

THESIS

**THE EFFECT OF READ, ASK, PARAPHRASE (RAP) STRATEGY
ON THE STUDENTS' COMPREHENSION IN READING
NARRATIVE TEXT AT THE EIGHTH GRADE
OF MTs. AL WASHLIYAH TEMBUNG**

*Submitted to the Faculty of Tarbiyah Science and Teacher Training, State
Islamic University of North Sumatera Medan as a Partial Fulfillment of the
Requirements for Sarjana Pendidikan*

By:

YOSI AGUTIA DALIMUNTHE

NIM. 34.13.3.127

Advisor I

Advisor II

Dr. Abdillah, M.Pd

NIP. 19680805 199703 1 002

Drs. H. A. Ramadhan, MA

NIP. 19660115 199403 1 002



**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA
MEDAN
2017**

Nomor : Istimewa Medan, April 2017
Lamp : 6 (enam) Eks Kepada Yth :
Perihal : Skripsi Bapak Dekan Fakultas
Tarbiyah
A.n. Yosi Agutia Dalimunthe UIN Sumatera Utara
di
Medan

Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap mahasiswi A.n Yosi Agutia Dalimunthe yang berjudul :

“The Effect of Read, Ask, Paraphrase (RAP) Strategy on the Students’ Comprehension in Reading Narrative Text at the Grade Eighth of Mts. Al – Washliyah Tembung”

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Advisor I

Advisor II

Dr. Abdillah, M,Pd
NIP. 19680805 199703 1 002

Drs. Ahmad Ramadhan, MA
NIP. 19660115 199403 1 002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini :

Nama : Yosi Agutia Dalimunthe

Nim : 34133127

Jur / Prodi : Pendidikan Bahasa Inggris / S-1

Judul Skripsi : The Effect of Read, Ask, Paraphrase (RAP) Strategy on the Students' Comprehension in Reading Narrative Text at the Grade Eighth of Mts. Al – Washliyah Tembung

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar yang diberikan institute batal saya terima.

Medan, Mei 2017

Yang Membuat Pernyataan

Yosi Agutia Dalimunthe
NIM : 34133127

ABSTRACT

YOSI AGUTIA DALIMUNTHE, THE EFFECT OF READ, ASK, PARAPHRASE (RAP) STRATEGY ON THE STUDENTS' COMPREHENSION IN READING NARRATIVE TEXT AT THE GRADE EIGHTH OF MTs. AL – WASHLIYAH TEMBUNG (2017).

Thesis, Medan: Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera, Medan 2017.

Keywords: *Read, Ask, Paraphrase (RAP) Strategy, Reading Comprehension, Narrative Text*

This research aimed to find out the effect of using Read, Ask, and Paraphrase strategy on students' reading comprehension. This study was conducted by using experimental research. The population of this research was the students of the eighth grade of MTs. Al-Washliyah Tembung. The sample was 80 students of two classes chosen by using cluster random sampling. They were divided into two groups, 40 students in experimental group and 40 students in control group. The experimental group was taught by using RAP strategy while the control group was taught by using conventional method. The instrument for collecting data was 20 items of multiple choice tests. It was given in pre-test and pos-test. After collecting the data, then the researcher analyzed the data by using t-test formula. The finding shown that the t-observe was 4.099 and t-table 1.990 at the level of significance ($\alpha = 0.05$) and the degree of freedom (df) 78. It means that t-observe is higher than t-table ($4.099 > 1.990$; $\alpha = 0.05$). Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It proven that there was a significant effect of using RAP strategy on students' reading comprehension of narrative text.

ACKNOWLEDGEMENT

In the name of Allah, the beneficent, the merciful. Praise to be Allah, the Lord of the universe, by the whole modest heart, all praise and strength that enable me to complete this thesis. Peace and blessing be upon the prophet Muhammad SAW, his families, his relatives, and all his followers. Because he had bought us from distinction into safety that is the right path of Allah.

This thesis was written as a partial to fulfillment of the requirement for S-1 program at State Islamic University of North Sumatera (UIN-SU) Medan, I wrote a thesis by the title : “The Effect of Read, Ask, Paraphrase (RAP) Strategy on Students’ Comprehension in Reading Narrative Text At the Eighth Grade of MTs Alwashliyah Tembung”.

In completing this thesis, the writer had encountered some difficulties, especially in collecting and analyzing the data and the writer also realized that this thesis would not be finished without much help from some people around her directly and indirectly.

Dedication the writer would like to express the sincerely gratitude:

1. Head of Departement of English Education Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum for helping in requirements process.
2. My first advisor Dr. Abdillah, M.Pd and my second advisor Drs. H. A. Ramadhan, MA who has guided, given advices and suggestion for me in writing this thesis.
3. All lectures that gave me a valuable knowledge during my study at English Department of Tarbiyah Faculty of UIN-SU.

