THE IMPLEMENTATION OF READ ASK PARAPHRASE (RAP) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXTS AT THE FIRST GRADE OF SMAN 15 BANDAR LAMPUNG

(A Script)

By

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ABSTRACT

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The aims of this study were to find out whether there is a significant improvement of students' reading comprehension achievement after the students were taught through RAP strategy. In addition, this research was conducted to find out which aspect of reading improves the most after the students were taught by using RAP strategy. The research was quantitative research which used one group pre test-post test design.

The population of this research was the first grade students of SMAN 15 Bandar Lampung of academic year 2017/2018. The sample of this reseach was X Science 1 which consisted of 33 students. The research was conducted from January 4th to January 19th 2018. The instrument was reading tests.

The results of this research showed that there was a significant improvement of students' reading comprehension after the students were taught through RAP strategy. It could be seen from the result of the test which showed that the significant level of $p < 0.05$ (p=.000), in which the students' mean score in the pre test was 61.03 increase to 73.76 in post test with 12.73 of gain. The data were analyzed by using t-test in which the significance was determined by $p<0.05$. It is found that RAP strategy can improve students' reading comprehension achievement. The result also showed that main idea is the aspect of reading which improves the most. It can be concluded that RAP strategy improve students' reading ability of descriptive text.

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By:
Retanisa Mentari

A Script

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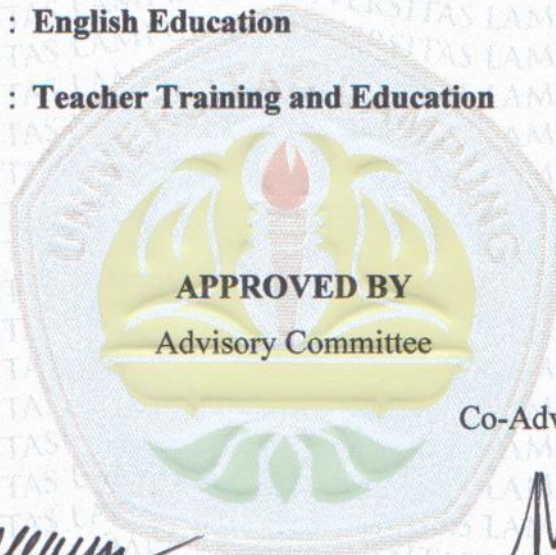
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CURRICULUM VITAE

The researcher's name is Retanisa Mentari. She was born on March 17, 1996 in Palembang. She is the oldest of Laksono Ramdan and Hawaini. She has two younger brothers namely Fachri Pambudi and Tashbir Gufran.

Her educational background started at TK Kesehatan in 2000. She continued her study in SDN 19 Palembang for the first grade and moved to SD Muhamadiyah 6 Palembang in 2002 on her second grade then graduated in 2007. After that, she registered in SMPN 19 Palembang, on the second grade she moved to SMPN 8 Bandar Lampung and graduated in 2010. Then, in 2010, she studied in SMAN 15 Bandar Lampung and graduated in 2013.

In 2013, she was registered as one of students in the Chemistry Educational Study Program at Faculty of Teacher Training and Education Lampung University. In 2014, she decided to move to English Education, precisely in July to September 2017 she carried out a Field Experience Program (PPL) in SMP Sekuting Terpadu Liwa, West Lampung.

DEDICATION

With love and appreciation, this script is proudly dedicated to:
My beloved father, who always loves me, prays for me, gives me encouragement
Laksono Ramdan. My everything, who always supports me, gives me love, and prays
for me in every time, she is my mother named Hawaini.

My beloved brothers, the sweetest things of mine
Fachri Pambudi and Tashbir Gufran.

English Department 2014

My almamater, University of Lampung

MOTTO

Experience is the best teacher.

-Anonymous-

Keep being positive and grateful.

-Retanisa Mentari-

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The researcher hopes that this research would be a positive contribution to the education development, the readers, and the other researchers.

Bandar Lampung, 17 April 2018

The researcher

Retanisa Mentari

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I.   INTRODUCTION

This chapter discusses the following points: introduction deals with background of the research; research questions; objective of the research; uses of the research; scope of the research; and definition of terms.

1.1. Background

English is one of international languages which plays an important role in the world. In Indonesia, it is considered as the first foreign language and taught formally from elementary school up to the university level. Four basic skills in English that should be mastered by the sudents are listening, speaking, reading, and writing. Based on the four language skills, listening and reading are regarded as receptive skills while speaking and writing skills are considered as productive skills. However, reading skill becomes very important in the education field because it helps the students learn to think in English, build English vocabulary, encourage students to focus on grammar and punctuation.

Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge (Mikulecky *et al*, 2011 : 5). Reading is considered as an important aspect for students because it provides many useful informations, therefore students need to be trained so that they could have good reading skills.

Reading is also the most important skill for EFL learners especially in academic context because students need to comprehend and deal with all reading aspects and difficulties. Reading is not a simple subject in learning English, it is difficult to master. This stands to reason for reading involves determining main idea, identifying specific informatios, reference, inference and vocabulary. Having good reading proficiency means that the reader has abilities to understand written statements or any type of written texts accurately and efficiently (Mahfoodh, 2007: 1).

