

**THE EFFECT OF READ, ASK, PARAPHRASE (RAP) STRATEGY ON
STUDENTS' COMPREHENSION IN READING NARRATIVE
TEXT AT THE ELEVENTH GRADE OF SMK
SWASTA PUTRA JAYA STABAT**

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ABSTRACT

The objective of the study is to know the significant effect of using RAP Strategy on Students' Comprehension in Reading Narrative Text at the Eleventh Grade of SMK Swasta Putra Jaya Stabat. The strategy used in this study was a quantitative method using quasi-experimental. Two classes were taken as the sample of the study with 35 students in each class. The classes were designed as an experimental class and a controlled class. The experimental class was taught by implementing Read, Ask, Paraphrase (RAP) strategy while the controlled class was taught without using conventional method. The students' population at the are SMK Swasta Putra Jaya Stabat 105 students, and the samples were 70 students (35 students for experimental class and 35 students for controlled class). The sampling technique that used was random sampling. Moreover, this research was conducted through the following procedures: giving pre-test, applying treatments and giving post-test. The data analyzed in this research was gained through multiple choice. The result of the conclusion that in testing the hypothesis, the value of $R_{count} > \alpha$. Has been known the alpha is 0,05, then $0,0718 > 0,05$. It concluded the hypothesis is accepted, so it can be concluded that treatment with Read, Ask, Paraphrase (RAP) strategy on Students' Comprehension at the Eleventh Grade of Smk Swasta Putra Jaya Stabat.

Keywords: *Reading, Reading Strategy, Rap Strategy*

ABSTRAK

Penelitian ini untuk mengetahui pengaruh penggunaan Strategi RAP terhadap Pemahaman Siswa dalam Membaca Teks Naratif di Kelas XI SMK Swasta Putra Jaya Stabat. Strategi yang digunakan dalam penelitian ini adalah metode kuantitatif dengan menggunakan eksperimen semu. Dua kelas diambil sebagai sampel penelitian dengan 35 siswa di setiap kelas. Kelas dirancang sebagai kelas eksperimen dan kelas terkontrol. Kelas eksperimen diajar dengan menerapkan strategi Read, Ask, Paraphrase (RAP) sedangkan kelas kontrol diajar tanpa menggunakan metode konvensional. Populasi siswa di SMK Swasta Putra Jaya Stabat sebanyak 105 siswa, dengan sampel sebanyak 70 siswa (35 siswa untuk kelas eksperimen dan 35 siswa untuk kelas kontrol). Teknik pengambilan sampel yang digunakan adalah random sampling. Selain itu, penelitian ini dilakukan melalui prosedur sebagai berikut: pemberian pre-test, penerapan treatment dan pemberian post-test. Data yang dianalisis dalam penelitian ini diperoleh melalui pilihan ganda. Hasil analisis data menyimpulkan bahwa dalam pengujian hipotesis diperoleh nilai $r_{hitung} > \alpha$. Diketahui Alpha sebesar 0,05 kemudian $0,0718 > 0,05$. Sehingga disimpulkan hipotesis diterima, sehingga dapat disimpulkan bahwa terdapat pengaruh strategi Read, Ask, Paraphrase (RAP) terhadap pemahaman siswa dalam membaca teks naratif di Kelas XI SMK Swasta Putra Jaya Stabat.

Kata Kunci: *Membaca, Strategi Membaca, Strategi RAP*

A. INTRODUCTION

English is a very important language and it is used as an international language. In Indonesia, English is taught as a foreign language and as an important subject.

Reading as the one of the language skills that becomes a more important and it is very necessary in teaching learning process. Reading habits can increase the students' achievement. The students need reading skill to get information from books, magazines, novels, essays, and internet. Therefore, the need for reading and retrieving the information from the various texts above seems very important. Dr. Sheeba states reading is a complex "cognitive process" of decoding symbols in order to construct of derive meaning Reading is a means of language acquisition, communication and of sharing information and ideas.

According to Ur and Penny (2009 : 138) reading can be assumed as an our understanding of the text that comes from comprehension of the words that composed in written. Reading is useful for language acquisition. Like a saying goes "Books is the world's window. It means through reading books students will get new information and knowledge around the world, that is why reading is crucial to enrich information and knowledge.