4. The principle of MTs Al-Washliyah Tembung Muhammmad Zubir Nasution, S.Ag, the English teacher Titik Atika S.Pd.I and all of the students at class VIII-1 and VIII-5 of MTs Al-Washliyah Tembung who helped me to do this research.
5. For my beloved father Edi Guntur Dalimunthe and my beloved mother Tuti, who have given me the big power, advices, and always support me to reach my dreams. Thank you for your pray that made me easy to finished this thesis. Thank you for everything that both of you do for me. I love you so much mom and dad.
6. For my beloved brother Ari Irfan Satria, Jefri Danil Dalimunthe, Reyhan Fahriza Dalimunthe and beloved sister Putri Ananda Utami who always pray and support me. Thank you so much.
7. For my partner in crime, my beloved sister Melisa Rizki Dalimunthe who always there for me, given me support, motivation, and always pray for me to finished this thesis. Thank you so much.
8. My best friends Pera Handayani Harahap and Safitri Amelga who accompany me from the first semester until the last semester and also support each others to finished this thesis. Thank you so much guys.
9. My beloved friends Ratih Sujayanti, Yowanda Sustika, Lismawati, Yuliani, Nurul Khotimah who always support and helped each others to finished this thesis. Thank you so much guys.
10. My best and beloved boy Ikhwan Fauzi who always there for me, had given me support, spirit and motivation and also help in every condition, for that I would like to thank for you in any condition of mine.

11. For all of the members of PBI-4/2013 who can't mention their names one by one. We start and learn together guys. Thank you for your help guys.
12. For all of my family for the support and always pray for me to finish this thesis.
13. For everybody who has big roles in finishing my study whose names were not mentioned here.

I know that this thesis is still far from complete. So, I would be pleased to accept some criticisms and advice for this thesis. Finally, I hope this thesis would be useful for the readers.

TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	v
LIST OF APPENDIX	viii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Study	4
C. Limitation of the Study	5
D. The Formulation of the Study	5
E. The Aim of the Study	5
F. Significance of the Study	5
CHAPTER II THEORETICAL REVIEW	
A. Theoretical Framework	7
1. Definition of Reading	7
2. Definition of Reading Comprehension	8
2.1 Process of Reading Comprehension	9
2.2 Levels of Reading Comprehension	11
3. Strategy	13
4. The RAP Strategy	14
4.1 Definition of The RAP Strategy	14

4.2 The Procedure of RAP Strategy	15
5. Narrative Text	18
5.1 Definition of Narrative Text	18
5.2 Function of Narrative Text	18
5.3 Characteristic of Narrative Text	19
5.4 The Generic Structure of Narrative Text	20
B. Related Study	21
C. Conceptual Framework	22
D. Hypothesis	24
CHAPTER III RESEARCH METHODOLOGY	25
A. Location of the Research	25
B. Research Design	25
C. Population and Sample	26
D. The Instrument for Collecting Data	27
E. Scoring the Test	27
F. The Technique For Collecting Data	27
G. The Procedure of Research	28
H. The Validity and Reliability of the Test	31
I. The Techniques of Analyzing Data	33
J. Statistical Hypothesis	33
CHAPTER IV DATA ANALYSIS AND RESEARCH FINDING	
A. Data Description	35

B. Data Analysis	40
1. Testing Reliability of the Test	40
2. Testing Analysis by Using t-test Formula	43
C. Testing Hypothesis	49
D. Research Finding	49
E. Discussion	50

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	51
B. Suggestion	51

REFERENCES	52
-------------------------	-----------

APPENDICES	54
-------------------------	-----------

LIST OF APPENDIX

Appendix	Title
I.	Lesson plan
II.	Pre-Test
III.	Post-test
IV.	Answer key
V.	Students' test sheet
VI.	Documentation

CHAPTER I

INTRODUCTION

A. The Background of the Study

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. Mastering the language is compulsory to the students. The students are expected to have the language and master them.

In learning English, students are expected to be able to master all language skills of English; listening, speaking, reading, and writing. 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.

Reading is the ability to draw meaning from the printed page and interpret this information appropriately.¹ It means that in reading the text, comprehension is needed to know the meaning of the text. The message of the text to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material.

Reading for meaning is also called reading comprehension. Therefore, reading with comprehension is only a way for the students to arrive at what they

¹ W. Grabe and Stoller F.L, (2002), *Teaching and Researching Reading*, England: Pearson Education, p. 9.

want to know from the reading material. Comprehension is a really important in reading skill. The ability of someone to comprehend is closely related to one's background knowledge.

Since the reading comprehension is very important, the teacher attempts to help the students to be able to read and comprehend the text. The students have to be able to discover the meaning which is the purpose of the text. The students need to construct the meaning of the text by analyzing, learning, and organizing the information that is logic to the students.

In teaching reading skill, the teachers have to be able to help the students to read and comprehend the text. The teacher needs to lead the students to know the idea of the text, the purpose of the text, and how the sentences are connected each other in order to comprehend the content of the text.

In reality, most teachers taught reading skill with conventional method, they just asked the students to read the text and answer the questions from the text. This teaching method makes the condition of the class boring. So, the teacher needs to make the students to be more active in comprehending the text. Many students had difficulties to understand the text well. So many students are hard to get the idea or meaning of the text. They were unable to understand the idea and purpose of the text because they were unable to comprehend the text and had less vocabulary to support them in comprehending the text. As the result, the students were unable to answer the questions at the end of the chapter. Therefore, they had low score in reading.

Most teachers in doing the conventional method itself the teachers gave the basic knowledge, asked the students to read the text, answered the questions

from the text or the teacher, and then corrected the answers. This situation did not give a good mood in teaching learning activity. The students were bored and the teacher could not give some motivations to the students. This poor reading strategy makes the students poor understanding of reading comprehension.

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.