According to Dallman *et al* (1982:23), reading is more than knowing what letters of alphabet stand for; reading involves more than word recognition, and comprehension is an essential of reading that without comprehension, no reading takes place. From the definition above, Dallman intended to clarify that without comprehension, there is no reading. It is impossible that someone reads a text without any purpose. The purpose of reading will be gained if the reader is able to comprehend the text well. One of the purposes of reading is that the reade can get information from the text. The reader is able to understand the messager that the author would like to tell the reader.

Knowing that reading is one of the most important English skills, it becomes a challenge for the English teacher to arouse student's motivation to read. Through reading, the students can improve the other three skills. They can get a lot of informations from the texts they read, then use the informatons to develop and learn other skills. The student's failure in reading when they study at school can be caused by their motivation in studying especially reading. Student's motivation in studying reading is low. Since the motivation is low, so they have some

difficulties in reading comprehension. They cannot comprehend the content of the text well. They cannot grasp the information of the text they read. Since they cannot grasp the information of the text, they are not able to get the main idea of each paragraph they read. The students are also unfamiliar with the word used in the text or they lacking of vocabularies. However, the main factor that causes students uninterested in reading is the technique for teaching reading used by the teachers is not appropriate to their need.

In reading, the students do not only read for comprehending or answering the text, but they should know the meaning of the text they read. There are two types of meanings the text has, explicit meaning and implicit meaning. To know the explicit meaning the students do not need to be confused since it is stated explicitly in the text, but when they want to know about implicit meaning, they must read the text until they really understand and comprehend the text well. It means that to know the implicit meaning of the text the students should comprehend the text they read. When the students cannot comprehend and understand the text well so, they will not be able to comprehend the implicit meaning of the text.

Therefore, teachers should use an appropriate strategy to make the teaching process interesting so that they can achieve the purpose of teaching learning process. The purpose of using strategy 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 various reading strategies that can be used in order to assist the students' comprehension level as the goal

of reading activity. In this study, the writer proposed to complete RAP strategy because it provides meaningful stages; Read the text, Ask the main idea of the text, Put the idea into the reader's own word (RAP).

The RAP strategy can enhance a learner's skills for identifying main ideas, and it can effectively enhance reading comprehension. Watson et al. (2012: 79) stated that the RAP strategy also allows the students to engage in self-questioning by looking at the first sentence and deciding whether or not the sentence highlights the main idea of the paragraph; does it tell what the paragraph is about? If the first sentence is not indicative of the paragraphs main idea, a student must engage in the process of looking for repetitive word patterns. Jitendra and Gajria (2011: 1) indicated that asking one's self what the main idea of a paragraph is has resulted in the improvement of reading comprehension and maintenance. Instruction in main idea strategies using direct instruction meshed with the self- questioning strategy increases reading comprehension abilities.

A strategy that is used for students who have average decoding skills but struggle with comprehension is the RAP strategy. This strategy can be used for students at any grade level but is most commonly used in the primary grades and older students who have cognitive disabilities. RAP is an acronym that stands for read, ask and paraphrase. During *reading*, students are taught to read just one paragraph. At the end of the paragraph, they *ask* themselves questions about what they read, the main idea, and details about the paragraph. They then summarize the information by *paraphrasing* it into their own words.

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.

There are no specific criteria for choosing the level of school for applying this strategy. So, the researcher chooses SMAN 15 Bandar Lampung as the subject of the research. In this research, the researcher intended applying this strategy in the first grade of senior high school. The researcher chooses a descriptive text as the material because it is available in the syllabus of senior high school. Besides, the previous researches have not observed the descriptive text.

Referring to the explanation above, this research will try to apply RAP as a strategy in teaching reading on descriptive text of Senior High School students. The research try to find out how far the students' ability in comprehending descriptive text is significantly improved after being taught by using RAP strategy, and also to see the aspect of reading which most improved after RAP strategy applied in teaching learning process.

1.2. Research Questions

As reference of the explanation of the background above, the research questions presented by the researcher are as follows:

1. Is there any significant difference of students' reading comprehension after being taught through RAP strategy?
2. Which aspect of reading improves the most after the students are taught by using RAP strategy?

1.3. Objective

From the research questions above, the objectives of this research are:

1. To find out how far RAP strategy can improve the students' ability in comprehending descriptive texts.
2. To find out which aspect of reading improves the most after the implementation of RAP strategy.

1.4. Uses

The findings of this research are hopefully can be useful both theoretically and practically. Theoretically, this research completed the theory about the use of Read, Ask, Paraphrase (RAP) as a strategy in improving students' comprehension in reading descriptive text. Practically, the findings of this research are expected as consideration for English teachers to use RAP as a good strategy in teaching reading and as the contribution to the further educational research development.

1.5. Scope

This research was conducted at SMA N 15 Bandar Lampung. The students who were chosen are the first grade students. There were six classes and the researcher chose one class which consists of 33 students as the experimental class. This research focuses on the use of Read, Ask, Paraphrase (RAP) strategy in improving students' reading comprehension in reading descriptive text. This research measures five aspects of reading such as main idea, supporting details, inference, reference, and vocabulary. The materials were taken from students' handbook and also some descriptive texts from internet. The material only focused on descriptive reading texts.

1.6. Definition of Terms

As a prevention of misunderstanding from the reader, the definition of terms which are used in this study are provided as follows:

1. Reading

Reading is a process to get any information and knowledge in written form.

2. Reading Comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning.

3. Descriptive Text

Descriptive text is a text that describes a particular thing, person, or place.