Based on the writers experience as a teacher of practice teaching program, The writer finds several problems that students face, especially in reading learning. The students feel difficult to comprehend reading text when they are asking to read the reading text on English book. The students feel afraid to convey their understanding information of content reading text, students feel bored when they are ask to read the reading text on their

English book individually, the students lack of mastery of their vocabulary.

Curriculum 2013 the students are expect to make reading as the students' habit and make the students able to understand the text meaning and represent what they read in their own language. In the other words, the teaching of reading comprehension must enable the students to be independent reader as the purpose of teaching reading itself.

The strategy of teaching English is needed in order to improve the students' skills especially in reading skill. So, the teacher of English should select the suitable strategy in teaching learning process. Therefore, to make the teaching learning process interesting and to reach the purpose of the teaching learning process, the teacher needs a special strategy. The purpose of using a special strategy are to make the students easy to learn, understand the lesson, and also make the teaching learning process more effective and make the students more active. Ahmad Munawir (2018 : 51) states there are many strategies to interact and improve the achievement of student's reading comprehension. One of them is Read, Ask, and Paraphrase (RAP) strategy. This strategy is achieved as the student using this method must use their own cognitive and meta-cognitive strategies in order to improve their reading comprehension.

In comprehending the text using RAP strategy, the students not only know to comprehend but also help the students to be more active and critics in comprehending the text. This strategy has some procedures when it is applied in the classroom. Firstly, the students will ask to read the text. The next step involves the students asking him/herself what the main idea of the paragraph is. The students should also identify details supporting the main idea.

Finally, the information is then paraphrased into the student's own words.

To support the paraphrasing of the text through the RAP strategy, students are also taught to use synonyms for words. Paraphrasing gave students the opportunity to learn to link the new concepts, often in unfamiliar relationships and to talk about the new ideas.

The usage of RAP strategy is not general in Indonesia. So, that is one of the reasons why the writer wants to conduct this study. The implementation of RAP strategy will be perceived to see if it increases the students' comprehension. However, in the context of teaching reading comprehension the effectiveness of the evidence above need to be found. To gain the evidence, the research needs to be conducted.

B. RESEARCH METHODOLOGY

This research was conducted at SMK Swasta Putra Jaya Stabat. This school was located in Jl. Wonosari No. 59, Perdamaian, Kecamatan Stabat Kabupaten Langkat.

The sample in this research were class XI-TSM 1, XI-TSM 2 and XI-TSM 3. Where the class of XI-TSM 1 as the experimental class and XI-TSM 2 as the control class. The variable in this study is : Independent variable : Read, Ask, Paraphrase and Dependent variable : the students' reading comprehension in narrative text.

Reading test was used to measure the students' achievement in reading narrative text. The students were asked to read a narrative text. In collecting the data, the reading test was given to the students. The students was instructed to reading narrative text. In this case, the researcher gave a topic. The test was given to both groups experimental and control groups.

Ary Donald (2015) Population is all members of any well-defined class of people, events or objects. This research will be use quasi experimental. This research will conduct in two groups, namely Experimental and control group design. The experimental group receives a specific method. The group of experimental will be teaching by using Read, Ask, Paraphrase. And the group of control will be teaching by conventional method. The instrument that will use to collect the data is test. Tests are valuable measuring instrument for educational research. The writer will use multiple choice test. Test in this research consists of pre-test and post-test. The result of the test can be seen from the effect of read, ask, paraphrase (rap) on students reading comprehension.

According to Arikunto (2012), degree of difficulty show test difficulties. A good question is a question that not really difficult and not really easy.

Table 1 Degree of difficulty classification

Index of Difficulty	Degree of Difficulty
0,00-0,30	Difficult question
0,31-0,70	Medium question
0,71-1,00	Easy question

C. RESULT AND DISCUSSION

This research was conducted on the students of SMK Swasta Swasta Putra Jaya Stabat of the eleventh grade student. The writer took 70 students for sample, 35 students from class XI-TSM 1 as an experimental group, and 35 students from class XI-TSM 2 as a control group.

The data of the students' score of controlled class showed also some improvement, based on the increased mean score, although it could not be categorized as significant improvement. The mean score of the pre-test was 48,29 and the mean score of post-test was 85,14. Meanwhile, the total score

of pre-test was 1690 and the total score of post-test was 29,80. The gained score in the controlled class from pre-test and post-test was 36,87.