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 can improve the reading comprehension of students with and without disabilities and is extremely flexible.²

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

²Jessica L. Hagaman, (2010), *The "RAP" on Reading Comprehension*, Retrieved from <http://Theparaphrasingstrategy325Twebsite>, Accessed on December 12th 2016.

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.

Based on the description above, the writer is interested to conduct a simple research under the title, "The Effect of Read, Ask, Paraphrase (RAP) Strategy on Students' Comprehension in Reading Narrative Text at the Eighth Grade of MTs Alwashliyah Tembung.

B. The Identification of the Study

1. The teacher teaches a reading skill to the students with conventional method, but the students still have difficulties to understand the text.
2. The teacher teaches a reading skill to the students with conventional method, but the students still have less vocabulary to support them in comprehending the text.

3. The teacher teaches a reading skill with conventional method, but the strategy does not effective in teaching reading process.

C. The Limitation of the Study

To clarify the problem of study, the problem of this research is focused mainly on using Read, Ask, Paraphrase (RAP) Strategy on Students' Comprehension in Reading Narrative Text At the Eighth Grade of MTs. Alwashliyah Tembung.

D. The Formulation of the Study

Dealing with the background of the study, the writer formulated the problem as follow: "Does Read, Ask, and Paraphrase (RAP) strategy significantly effect the students' comprehension in reading narrative text?"

E. The Aim of the Study

Considering to the formulation of the study previously stated, so the objective of the study is to know the significant effect of using RAP strategy on the students' comprehension in reading narrative text.

F. The Significance of the Study

The results of the study are expected to have significant contribution for the following individuals and institutions:

1. The English teachers, to increase the teaching ability to be more creative in teaching reading comprehension.

2. The students, to give the information of reading comprehension strategy which can increase their ability in comprehending the text.
3. The other researchers, to enlarge the understanding of improving reading skill and provide reference for further study research, especially in reading comprehension.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Framework

1. Definition of Reading

Reading is the ability to draw meaning from the printed page and interpret this information appropriately.³ It means that without comprehending and interpreting the meaning of the text, the reading itself is useless.

Reading is a skill which must be develop, and can only be developed, by means of extensive and continual practice.⁴

Deborah states Reading is an active process that depends on both author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written.⁵

Discussing about reading, it also appropriate to what Allah says in holy Qur'an at Al-Alaq verse 1-5 as follows:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾
أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ
الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

³ W. Grabe and Stoller F.L, (2002), *Teaching and Researching Reading*, England: Pearson Education, p.9

⁴ Sukirah Kustaryo, (1988), *Reading Techniques for College Students*, Jakarta: Departemen Pendidikan dan Kebudayaan, p.13

⁵ Deborah Daiek and Nancy Anter, 2004, *Critical Reading for College and Beyond*, New York : McGraw-Hill, p. 5

Meaning: 1. Read! In the Name of your Lord, Who has created (all that exists), 2. Has created man from a clot (a piece of thick coagulated blood). 3. Read! And your Lord is the Most Generous, 4. Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)], 5. Has taught man that which he knew not.⁶

From the verse above explained that, First, this Surah addresses the holy Prophet (S) and commands him to read or proclaim (the message). Then, it refers to the creation of Man out of a mere clot. Further, it refers to development of Man, who is taught from the bounty and by the Grace of Allah; the soul in him reaching out to knowledge sublime, and instrument of it, the sanctified Pen. Thereafter, it speaks about ungrateful Man, and that despite all the blessings and graciousness that Allah bestows on him, he rebels. Following this, it points to the painful chastisement of those who cause a hindrance on the road to guidance and righteous deeds. Then, the Surah ends with a command to prostration, and of drawing closer to Allah. Based on this explanation can concluded that this verse explain about the correlation history of Islam with reading, writing, and accounting.

2. Definition of Reading Comprehension

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁷ Otto states that reading comprehension is a multiplication affected

⁶ <http://www.noblequran.com/translation/>

⁷ Catherine Snow, (2002), *Reading for Understanding: Toward a R & D Program in Reading Comprehension*, Pittsburgh: RAN, p.11

by various skills based on the statement. In comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension.⁸

Allan states that reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.⁹

Comprehension entails three elements:

- The reader who is doing the comprehending
- The text that is to be comprehended
- The activity in which comprehension is apart.¹⁰

2.1 Process of Reading Comprehension

The comprehension process involves an understanding of words and how to those words are used to create meaning. It involves contextualizing, analyzing, synthesizing, and evaluating words, phrase, sentences, and longer passages during reading. It involves integrating prior experiences and knowledge of the word to construct meaning. The process also involves the ability to remember (short-term or long-term) what was read, for purposes of discussion or taking a test.¹¹

⁸ Wayne Otto, Addison-Wesley, (1997), *How to Teach Reading*, Philippines, p.241

⁹ Allan Wigfield, (2004), *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, New York: Routledge, p.227

¹⁰ *Ibid*, Cathrine, p. 11

¹¹ Jeanne Shay Schumm, (2006), *Reading Assessment and Instruction for All Learners*, New York: The Guilford Press, p. 223

To achieve the goals, teacher should divide the reading activities into their interrelated stages, those are: pre-reading, while-reading, and post-reading activities.

1) Pre-reading activities

This phase of reading is intended to make learners be aware to the reason why they have to read the text. They need to see their background knowledge to encounter the text more easily.