4. RAP strategy

RAP (Schumaker et al., 1984) is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content instruction. RAP is a three-step strategy; (1) *Read a paragraph*, (2) *Ask yourself, "What were the main ideas and details of this paragraph?",* (3) *Put the main idea and details in your own words*.

That is all about the explanation of this chapter which consists of Background of the Research, Research Questions, Objectives of the Research, Uses of the Research, Scope of the Research, and Definition of Terms.

II. REVIEW OF LITERATURE

This chapter is concerned with the discussion on reading, teaching reading, strategy in teaching reading, RAP strategy, advantages and disadvantages of RAP strategy, procedure of teaching reading with RAP strategy, theoretical assumption, and hypothesis.

2.1.   Previous Studies

There have been several studies related to students' reading comprehension using RAP strategy. The first is a research conducted by Rinjani. The aim of the research was to find out the effectiveness of using RAPQ technique in improving students' reading comprehension at the second year of SMPN 1 Terbanggi Besar. In collecting data, the researcher used some instruments, there were pretest and posttest, then gave the questionnaire to the students.

The second is thesis written by Dahlia entitled "The Effect of Using Read, Ask Questions, and Put into your own Words (RAP) Strategy toward Reading Comprehension of The Second Year Students at Senior High School YLPI Pekanbaru". The research's conclusions are as follows: (1) The pre-test's mean of students' reading comprehension of experimental class was 63.09, which was categorized into enough level, and the mean of post-test after being taught by using Read, Ask Question, and Put into Your Own Words Strategy was 73.71 which was categorized into good level. (2) The mean post-test's mean of students' reading comprehension of control class was 57.26, which was

categorized into enough level, and the mean of post-test of control class was 59.77 which were categorized into enough level. (3) There was significant effect of using RAP strategy towards students' reading comprehension. It can be seen from the result of data calculation (2.00<7.180>2.65). So, it can be concluded that Read, Ask questions, and Put into your own words (RAP) strategy has a positive effect on reading comprehension.

Based on the two previous studies above on the use of RAP strategy, here, the researcher conducted a research in teaching reading comprehension by using RAP strategy as well. So, it is the same on the use of RAP strategy.

Although it is the same on the use of RAP strategy, but it also has the difference. The first previous study written by Rinjani, the RAP strategy was applied toward Junior High School students, while in this research, the RAP strategy is applied to Senior High School students. The second one is thesis written by Dahlia. It is an experimental research using quasi experimental research design. Meanwhile, in this research the researcher uses experimental research design using one group pre-test and post-test, and describes the effectiveness of using RAP strategy in teaching reading comprehension ability by comparing the students' score before taught by using RAP strategy and taught by using RAP strategy.

2.2. Concept of Reading

Reading is one of important skills in learning English. It needs   understanding the meaning that is provided in the text. According to Harmer (1991:153), reading is an exercise dominated by the eyes and the brain. Specifically, Nunan (1991:20) also said that reading is a process of decoding written symbol, working from

smaller units (individual letters) to large ones (words, clause, and sentences). Silberstein (1994:6) argues that the reading is an active process. The students work intensively and interactively with the text in order to creating meaningful discourse.

Reading is an active, fluent process which involves the reader and the reading material in building meaning. Meanwhile, Anderson (2000:3) defines reading is an interaction between a reader and a text. It means that reading involves the readers, the writer materials, and the interaction. Reading is not just a mechanical process of decoding word, rather reading requires the use of all individual's capabilities in deriving meaning from printed material. Reading considers to be relatively simple mechanical process. Some think of reading as a surrounding out of printed words, either with or without a comprehension of meaning, and others restrict their concept of reading to the skill to read aloud.

The definition of reading is the process of acquisition such messages from written text or the other sources. When a reader interacts with printed text, his prior knowledge will combine the printed and the visual (written) information results in his comprehending the message. By reading, the reader will know what they read and be challenged for responding the ideas of the author.

In short, reading can be viewed as the meaning full interpretation or printed or written verbal symbols. The reasoning side of reading becomes increasingly important as word recognition is mastered. As proficiency in reading increases, individual learn to adapt their reading strategies in accordance with the purpose for reading restriction imposed by the material. The nature of reading tasks,

therefore, change as learner progress to the mature levels. Reading is not one skill but a large number of highly inter-related skills that develop gradually over the year (Harris, 1990:13).

The definition above explains that reading is combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated in order to make the messages or information that comes from the author can be understood easily by the reader. Through reading, the reader extends his or her knowledge far beyond the boundaries of his own limited experience.

2.3. Concept of Reading Comprehension

Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. The students need to master the reading comprehension. Cooper (1986:11) states that comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

As Simanjuntak (1988:4) states that the first point to be made about reading process is comprehension and the meaning is the basic element for comprehension. She also adds that comprehending a text is as interactive process between the readers' background knowledge and the text itself. Reading with comprehension one will

recognize the purpose and the important point of the text besides understanding the surface meaning of the text.

According to Patricia in Simanjuntak (1988: 6), understanding a text is an interactive process between the readers' background knowledge and the text. Referring to the statement above, it is inferred that reading comprehension means the students must read the text and interact the printed on written symbols with their cognitive skill and their knowledge of the world. In the process of comprehension, the students need skills related to the purpose of reading and consider the questions to concentrate on the important points.

