025
15	90	55	8100	3025
16	70	50	4900	2500
17	60	60	3600	3600
18	60	60	3600	3600
19	65	60	4225	3600
20	80	75	6400	5625
21	60	45	3600	2025
22	77	45	5929	2025
23	70	40	4900	1600
24	90	60	8100	3600
25	97	40	9409	1600
26	78	60	6084	3600
27	87	55	7056	3025
28	60	45	3600	2025
Total	$\sum X_1 = 2055$	$\sum X_2 = 1625$	$\sum X_1^2 = 205645$	$\sum X_2^2 = 95425$
	75	58		

Notes :

X_1 = post- test (experimental group)

X_2 = post- test (control group)

X_1^2 = quadrate of post test (experimental group)

X_2^2 = quadrate of post test (control group)

$\sum X_1$ = total of value in post-test (experimental group)

$\sum X_2$ = total of value in post-test (control group)

$\sum X_1^2$ = total of quadrate in post-test (experimental group)

$\sum X_2^2$ = total of quadrate in post-test (control group)

Based on the table previously, the calculation of standard deviation was as below

For experimental group:

$$S_1^2 = \frac{n_1(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1 - 1)}$$

$$S_1^2 = \frac{28(205645) - (2055)^2}{28(27)}$$

$$S_1^2 = \frac{5758060 - 4223025}{756}$$

$$S_1^2 = \frac{1535035}{756}$$

$$S_1^2 = 20,30$$

For control group :

$$S_2^2 = \frac{n_1(\sum x_2^2) - (\sum x_2)^2}{n_1(n_1-1)}$$

$$S_2^2 = \frac{28(95425) - (1625)^2}{28(27)}$$

$$S_2^2 = \frac{2671900 - 2640625}{756}$$

$$S_2^2 = \frac{31275}{756}$$

$$S_2^2 = 41,36$$

Table 4.8
The Calculation Table

No	X	Y	X_i ($X-\bar{X}$)	Y_i ($Y-\bar{Y}$)	X_i^2	Y_i^2	$X_i Y_i$
1	60	50	-15	-8	225	64	120
2	80	65	5	7	25	49	35
3	76	65	1	7	1	49	7
4	60	65	-15	7	225	49	-105
5	84	65	9	7	81	49	63
6	80	60	5	2	25	4	10
7	60	75	-15	17	225	289	-105
8	75	80	0	22	0	484	0
9	65	50	-10	-8	100	64	80
10	70	60	5	2	25	4	10
11	65	65	-10	7	100	49	-7
12	84	60	9	2	81	4	18
13	75	60	0	2	0	4	0
14	80	55	5	-3	25	9	-15

15	90	55	15	-3	225	9	-45
16	70	50	5	-8	25	64	-40
17	60	60	-15	2	225	4	-30
18	60	60	-15	2	225	4	-30
19	65	60	-10	2	100	4	-20
20	80	75	5	17	25	289	85
21	60	45	-15	-13	225	169	195
22	77	45	2	-13	4	169	-26
23	70	40	5	-18	10	324	-90
24	90	60	15	2	225	4	30
25	97	40	22	-18	484	324	-396
26	78	60	3	2	9	4	6
27	84	55	9	-3	81	9	-27
28	60	45	-15	-14	225	196	210
Tota l	$\sum X$ =2055	$\sum Y = 1624$	$\sum X_i = -$ 15	$\sum y_i = 0$	$\sum X_i^2 = 3$ 206	$\sum y_i^2 =$ 2744	$\sum x_i y_i =$ -130.

Based on the calculation scores experimental and control group that the Sum of calculation table in experimental group was $\sum X = 2055$, $\sum y = 1624$, $\sum X_i = -15$, $\sum y_i = 0$, $\sum X_i^2 = 3206$, $\sum y_i^2 = 2744$ and the result of $\sum x_i y_i = -130$. The table 4.8 previously, calculating table that explained formula for post-test in experimental and post-test in control group was implemented to find t-critical value both groups as the basic to the hypothesis of the research.

The following formula t-test was implating to find out the t-observed value both groups as the basic to test hypothesis of this research.

1. Coefficient r

$$R_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

$$R_{xy} = \frac{28(-130) - (-15)(0)}{\sqrt{\{28(3206) - (-15)^2\} \{28(2744) - (0)^2\}}}$$

$$R_{xy} = \frac{-3640 - 15}{\sqrt{\{(89768) - (225)^2\} \{(13944) - (0)^2\}}}$$

$$R_{xy} = \frac{-3655}{\sqrt{\{89543 - (0)\}\{13944 - (0)\}}}$$

$$R_{xy} = \frac{-3655}{\sqrt{(89,543)(13,944)}}$$

$$R_{xy} = \frac{-3655}{\sqrt{(124,8587592)}} [\]$$

$$R_{xy} = \frac{-3655}{35335,35895}$$

$$R_{xy} = 0,10344$$

2. Testing Hypothesis

$$t = \frac{\bar{X}_1 - \bar{Y}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}}\right) \left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

$$t = \frac{75 - 58}{\sqrt{\frac{20,30}{28} + \frac{41,26}{28} - 0,10344 \left(\frac{4,505}{\sqrt{28}}\right) \left(\frac{6,424}{\sqrt{28}}\right)}}$$

$$t = \frac{17}{\sqrt{\frac{61,56}{28} - (0,206876) \left(\frac{4,505}{5,3}\right) \left(\frac{6,424}{5,3}\right)}}$$

$$t = \frac{17}{\sqrt{(2,19857) - (0,20688) (0,85) (1,212)}}$$

$$t = \frac{17}{\sqrt{(2,19857) - (0,20688) (1,0302)}}$$

$$t = \frac{17}{\sqrt{(2,19857) - (0,21312776)}}$$

$$t = \frac{17}{\sqrt{1,985442224}}$$

$$t = \frac{17}{1,409057211}$$

$$t = 12,06480466$$

3. Determining the Percentage of the Effect

$$\begin{aligned} D &= (r_{xy})^2 \times 100\% \\ &= (0,10344)^2 \times 100\% \\ &= (0,1069983) \times 100\% \\ &= 10,69983\% \end{aligned}$$

the result determining of percentage effect, have known that the Effects of RAP (Read Ask Paraphrase) strategy on students' achievement reading comprehension. The Capability was 10,69983% and 89,3005 % was influenced by others factors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed the data, the conclusion is:

There was significant effect of using RAP on the students' achievement in reading comprehension which was proved from the result of $t_o > t_t (>)$ with $\alpha = 5\%$ and degree of freedom (df) = 60. So it, was means that H_o rejected and H_a accepted.

B. Suggestion

In relation the conclusion before, suggestion are put below:

1. It is suggestion to the English teacher to using RAP strategy in teaching reading especially in paragraph of narrative text because it enables to active the prior knowledge.
2. As English teacher can using RAP strategy to the students because this strategy can help the to find the main idea of paragraph in narrative text.
3. It is suggested to other research who are interested to do research that the use these finding as souce of information for father related studies.

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