2) While reading activities

The aim of this activity is to help the learners to develop their reading strategies or skill so that they can be effective and independent readers. By implicating this activity, learner should be flexible in their ways of reading which are appropriate to the text given. Students interact to the text by the help of their relevant background knowledge such as interaction will help the students to understand the writer's purpose, to understand the text structure and to classify the content.

3) Post-reading activities

In this phase, learners are able to make a conclusion what the writer's meant, to measure how far the learners understand about the reading text in the whilst reading, to investigate and measure how far the students extend their prior knowledge. In this case, teacher will probably organize some kind of follow up students' task related to the text given.

2.2 Levels of Reading Comprehension

According to Shepherd a reader needs to know the four levels of comprehension skill namely: literal level, interpretive level, critical level, and creative level.

1) The Literal Level

Shepherd defines this level is the simplest level. It means that what the reader needs to do is to reproduce the facts as they are related by the author. The skills needed for this level understanding are noting factual data, sequence, chronology, and enumeration. To answer the question of this level, the students can state in a parrot-like manner what the author has written with little or no understanding.¹²

2) The Interpretive Level

This level requires the reader to go beyond the information given by the author. The reader is now required to see the significance of the data, to note various relationships such as cause and effect and relation of the part to the whole, to make comparisons, to draw conclusions and inferences and to make generalization. At this level, class discussion is vital for development of competence the comment and ideas of the students help development of competence. The comment and ideas of the students help develop each other's interpretation.¹³

¹² *Ibid*, Sukirah, p.188

¹³ *Ibid*, p.118

3) The Critical Level

At this level the student learns to evaluate and judge the information and the author's presentation of it. Skills at this level are aimed toward evaluating the author's bias, his qualification, his point of view, intent and truthfulness. Class discussion is valuable since the students need help in making evaluations and judgments. This standard may come from factual evidence, or from societies and from their own scale of values.¹⁴

4) This Creative Level

This level requires the student's involvement with the information presented as the reader used it to formulate or to rethink ideas of his own. Obviously, the reader is able to think creatively about the information which the reader has read. When the reader knows what the author has written. She or he has made interpretation to her/his purpose, and she/he has evaluated the pertinence of the information. Questioning at this level might consist of open – ended queries the student to include his own knowledge, views and values.¹⁵

Relate to this study, the levels of reading comprehension are literal and interpretative level. The students are asked to understand the idea of the text oral directly and indirectly stated on the printed page.

¹⁴ *Ibid*, p.118-119

¹⁵ *Ibid*, p.119

3. Strategy

In education, the strategy is defined as a plan, method, or series of activities designed to achieves a particular educational goal. According to Kemp (1995) explains that the learning strategy is a learning activity that must be done so that the teacher and student learning objectives can be achieved effectively and efficiently. In line with the above opinion Dick and Carey (1985) also mentions that learning strategies it is a substance and procedures of learning materials that are used together to inflict on student learning outcomes.

There are two things we should look from the above understanding, first, learning strategy is a plan of action (set of activities) including the user of methods and utilization of various resources. This means that the preparation of a new strategy to the process of preparing the work plan has not come to act. Second, the strategy designed to achieve certain goals. That is, the direction of all decisions preparation of the strategy is the achievement of objectives. Thus, the preparation of the study, the use of various facilities and learning resources are all directed towards the achievement of objectives. Therefore, before determining the strategy needs to be formulated clear objectives that can be measured its success, since the purpose is the spirit in the implementation of a strategy.¹⁶

¹⁶ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta : Kencana Perdana Media. 2006). p.126

Allah said in the Holy Qur'an in surah An-Nahl verse 125. It says:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِّ لَهُم بِالَّتِي
هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ
بِالْمُهْتَدِينَ ﴿١٢٥﴾

Meaning: “Invite (all) to the way of thy lord with wisdom and preaching; and argue with them in ways that are best and most gracious, for thy knowledge best, who have strayed from his path, and who receive guidance.”¹⁷ (Q.S. An-Nahl: 125)

From the verse above, Allah asked the human to give the lesson by wisdom, wisdom means the way by the right strategy. It can help the teacher to make teaching learning process run well.

4. The RAP Strategy

4.1 Definition of The RAP Strategy

RAP is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content instruction. This three-step strategy (read, ask, paraphrase) 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.

The strategy requires students to engage in reading materials through questioning and paraphrasing to increase their comprehension of

¹⁷ <http://Alquran/english-Trans>

the material. From the questioning and paraphrasing, students process information for better understanding of what they read. Studies using the RAP strategy (Schumaker et al., 1984) have shown it to be effective.¹⁸

Students can wrap (RAP) the text ideas together by chunking and then putting what has been read into their own words.¹⁹

William states that RAP is strategy for paraphrasing reading material that was presented in teaching.²⁰

4.2 The Procedure of RAP Strategy

The three-step strategy involves reading, asking questions, and paraphrasing.

a. Read

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

b. Ask Oneself What the Main Idea Is

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

c. Paraphrase

¹⁸ Jessica L. Hagaman, (2010), *The “RAP” on Reading Comprehension*, Retrieved from <http://Theparaphrasingstrategy325Twebsite>, Accessed on December 12th 2016.

¹⁹ Kathy Paterson, (2009), *Text Me a Strategy*, U.S : Pembroke Publishers, p. 71

²⁰ William N. Bender, (2008), *Differentiating Instruction for students With Learning Disabilities: Best Teaching Practice for General and Special Educators*, USA : CORwin Press, p. 99

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, matrixes, or other organizational tools.