According to Nuttal as quoted by Wijayanti (2015), there are five aspects of reading skills that should be mastered by reader to comprehend the text deeply. They are explained as follows:

1. Main Idea

Segretto (2002:12) states that main idea of a reading selection is what the passage is mostly about. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can have more than one main idea. Sometimes, the main idea of a literary passage is called theme. The example question about main idea can be: *What is the main idea of the text?*

2. Supporting Details

Supporting details are the facts and ideas that explain or prove the topic sentence or main idea. Furthermore, Sagretto states that supporting details provide the

reader with more information about the main idea or subject of a passage. They are pieces of information that help the reader to see the big picture in a text. The question of finding supporting detail is as follows: *What are the charactersistic of the cow?*

3. Inference

Ordinarily, inference requires that each reader construct a meaning that makes the text a reflection of her experience (Moreillon, 2007:77). One of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Sometimes, the information is not given directly. Example question of making inference can be*: What is the first paragraph talking about?*

4. Reference

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making referents easy to identify. Readers take less tone to identify the referents of a pronoun when the referent has been mentioned recently in the text than when it is mentioned earlier. In addition, Martin (2003:123) states that pronouns are unique in that they have no inherent meaning; they can be understood only in relation to their referents. The following question is the example: *"...and **it has**..." (paragraph 3). The bold word refers to...*

5. Vocabulary

According to Machado (2012:56), child vocabulary is strongly related to his comprehension and ease of learning to read. Reading comprehension involves applying letter sound correspondence to a pretend word and matching it to a

known word in the readers' oral vocabulary. Many studies agree that reading skill and vocabulary size are related. Considerable study suggests that a small vocabulary is one major determinant of poor reading comprehension. Furthermore, Linan et al. (2007:87) states that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

The question consisting vocabulary aspect can be drawn as follow: *"she is **tall**." (paragraph 2). The bold word is the synonym of...*

2.4. Teaching Reading

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Alyousef (2005:143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask the students questions that arouse their interest while previewing the text. The aim of while- reading stage (or interactive process) is to develop students' skill in tackling text by developing their linguistic and schematic knowledge. The post-reading includes activities, which enhance learning comprehension using exercises, close exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. To be able to do so the readers should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity.

Then, the purpose of reading is implemented into the development of different reading techniques: scanning, skimming, mapping, jigsaw etc. These can be real when the students read and interact with various types of texts, i.e. functional and monologue texts. Teaching reading is the activity of educating or instructing an skill of an individual to recognize a visual form; associate the form with a sound and meaning acquired in the cover and on the part of experience, understands, and interprets its meaning. The aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. To be able to do so the reader should have particular purpose in their mind before they interact with the text. Effective and efficient reading is always purposeful and tends to be focus mainly on the purpose of the activity and the purpose of reading can be decided in pre-reading activity by using pre-questioning technique.

In teaching reading, the teacher should provide reading technique to the students especially before reading in order to stimulate the students' interest and also the students' background knowledge to make the students comprehend the text easier. In teaching reading, the researcher assumes that appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. They use reading technique to make their reading skill efficient and effective.

2.5. Strategy for Reading Comprehension

According to Brown (2001:291), for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others to enhance the top-down processes. The strategies for reading comprehension are:

a. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the students know what they are looking for. Whenever teaching a reading technique, make sure students know their purpose in reading something.

b. Use graphemic rules and patterns to aid in bottom-up decoding (for beginning level learners)

At the beginning levels of learning English, one of the difficulties students' encounters in learning to read is making the correspondences between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions.

c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. Intermediate to advanced level students need not be speed readers, but you can help them to increase efficiency by teaching a few silent reading.

d. Skimming

Skimming is reading the text as a whole to get the gist. Normally it is performed quickly. Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas.

e. Scanning

The purpose of scanning is to extract certain specific information without reading through the whole text. Scanning requires readers to search for a particular piece of information in a text. For academic English, scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

f. Using semantic mapping or clustering

The strategy of semantic mapping, grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a

productive group work technique as students collectively induce order and hierarchy to a passage.

g. Guessing

Guessing is a strategy in reading that needs to be practiced. But, this guessing is certainly not blind guessing. To avoid this, a procedure needs to be set up.

h. Analysing Vocabulary

One way for learners to make guessing pay off when they don¨t immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

1. Look for prefixes (co-, inter-, un-, etc) that may give clues.

2. Look for suffixes (-tion, -tive, -ally, etc) that may indicate what part of speech it is.

3. Look for grammatical contexts that may signal information

i. Distinguish between literal and implied meanings

This strategy requires the application of sophisticated topdown processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived

from processing pragmatic information, as in the following examples: *He is taking a bath*. This sentence may function "informing" in the context of a questions: *where is John?* but it may serve also to express an apology in the context of a responses to a call inquiry: *May I speak to John, Please?*

j. Capitalize on discourse markers to process relationship

Discourse markers are small words. There are many discourse markers in English that signal relationship among ideas as expresses through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners reading efficiency. Example of discourse markers are firstly, next, in addition, etc.

From the theories explained above, it can be said that some strategies for teaching reading that can influence students' reading comprehensions which have been mentioned above directly also affect the existance of RAP strategy. They can not be applied partially, but they should be applied in unity or comprehensively. So that RAP strategy can be applied easily to the students with its three meaningful stages which are *Read, Ask, and Paraphrase.*

2.6.   RAP Strategy

There are two parts of this sub-chapter: first part explains the definition of RAP strategy, and the second part describes its procedure.