The data showed the pre-test and post-test score of experimental class in which the pre-test mean was 48,29 and the post-test mean was 85,15 with 68 as the maximum score of pre-test and 92 as maximum score of post-test. Meanwhile, the minimum score of pre-test was 36, and 80 was the minimum score of post-test. The pre-test showed 1690 as the total score, while the post test showed 2980. In additional, the gained score, which was 1350 from the total, also showed significant improvement.

Based on the result of the data the mean score of pretest and post-test from both classes were eventually increased. However, the students from experimental class showed better performance in improving their score. It could be interpreted by looking at the gained score or the mean score the post-test from both classes. The experimental class increased the mean of gained score by 36.86 points while the controlled class could only increase the mean of gained score by 6.63.

Lilis Saputri (2016) pengujian hipotesis dalam penelitian dapat menggunakan uji-r. Based on pre-test and post-test result score of both experimental and controlled classes, the writer used some formulation to know the “r” value by using the degree of significant level 5% and to know the effect of Read-Ask-Paraphrase strategy on students’ comprehension reading in narrative text. Based on the above calculation, has been known r_{count} is 0.718. To test the hypothesis based on data that has been obtained, then in accordance with the provisions that have been established that the hypothesis accepted if $r_{count} > \alpha$. Has been known the r_{count} is 0.718, then $0.718 > 0.05$. It concluded the hypothesis is accepted.

There was significant effect on students’ reading ability after they were taught by using Read, Ask, Paraphrase (RAP) Strategy. In other words, the students who were taught by using RAP strategy got better achievement than the students who were taught by using conventional method.

This research is related to the researcher by Fatima Zahra, Fitrawati (2017). This paper describes the application one of the techniques in metacognitive strategy: Read, Ask and Paraphrase (RAP in the process of teaching reading comprehension at senior high school students. This strategy encourages students to improve attention and enthusiasm in learning English, especially in reading comprehension. RAP technique consists of 3 steps that is done in turn for each of the activities: reading, asking questions, and paraphrase. The first activity, Read, can help students to be more careful in reading. Then Questioning can assist students in determining the main idea and supporting details in each paragraph. And finally, in a paraphrasing will help students to remember information he had read so that it can be easier to understand the text reading. By using this strategy, the writer hopes that students can improve reading comprehension.

Another research, published by Deden Riansyah and Nudia Yultisa (2020). The objective of this research was to find out whether there was a significant effect of using REAP (Read, Encode, Annotate, Ponder) on students’ reading comprehension in analytical exposition text of the eleventh grade of SMK Swasta Harapan Stabat in academic year 2019/2020. In this research, the researcher took 80 students as the sample. As the experimental class, the researcher used class XI.1 ADP which consisted of 40 students and for the control class, the researcher used class XI.4 ADP that consist of 40 students. The, the

researcher gave pre-test and post-test to both classes. The researcher then statistically analyzed the data by using t-test. After analyzing the data, the researcher concluded that teaching analytical exposition text using REAP method was effective. As the fact, the result of t-test was 2,86 with $df = 78$. Because there was not $df 78$ in the t-table, so the researcher decided to use $df 60$ since it is closer to 78 than $df 120$. The table at $df 60$ showed that the value of t-table (t_{tab}) was 2,00 for 5% and 2,66 for 1%. Theoretically, the Alternative Hypothesis (H_a) was accepted if the value of t-test was greater than the value of t-table ($t_{test} > t_{tab}$). The finding showed that t-test was greater than t-table ($2,86 > 2,00$ and $2,66$). The researcher meant the hypothesis (H_a) was accepted. It was stated that "There is a significant effect of using REAP method on students' reading comprehension in analytical exposition text of the eleventh grade students of SMK Swasta Harapan Stabat in academic year 2019/2020" was accepted

D. CONCLUSION

From the result of the data analysis in the previous chapter, the writer compose a conclusion that in testing the hypothesis, the value of $t_{count} > \alpha$. Has been known the alpha is 0,05, then $0,718 > 0,05$. it concluded the hypothesis is accepted, so it can be concluded that treatment with Read, Ask, Paraphrase (RAP) strategy on Students' Comprehension at the Eleventh Grade of Smk Swasta Putra Jaya Stabat.

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