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. It taught them ways of talking about the ideas in the topic area and helped them retain the related ideas in short term memory. By the time paraphrasing was introduced through the RAP strategy, the student's knowledge of synonym was increasing their vocabulary bank.

Table 2. 1. SRSD Stages in RAP Strategy

SRSD Stage	RAP Activity
Develop background knowledge	Make sure student knows what main ideas and supporting details are in a paragraph.
Discuss the strategy	<p>Sell the RAP strategy as a "trick" to help with reading comprehension.</p> <p>Discuss current level of performance with the student.</p> <p>Discuss the different steps of the RAP strategy.</p>

	Obtain a commitment to learn and use the strategy.
Model the strategy	Model the use of the RAP strategy using a think-aloud, demonstrating the "hows" and "whys" for each step.
Memorize the strategy	Student memorizes the strategy steps. Automaticity and fluency of strategy steps frees attention for understanding of text.
Support the strategy	Teacher supports the strategy through scaffolding. Responsibility for strategy use is gradually transferred to the student.
Independent performance	Student can use strategy independently. Teacher monitors performance.

Note. SRSD = self-regulated strategy development model (Harris & Graham, 1996); RAP = Read-Ask-Paraphrase reading strategy (Schumaker, Dentón, & Deshler, 1984).

5. Narrative Text

5.1 Definition of Narrative Text

A narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.²¹

5.2 Function of Narrative Text

- a. To tell about personal experiences, about other people's lives and experiences, and about factual or historical events.²²
- b. To entertain the reader and also to convey a moral message.²³

Narrative text divided into two terms, they are:

1) Fiction

Fiction is writing that describes invented people and events, not real ones.²⁴ Fiction may include folktale, fable, myths, mysteries, science legends, historical narratives and short stories.

2) Non-Fiction

Narrative is called nonfiction if the story or event is true and actually occurred. Non-fiction is often found in biography, history,

²¹ Isdaryanto, *Definition of Narrative Text*, Retrieved from <http://Www.Education.Com>, Accessed On Des, 30, 2016.

²² Soeprapto F.A. and Mariana Darwis, (2006), *Linked to the World 1*, Jakarta: Yudistira, p.12

²³ Bambang K. Kartono, (2012), *SMP Plu.*, Jakarta: Erlangga, p.75

²⁴ Oxford Learners;S Pocket Dictionary. (New York: Oxford University Press, 2008), p.164

newspaper writing and human experiences. As additionally, every narrative has six basic elements. They are:²⁵

- a. Where and when: the writer sets the scene of the action, event, or conflict that will take place.
- b. Who: a narrative usually revolves around people, although an animal may take the central role. The writer discloses significant characteristics and qualities of the participants, either explicitly or implicitly, often showing rather than telling.
- c. What: whether one event or a series occur, action, conflict and change are essential to the story.
- d. How: the how of a narrative often involves cause and effect.
- e. Why: the reasoning or motivation, usually of the central character, that propels the actions.

It can concluded that narrative is a type of text which any kinds of stories, past events either fiction or non-fiction and the purpose is to entertain readers and listeners.

5.3 Characteristic of Narrative Text

There are many characteristic in Narrative text. They are:²⁶

- a. Participants are often specific and individualized.
- b. Many action verbs (material processes), and there is also the one of verbal and mental processes.

²⁵ Betty Mattix Diets. *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader and Handbook* (New York: McGraw-Hill), p.73-74

²⁶ [Http://soehaarr.com/2010/03/28/Materi-bahasa-inggris-narrative-text/](http://soehaarr.com/2010/03/28/Materi-bahasa-inggris-narrative-text/).
(Accessed on December 30th 2016 14.00 pm)

- c. Past tense usually use
- d. Many use linking words related to time.
- e. Often include dialogue, and tense will probably change.
- f. Descriptive language used for creating images in the minds of the readers.
- g. Can be written in the first person (1), or third (he, she, they)
- h. Using specific nouns as a personal pronoun, certain animals and objects in the story. For example: the king, the queen, and so on
- i. Using adjective which form the noun phrase. For example: long black hair, two red pens, etc.
- j. Using time and conjunction connectives to sequence events. For example: then, before, after, soon, etc.
- k. Using Adverbs and adverbial phrase to indicate the location of the incident or event. For example: here, in the mountain, happily ever after, and so on.

5.4 The Generic Structure of Narrative Text

According to Sanggam Siahaan and Kisno Shinoda, the generic structure of narrative text is as follow:²⁷

- a. Orientation: sets the scene and introduces the participants.
- b. Evaluation: a stepping back evaluating the plight.
- c. Complication: a crisis rises.

²⁷ Sanggam Siahaan and Kisno Shinoda, (2008), *Generic Text Structure*, Yogyakarta: Graha Ilmu, p. 73-74

- d. Resolution: the crisis is resolved, for better or for worse.
- e. Re-orientation: Optional

In the other hand, there also the generic structure of narrative text is as follow:²⁸

- a. Orientation: It is about opening paragraph where the characters of the story are introduced. (Provides an introduction to the characters, place and time of the story)
- b. Complication: Where the problems developed in the story. (Problems arise/start going and growing)
- c. Resolution: Where the problems in the story is solved. The problem is finished, well—“happy ending” or worse—“bad ending”.