2.6.1. Definition of 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 (Hagaman et al: 2010). 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 is a three-step strategy: Read a paragraph; ask yourself, "What are the main idea and two details?" and Put it into your own words. 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 and 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 (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. Schumaker et. al. 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, for example; Ellis and Graves used the RAP strategy with 47 middle school students with Learning Disabilities (LD) to access its effects on students' ability to find the main idea of stories. Result of multiple- choice tests showed that compared to control students, students given the RAP strategy could identify significantly more main ideas from passages than control students.

2.6.2. Procedure of RAP Strategy

RAP is a three-step strategy: Read a paragraph; ask yourself, "What are the main idea and two details?" and Put it into your own words (Schumaker et al., 1984). In teaching reading, this strategy has three steps. They are as follows :

1) *Read a paragraph.*

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

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

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

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

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

2.7. Advantages and Disadvantages of RAP Strategy

Every learning strategy has advantages and disadvantages. Similar with RAP strategy that also has benefits and disadvantages. The following are the advantages and disadvantages of using RAP strategy in teaching reading.

The advantages of RAP strategy are:

1) Providing opportunity for individual work or collaborative effort

2) Encouraging attention to detail and student engagement

3) Taking little teacher preparation

4) Being straight forward and easy to explain and understand

The disadvantages of RAP strategy is:

a. The time to prepare learning material and learning activities is quite long.

2.8. Procedure of Teaching Reading with RAP Strategy

The RAP strategy emphasizes the reader's ability to understand smaller portions of text before being faced with comprehending the entire piece. The steps in this

strategy are to: read, in which the student reads one paragraph of the selection at a time; ask, in which the reader asks himself what the main idea of that paragraph is; and paraphrase, in which the reader paraphrases what he has learned before moving on to the next paragraph. If the text is long, a graphic organizer or outline can be used to help the reader reflect on the piece as a whole and determine the author's purpose, theme or argument.

There are five steps in the procedure of teaching reading using RAP strategy especially in the whilst-activity; they are observing, questioning, experimenting, reasoning, and communicating. In this sub-chapter, there will be drawn an example of complete procedure of teaching reading with scientific approach using RAP strategy; not only in the whilst-activity, but pre-activity and post-activity are included.

Pre-Activity:

- Teacher greets the students.

- Teacher give the warm up activity

- Teacher introduces the topic.

Whilst-Activity:

- Give descriptive text to the students

- Before read the text the teacher ask the students to look important information from questions under the text first.

- Then, the teacher asks the students to read the text paragraph by paragraph.

- Ask the students to think and ask themselve about the main idea and supporting detail in each paragraph.

- Ask the students to paraphrase the main idea into their own words

- Ask some students to read aloud their task.

- Ask the student to answer the questions under the text.

Post-Activity:

- Teacher asks students to reflect the lesson together.

- Teacher concludes the lesson.

2.9. Theoretical Assumption

As many experts had studied, there are some factors influencing students' English ability, especially when it comes to a second or a foreign language acquisition. Those factors are including age, gender, and learning strategy. Reading skill, as one of English ability, might have the same factors influencing the success of language learners. In line, many researches proved that learning strategies had something to do with other skills. Different learning strategy possessed by someone could affect his achievement in English proficiency, in this case especially reading ability.

The implication of RAP strategy in this research is expected to give clearer picture at what extend learning strategy could impact students' reading achievement. Since this strategy is focusing on how students develop their reading ability and how students maximize their ability in getting the meaning of the text, the researcher deems that it could give more benefits to students in reading comprehension. Therefore, the researcher believes that there is a positive

correlation between RAP strategy and students' improvement on their reading ability.

2.10. Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis as follows:

H_0. There is no significant difference of students' reading comprehension of descriptive text after being taught by using Read, Ask, Paraphrase (RAP) strategy.

H_1. There is significant difference of students' reading comprehension of descriptive text after being taught by using Read, Ask, Paraphrase (RAP) strategy.

So, it can be inferred that there will be a difference of students' reading comprehension after the implementation of RAP strategy.

III. METHODS

This chapter presents research design, population and sample, variables, research instrument, data collection technique, data analysis, and hypothesis testing. All of the subtopics describe about the method used in this research.

3.1. Design

First of all, it is better to find out what research is before discussing more about the topic. Research design is strategy to arrange the setting of the research in order to get valid data. Creswell (2008: 3) states that "research is a process of steps used to collect and analyze information to increase our understanding of a topic or issues." From definition above, it is clear that research method is the way to conduct a research. Therefore, research method can be defined as a method to look for and discover the scientific truth, which is done in valid and reliable work.

In this study, the researcher used pre experimental design (one group pre- test post-test design). This study is classified as pre-experimental research design because it has little or no control of extraneous variable. Since there was no control of extraneous variable so, the researcher used one group pre-test and post- test as the research design. This design involves only one group as its subject and it involves three steps: pretest, treatments, and post test. Pretest was administered before the treatment. It was done to find out the students' reading comprehension before they had been taught by using RAP strategy. Post-test was

administered after the treatment. Meanwhile, during the treatment, the researcher applied RAP as the strategy for teaching reading. The design of this research is as follows:

T1 X T2

T1   = Pre-test

X   = Treatment

T2   = Post-test

(Hatch and Farhady (as cited in Setiyadi 2006: 132))

The researcher used this design because pretest (T1) was a test which is done to measure the students' ability in the first. At the beginning, the students were given a standardized test that appears to be a good measure of the score before giving treatments. After conducting pretest, researcher gave treatments (X) to the students. Eventually, at the end of the treatment, the researcher gave post-test (T2) to measure the difference score between before and after treatment.