B. Related Study

Dwi Yunitasari (2015) has done a research on the title “Improving Reading Comprehension of the Eighth Grade Students at SMPN 15 Yogyakarta Through Rap Strategy in the Academic Year of 2014/2015.” The subjects of this research were 36 students of the eighth E class of SMP N 15 Yogyakarta. The researcher was helped by the English teacher as a collaborator. The data were collected through classroom observation, interviews and tests. The types of the data were quantitative and qualitative data. The quantitative data were obtained from tests and they were in the form of students’ scores. The qualitative data were collected through classroom observation and interviews. The data were in the

²⁸ [Http://www.englishindo.com/2013/08/Narrative-Text.html](http://www.englishindo.com/2013/08/Narrative-Text.html) (Accessed on January 05th 2017, 21.51 pm)

form of field notes and interview transcripts. There were five validity criteria in this research. They were democratic, outcome, process, catalytic and dialogic validity. This research was conducted systematically in two cycles following the four phases of action research namely: planning, acting, observing and reflecting. With regard to the application of the two cycles, the results of the research reveal that the use of RAP strategy successfully improves the students' reading comprehension skills. This strategy helps the students improve their enthusiasm and attention in the process of teaching and learning English, especially reading comprehension. Their vocabulary and understanding of new words also improve. In relation to their comprehension of narrative texts, the students are able to identify main ideas and supporting details of paragraphs correctly. Their interaction and involvement in the reading class also improve. In addition, the students become more active and enjoy the process of teaching and learning reading. The improvements were supported by the results of classroom observation, interviews and students' test scores. Their post-test scores were higher than their pre-test scores. The mean of pre-test scores was 61.11, while the mean of post-test scores was 85.57. The gain score is 24.46. It shows that students' reading comprehension skills are improved.

C. Conceptual Framework

Reading as the one of the language skills is important should be mastered by the students. The students in Indonesia face so many difficulties in learning English as a foreign language. Most students have no problem in reading but they have problem to comprehend about what they are reading. Comprehension is the

main point in reading activity. The students have many difficulties in knowing the meaning because they lack of vocabulary, experience, and prior knowledge.

In teaching English especially in reading skill that faces many difficulties, the teacher needs to apply a strategy. A strategy is needed to make the teaching process more effective. The teacher has to choose an appropriate strategy in teaching reading.

RAP strategy is one of the strategies that can help the teacher to solve the students' problem in comprehending the reading material. The procedure of RAP strategy described in three steps namely: read, ask and paraphrase.

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.

RAP strategy is more effective to be used to improve reading skill of the students, because this strategy has many advantages for the students. By applying RAP strategy, it can increase the ability of the students to comprehend the text and this strategy also makes the students easy to grasp the information from the text. That is why RAP strategy is suitable in learning reading skill. So that the writer is going to apply this strategy to investigate whether RAP strategy significantly affects the students or not.

D. Hypothesis

Based on the explanation of both theoretical and conceptual framework above, the writer formulated the hypothesis as the following:

Ha : There is a significant effect of using RAP strategy on the students' achievement in reading comprehension.

Ho : There is no a significant effect of using RAP strategy on the students' achievement in reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Location of the Research

This research is conducted at Madrasah Tsanawiyah Swasta (MTs) Al Washliyah Tembung. There are some considerations why the researcher chooses as the location of the research, such as:

1. The school is easy to reach for the purpose of the data collection.
2. The school welcome that aimed to improve the teaching learning quality.
3. Collaboration with the teacher of the school is easier for the researcher.

B. Research Design

This study will apply experimental research. The writer applies an experimental research which use two groups of sample such as control and experimental group to investigate the effect of RAP strategy on students' reading comprehension. The experimental group which receive the treatment using RAP strategy, meanwhile the control group is the group which receive the treatment using conventional method. In conducting the research, the writer expect the RAP strategy give a good effect in reading comprehension.

The design of this study is illustrate as follows:

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	RAP strategy	✓
Control	✓	Conventional method	✓

C. Population and Sample

1. Population

Population are the objects will be researched.²⁹ The population of this study is the students in the grade VIII MTs Al-Washliyah Tembung. The population of this research is the second year students of MTs Al-Washliyah Medan. There are 10 classes of the second year students in academic 2016/2017.

2. Sample

Sample is small proportion of a population selected for observation and analysis.³⁰ In selecting sample, the writer said “Cluster Random Sampling” by choosing two classes. Cluster random sampling is used when the population is not consists from individuals, but groups or cluster.³¹

The sample of this research are VIII-1 and VIII-5. Those classes consisted of 40 students in each class.

²⁹ Syahrums and Salim, (2011), *Metodologi Penelitian Kualitatif*, Bandung: Cita Pustaka Media, p.113

³⁰ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 1993), p.131

³¹ Syahrums dan Salim, *Ibid.*, p.116-117

D. The Instrument for Collecting Data

This study use multiple choice tests as the instrument to collect the data. There are 20 items for that test. The material of the test take from the subject matter which was taught to the students. In collecting the data, the researcher conducted pre-test and post-test for both; experimental and control group. The students will be ask to read 3 different texts. Then the students answer 20 questions those are related to the text in order to measure the students' reading comprehension.

E. Scoring the Test

In scoring the test, the researcher ranged the score from 0-100 by counting the correct answer with the following formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S = Score of the test

R = Number of the correct answers

N = Number of the test items

F. The Technique for Collecting Data

The technique of collecting data are administrate by means which there are two sources of data collected: (1) data of pre-test that administrated before the class treatment of control and experimental groups, and (2) data post-test that administrated after the class treatment of control and experimental groups.