3.2. Population and Sample

1. Population

"Population is a group of individuals who have the same characteristics (Creswell, 2008:151)". Population is the whole subject of research. A population is defined as all members of any well-defined class of people, events or objects (Ary, 2010: 148). Based on some of these opinions, it can be concluded that the population is whole the object that have certain characteristics and it becomes the source data that is used by researcher in the study.

From some definitions given by experts above, the researcher took human population only because the problem solved related with human being. The population of this research was the students of first grade classes at SMA N 15 Bandar Lampung.

2. Sample and Sampling

Getting sample is very important in scientific research because the total number of population is usually too many because of the large number of population. The researcher took samples as the representative of the population. According to Creswell (2012: 142), sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalization about the target population. Moreover in the same case, Ary (2010: 138) said "The small group that is observed is called a sample." In this research, the researcher took one class of first grade students of SMA N 15 Bandar Lampung that was X Science 1.

3.3. Variables

According to Hatch and Farhady (1982), variable is an attribute of person or an object which varies from person to person or from object to object. In this study, the variables are divided into two, they are independent variable (X) and dependent variable (Y). RAP strategy is considered as the independent variable (X) because this variable will be investigated. Then reading skill is considered as dependent variable (Y) because this variable is measured to see the effect of RAP as teaching strategy.

3.4. Instrument

Instrument is a device used by the researcher while collecting data to make her work become easier and get a better result complete and systematic in order to make the data easy to be processed (Arikunto, 2010: 192). In collecting the required data in this study, the researcher uses test.

A test, in simple term, is method of measuring a person's ability, knowledge of performance in a given domain (Brown, 2001: 384). The test used to measure the students' achievement in reading comprehension before and after they are taught by using RAP (Read-Ask-Paraphrase) strategy. There are two kinds of test. They are pre-test and post-test. Pre-test was given before the students are taught by using RAP strategy and post-test was given after the students are taught by using RAP strategy. Before administering the pre-test and post-test, the researcher did tryout to the test. The researcher wanted to know the item facilities, item discrimination, and distractor efficiency of the test.

3.5. Data Collection Technique

Data play very important role in a research, because without data, it is impossible to get result of the research. To obtain the data, the researcher has to use instruments of collecting data. Creswell (2012: 14) said, "An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or developing advance of the study." In this study, the researcher used test as data collecting method and also the instruments.

The researcher administered both pre test and post test based on the planning as follows:

a. Pre test

Pre-test was given before giving treatment in experimental research study or before teaching by using RAP strategy. The pre-test have to be done to get the reading comprehension score of the students before doing treatment. The type of the test is multiple choice in which the students are asked to choose one correct answer from the options a, b, c, or d.

b. Treatment

After giving a pre-test, the researcher gave the treatments to the students. The treatments conducted three times. The class were given treatments by using RAP strategy in teaching reading comprehension, specifically in descriptive text. The activities for the treatment were as follows:

a) The first treatment dealt with descriptive text about a person by giving the students some questions in order to check their reading comprehension and focused on main idea and vocabulary aspects.

b) The second treatments dealt with descriptive text related to tourism places and focused on inference and reference aspects.

c) The third treatment dealt with descriptive tex tabout two historical places and focused on finding spesific informations aspect.

c. Post Test

Post-test was given after doing an experimental study or after given the treatment. It was conducted to get reading comprehension score of students after doing RAP strategy as the treatment.

3.6. Research procedures

The procedures of the research are as follows:

1. Determining the population and sample

The population of this research was the first grade of SMAN 15 Bandar Lampung. The researcher chose two classes defined as try out class and as the sample class by lottery.

2. Arranging the materials to be taught

The materials were based on the students' handbook of Senior High School. Also, the researcher took the material from internet. The descriptive text is chosen as the focus.

3. Administering the try out test

The aim of the test is to measure the level of difficulty (LD) and discrimination power (DP) as well as to find out the reliability and validity of the test. The instrument is tried out first to another class in the same grade before the pre test is administered.

4. Administering the pre test

The pre test is administered in order to find out the students' reading comprehension achievement before treatments. In this test, the students are asked to do multiple choice tests that consist of 30 items of questions in 90 minutes.

5. Conducting treatments

The treatment was conducted in three meetings which each meeting take 2 x 45 minutes. The material was about descriptive text. Each material had different topic but it still about describing person or place.

6. Administering the post test

The aim of this test is to measure the students' reading comprehension achievement after being given treatments. In this test, the students are asked to do multiple choice tests consist of 30 items of questions in 90 minutes.

7. Analyzing the data

After conducting the final test (post test), the researcher analyze the data. After collecting the data (the result of post test and daily test), researcher together with the teacher will subjectively analyze the result. The mean of post test will be compared with the protest result. Furthermore, the mean of every daily test is used for additional information of the students' reading comprehension achievement.

3.7. Data Treatments

Validity and Reliability Testing

Research is always dependent upon measurement. There are two important characteristics that every measuring data should possess: validity and reliability (Ary *et al*, 2010: 213). In this study, the test of reading comprehension has constructed to meet the criteria of validity and reliability test.

1. Validity

The most simplistic definition of validity is that is the degree to which a test measures what is supposed to measure (Gay, 1992: 155). To measure whether the test has good validity, the researcher analyzed the test from content validity and construct validity.

a. Content validity

To measure students' reading comprehension ability so the test used was a reading test. It means that test is said to have content validity if it is represented the content of universe. Ary et al (2010: 226) stated that to have a content validity, the instruments are representative of some defined universe or domain of content. It means that the items of the test must really test the domain that was reading skill. In this research, the test, pre test and post test were in the form of multiple choices. The students must answer the test related to descriptive text.

In this case, the researcher made three indicators of the test, pre test and post test. They are: (a) determining the topic and main idea of descriptive text correctly, (b) Finding specific information from descrptive text correctly, (c) Inferring, (d) Referring, and (e) vocabulary. In this case, to make sure that the content validity of the test is good, the teacher used inter-ratters which were the English teachers of SMAN 15 Bandar Lampung.

b. Construct validity

The construct validity of test is test which is capable of measuring certain specific characteristics in accordance with a theory of language behavior and

learning (Heaton, 1975: 159). Construct validity is one kind of validity that is measures the ability which is supposed to measure. Based on theory above, in the test, the researcher asked the students to answer the multiple choice based on descriptive text to measure the students' comprehension in reading and this fulfill the construct of reading test and therefore valid in term of construct validity.

2. Reliability

Reliability shows whether an instrument is reliable and can be used as a device to collect the data with the stability of test scores. A good test must be valid and reliable. Besides the index of validity, the researcher also calculated the reliability. Ary (2010: 250) states that reliability is concerned with the effect of such random errors of measurement on the consistency of scores.

Setiyadi (2006) says that reliability is a consistency of a measurements or how far that measurements can be measured the similar subjects in different time but showed the same result. In this research, Split-Half Method; odd and even number had been applied to find the coefficient of the reliability of the first and the second half group

$$r1 = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

Where:

$r1$: Reliability between odd and even

x : The total number of odd number items

y : The total number of even number items

(Lado (1961) in Hughes, 1991: 3)

After getting the reliability of half test, the researcher then used Spearman Brown's Prophecy formula (Hatchy and Farhady: 1982) to determine the reliability of the whole test as follows:

$$r\_k = (2r\_xy)/(1 + r\_xy)$$

Where:

r_k : The reliability of the whole test

r_{xy} : The reliability of half test

The criteria of the reliability are:

0.90-1.00 : High

0.50-0.89 : Moderate

-.49 : Low

(Shohamy, 1985: 79)

3. Level of Difficulty

To see the level difficulty, the researcher used the following formula:

$$LD = \frac{R}{N}$$

LD : Level of difficulty

R : the number of students who answer correctly

N : the number of students who join the test

The Criteria are:

<0.30 : Difficult

0.30-0.70 : Average

>0.70 : Easy

(Shohamy, 1985)

4. Discrimination Power

The discrimination power is used to discriminate between weak and strong examinees in the ability being tested. The students of try out class were divided into two group upper and lower students. The upper students are the students that answer the questions correctly and the lower students are students that answer the questions wrongly. To determine the discrimination power, the researcher used the following formula proposed by Shohamy:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Where:

DP   : discrimination power
U   : the proportion of upper group students
L   : the proportion of lower group students
N   : total number of students

The criteria of discrimination power are:
0.00 – 0.19: poor
0.20 – 0.39: satisfactory
0.40 – 0.69: good
0.70 – 1.00: excellent
- (negative): bad items must be omitted

(Shohamy, 1985)

3.8. Result of the Try Out Test

Before the pre-test was conducted, the researcher administered a try-out test first on January 4th 2017 in Class X Science 2 of SMAN 15 Bandar Lampung. It was chosen randomly to analyze the reliability, level of difficulty,

and discrimination power to achieve a good instrument for this research. The number of the try-out test was 40 items and the time allocation was 90 minutes. Those items were in the form of multiple choices, which contained five options of answer for each question (A, B, C, D and E). After analyzing the data, the researcher got 30 items which were good while 10 items were bad and should be dropped.

To find the reliability of the test, the statistical formula Pearson Product Moment was used. After obtaining the reliability of half test, the researcher used Spearman Brown's Prophecy formula (Hatch and Farhady, 1982) to determine the reliability of the whole test. The results of the computation by using Split-Half Method formula showed that the reliability of the half test (r_1) was 0.95. By using Spearman Brown's Prophecy formula, it was found that the reliability of the whole items (r_k) was 0, 97. According to the criteria of the test reliability, the reliability point belongs to high level, so it indicated that the data collecting instrument in this research was reliable and good.

From the computation of level of difficulty in the try-out test, the researcher got 1 easy item in the try-out test which was higher than 0.70 (35), 4 difficult items which were less than 0.30 (11, 16, 22 and 26), and 35 average items which were in the range of 0.30-0.70 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, 20, 21, 23, 24, 25, 27, 28, 29, 31, 32, 33, 34, 38, 39 and 40).