G. The Procedure of Research

There are some procedures that were used in collecting the data for this research, they are: pre-test, treatment, and post-test. Each of the procedures is described as follows:

1. Pre-test

The pre-test administrated before the treatment. Both experimental and control group were given the same pre-test. This test used to find the students' reading comprehension of both groups. The result of the test were administered and compared between two groups if they were in the same level of the reading comprehension.

2. Treatment

The treatment conducted after administering the pre-test. The experimental group was taught by using the RAP strategy while the control group with the conventional strategy. Both experimental and control groups were taught with the same material. The teaching procedure of both groups could be seen as followed:

Table 3.2 Teaching Procedure

Meeting	Experimental Group	Control Group
1 & 2	<ul style="list-style-type: none">a. The teacher introduces herself to the students.b. The teacher remarks the students and take the attendance list.c. The teacher explains the	<ul style="list-style-type: none">a. The teacher introduces herself to the students.b. The teacher remarks the students and take the attendance list.c. The teacher explains the

	<p>purpose of the research.</p> <p>d. The teacher explains about the RAP strategy.</p> <p>e. The teacher explains about narrative text.</p> <p>f. The teacher trains the students to read a narrative text.</p> <p>g. The teacher asks the students to write some difficult words, find the meaning and its synonym. Then, teacher asks the students to make 5 questions based on the text. The students work in pairs.</p> <p>h. The teacher chooses one group to read their questions. The chosen group will choose another group to answer their questions by using their own words.</p>	<p>purpose of the research in that school.</p> <p>d. The teacher explains about narrative text.</p> <p>e. After that, the teacher gives the students the first text.</p> <p>f. The teacher gives some questions.</p> <p>g. Then, the teacher asks them to answer the questions.</p>
--	---	---

	<p>i. The teacher asks the students to read another text at home.</p>	
3 & 4	<p>a. The teacher checks the students' attendance list.</p> <p>b. The teacher asks the students to submit homework.</p> <p>c. The teacher gives motivation to the students.</p> <p>d. The teacher gives another text to the students</p> <p>e. The students will be given time about 10 minutes to read.</p> <p>f. The teacher asks the students to write some difficult words, find the meaning, and its synonym.</p> <p>g. The students will choose some students to retelling the text by using their own words.</p> <p>h. The teacher asks the</p>	<p>a. The teacher checks the students' attendance list.</p> <p>b. The teacher gives the students another text.</p> <p>c. The teacher asks the students to read the text one by one.</p> <p>d. The teacher asks the students to find the difficult vocabularies and translate it.</p> <p>e. The teacher asks the students to answer the questions.</p> <p>f. The teacher ends the class.</p>

	<p>students to evaluate their own learning way in using the RAP strategy; asks them the difficulties they faced, their weakness and the benefit they get.</p> <p>i. The teacher concludes the result of the discussion.</p>	
--	---	--

3. Post-test

After the treatment completed, both experimental and control group was given a post test. Post test was conducted to see the effectiveness of the treatment based on the score. The post-test used the same multiple choice test and the same difficulties with the pre-test.

H. The Validity and Reliability of the Test

In conducting a research, the validity and reliability of the test is very important. It purposes to know both the accuracy of measurement and the consistency of the text. Before administrating the test, firstly the instrument should be tried out to the other students. It is better to know whether the test is reliable and valid or not to the sample.

1. The Validity of the Test

The test is valid if it measures what is supposed to be measured. The study concerns with how well the test measures the subject matter and

learning outcomes covered during the treatment. There are some various types of validity, namely content validity, construct validity, criterion related validity. The validity that was used in this study is content validity. Content validity is the degree to which the sample represents the content that the test is designed to measure. Thus, by applying content validity, the writer will know whether the test items are valid or not to the behavioral objectives.

2. The Reliability of the Test

Reliability is often defined as the consistency and stability of data or findings.³² So, the reliability of the test is one characteristic of a good test. Reliability refers to the consistency of measurement. It means that a test give the same result when it given to different people to measure the same thing.

To obtain the reliability of the test, the researcher uses Kuder Richardson 21 formula (KR_{21}) as the following:

$$R = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS^2} \right)$$

Where :

K = the number of test items

M = mean of the score

S = standard deviation of the score

The reliability of the test can be categorized as follows:

0.00 – 0.20 : Negligible

0.21 – 0.40 : Low

0.41 – 0.60 : Moderate

³² Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2014), p. 364

0.61 – 0.80 : Substantial

0.81– 1.00 : High to very high

I. The Technique for Analyzing Data

To analyze the data in order to find out the difference means of scores of both experimental and control group, the researcher uses the t-test:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

Where;

t = the effect

Ma = the mean of experimental group

Mb = the mean of control group

da = the standard deviation of experimental group

db = the standard deviation of control group

Na = the total sample of experimental group

Nb = the total sample of control group

J. Statistical Hypothesis

Statistical hypothesis should be applied in order to know the result of observation about the sample. It could be constructed as follows:

$$H_0 : \mu_x = \mu_y$$

$$H_a : \mu_x > \mu_y$$

Where :

H_0 : Null hypothesis

H_a : Alternative hypothesis

μ_x : The mean score of students' teach by using RAP strategy

μ_y : The mean score of students' teach by using conventional method

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data Description

The data of this research to be analyzed was obtained by giving the multiple choice test to the students in order to know their ability in reading comprehension. The scores of the test for both experimental and control group were calculated by using the formula that had been stated in chapter III. The analysis was intended to get the significant differences between the group taught with RAP strategy and the group taught with conventional strategy in achieving reading comprehension. The population of this study was the eighth grade of MTs Al-Washliyah Tembung. The experimental group was the class of VIII-1 and the control group was the class VIII-5. The pre-test was administered to measure the student's ability before giving the treatment. The treatment was given to both groups after administering the pre-test. After administering the treatment, the post-test then done to both groups to measure the students' comprehension in reading narrative text.