In the data of discrimination power in the try out test, the researcher got 9 items (2, 3, 5, 8, 11, 16, 24, 26 and 35) were poor, 31 items (1, 4, 6, 7, 9, 10, 12, 13

14, 15, 17, 18, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 38, 39 and 40) items were satisfactory which had between 0.20 – 0.39 index. In general, it can be concluded that all items tested have good discrimination power and positive value since a larger knowledgeable students than poor students got the items correct.

Based on analysis above, it could be concluded that 10 from 40 items should be omitted. There were 30 items which were used for pre-test and post-test.

3.9. Scoring System

Before getting the score, the researcher determined the procedure or technique to be used in scoring the students' work. In order to do that, the researcher used Arikunto's formula (1989:271). The ideal highest score is 100. The scores of pre test and post tests calculated by using following formula:

$$S\frac{r}{n}100$$

Where:

S: The score of the test

R: The total of right answer

N: the total.

3.10. Data Analysis

After conducting pre test and post test, the researcher analyzed the data. It was used to know whether there is significant effect toward students' reading comprehension achievement after being taught by using RAP strategy. The researcher examined the students score by using following steps:

1. Scoring pre test and post test.

2. Calculating the total correct answer of pre test and post test.

3. Tabulating the score of the student's reading comprehension test results using t-test.

The formula manually is as follows:

$$\frac{X1 - X2}{SD}$$

In which

$$\frac{SN}{D} = \frac{SD}{\sqrt{n}}$$

Where:

XI = Mean of the pre test

X2 = Mean of the post test

S N= Standard error of differences between two means (denominator)

SD = Standard deviation

N = number of students

(Hatch and Farhady, 1982:116)

4. Drawing conclusion from the tabulated result of the pre test post test, that is statistically analyzed by using SPSS (Statistical Program for Social Sciences) in order to examine whether increase of the students gain is significant or not.

5. Scoring active reading pre test and post test.

3.11. Hypothesis Testing

The pre test and post test are compared in order to know the gain. Repeated Measure T-Test will be utilized towards the average score of pre test and post test

since the aim of Repeated Measure T-Test is to compare two kinds of data or mean from the same sample. Moreover, the result of t-test is used to investigate the significance effect toward students' reading comprehension achievement before and after being taught by using RAP strategy and to prove whether the proposed hypothesis is accepted or rejected. In this case, significant level of 0.05 is used in which that the probability of error in the hypothesis is only about 5%.

The hypotheses are:

H1 : There is significant difference of students' reading comprehension of descriptive text after being taught by using Read, Ask, Paraphrase (RAP) strategy.

Ho : There is no significant difference of students' reading comprehension of descriptive text after being taught by using Read, Ask, Paraphrase (RAP) strategy.

(Hatch and Farhady, 1982:111)

The criteria for accepting the hypothesis are as follows:

1. Ho is accepted if the t-table is higher than t-ratio.

It means that there is no significant difference of students' reading comprehension of descriptive text after being taught by using Read, Ask, Paraphrase (RAP) strategy.

2. Ho is rejected if the t-table is lower than t-ratio.

It means that there is significant difference of students' reading comprehension of descriptive text after being taught by using Read, Ask, Paraphrase (RAP) strategy.

V. CONCLUSION AND SUGGESTION

This chapter consists of two sub-sections, which are conclusions and suggestions.

5.1 Conclusions

Having conducted the research at the first grade of SMA N 15 Bandar Lampung and analyzed the data, the researcher conclude that:

1. *Read-Ask-Paraphrase* strategy gives positive impact towards students' reading comprehension achievement. There is a significant difference of students' reading comprehension after being taught through Read-Ask-Paraphrase strategy. RAP is a strategy that can improve the reading comprehension of students with and without disabilities and is extremely flexible. 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.

2. Main Idea is the aspect that improves the most among the other aspects since the three basic steps of *Read-Ask-Paraphrase* strategy provided the students to gain the main idea of the text. *Ask* and *Paraphrase* steps make students easier to get the main idea since the students are asked to be creative and freely

express their idea with their own words.

5.2 Suggestions

Based on the data in the previous chapter and the conclusion, some suggestions are recommended:

5.2.1   To English Teachers

1. English teachers should consider the time allocation for the treatments. There must be a good preparation of the materials before, because the material should be delivered and explained to the students completely and systematically.

2. English teachers may apply some regulations in order to control the class to avoid too much noise during the process of learning, because there will be a stage where the students should tell their paraphrasing sentences.

3. English teachers should be able to maintain the students' activity. It is important because sometimes there are some students who cheat from internet. The students who are lazy to think, they decide to find a text from internet, and then they copy it. Thus before that happens it is better for the teacher to warn the students.

4. English teachers should provide some clues for students in order to help them paraphrasing ideas from the paragraph on the text given. The clues could be a list of words that is related with the text.

5. RAP strategy is good for teaching main idea, while for teaching other apsects of reading, the teacher should find other appropriate strategies then both will be combined.

5.2.2   To Researchers

1. It is suggested for further researchers to apply RAP strategy by using other kinds of text and also different skill. For those who want to conduct the same research, it is highly recommended to balance the items of the reading aspects on table specification in order to get the accurate data. In addition, it is suggested to use an observation sheet in order to monitor students' activity in the class.

2. Due to the limitation of the time provided to the researcher in the class, it is suggested for the researcher to give the students brief explanation in form of paper along with the text and also how to make the paraphrasing sentences from the text.

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