After conducting the research, the researcher got the data of students' scores in test. Comparing both of groups during the teaching process, students in experimental group had better comprehension than in control group.

Before the researcher analyzed the data, the researcher had calculated the score into statistic calculation. The researcher make the calculation tables to get the Mean, Variant and Standard Deviation of two variables, the table as follows :

Table 4.1

**Worktable for Finding Mean, Variant and Standard Deviation from
Pre-Test of Experimental and Control Group**

No.	X	Y	(X- \bar{X})	(Y- \bar{Y})	(X- \bar{X})²	(Y- \bar{Y})²
1.	50	65	-12.75	12.75	162.563	162.563
2.	80	50	17.25	-2.25	297.563	5.0625
3.	40	60	-22.75	7.75	517.563	60.0625
4.	60	50	-2.75	-2.25	7.5625	5.0625
5.	75	50	12.25	-2.25	150.063	5.0625
6.	65	45	2.25	-7.25	5.0625	52.5625
7.	60	50	-2.75	-2.25	7.5625	5.0625
8.	70	50	7.25	-2.25	52.5625	5.0625
9.	55	35	-7.75	-17.25	60.0625	297.563
10.	65	45	2.25	-7.25	5.0625	52.5625
11.	55	70	-7.75	17.75	60.0625	315.063
12.	75	70	12.25	17.75	150.063	315.063
13.	45	50	-17.75	-2.25	315.063	5.0625
14.	75	65	12.25	12.75	150.063	162.563
15.	65	40	2.25	-12.25	5.0625	150.063
16.	75	40	12.25	-12.25	150.063	150.063
17.	45	60	-17.75	7.75	315.063	60.0625
18.	40	70	-22.75	17.75	517.563	315.063
19.	70	65	7.25	12.75	52.5625	162.563
20.	60	50	-2.75	-2.25	7.5625	5.0625
21.	65	45	2.25	-7.25	5.0625	52.5625
22.	70	50	7.25	-2.25	52.5625	5.0625
23.	50	70	-12.75	17.75	162.563	315.063
24.	50	60	-12.75	7.75	162.563	60.0625
25.	60	60	-2.75	7.75	7.5625	60.0625
26.	55	55	-7.75	2.75	60.0625	7.5625

No.	X	Y	(X- \bar{X})	(Y- \bar{Y})	(X- \bar{X}) ²	(Y- \bar{Y}) ²
27.	75	50	12.25	-2.25	150.063	5.0625
28.	80	65	17.25	12.75	297.563	162.563
29.	70	20	27	-32.25	729	1040.06
30.	60	65	-2.75	12.75	7.5625	162.563
31.	65	45	2.25	-7.25	5.0625	52.5625
32.	75	55	12.25	2.75	150.063	7.5625
33.	75	50	12.25	-2.25	150.063	5.0625
34.	40	45	-22.75	-7.25	517.563	52.5625
35.	70	40	7.25	-12.25	52.5625	150.063
36.	60	65	-2.75	12.75	7.5625	162.563
37.	65	45	2.25	-7.25	5.0625	52.5625
38.	55	40	-7.75	-12.25	60.0625	150.063
39.	65	65	2.25	12.75	5.0625	162.563
40.	80	20	17.25	-32.25	297.563	1040.06
Σ	2510	2090			5873.94	5997.5
\bar{X}	62.75	52.25				

The researcher calculated the data based on the steps of the test. The

formulation as follow :

1. The statistic calculation of the data pre-test of variable X

a. Mean

$$M_x = \frac{\Sigma X}{n} = \frac{2510}{40} = 62.75$$

b. Variant

$$S^2 = \frac{\Sigma(X - \bar{X})^2}{n-1} = \frac{5873.94}{40-1} = \frac{5873.94}{39} = 150.61$$

c. Standard Deviation

$$SD_x = \sqrt{150.61} = 12.27$$

2. The statistic calculation of the data pre-test of variable Y

a. $M_y = \frac{\sum y}{n} = \frac{2090}{40} = 52.25$

b. Variant

$$S^2 = \frac{\sum(Y - \bar{X})^2}{n-1} = \frac{5997.5}{40-1} = \frac{5997.5}{39} = 153.78$$

c. Standard Deviation

$$SD_y = \sqrt{153.78} = 12.40$$

Table 4.2

**Worktable for Finding Mean, Variant and Standard Deviation from
Pos-Test of Experimental and Control Group**

No.	X	Y	(X - \bar{X})	(Y - \bar{X})	(X - \bar{X}) ²	(Y - \bar{X}) ²
1.	80	75	-5	10.5	25	110.25
2.	100	60	15	-4.5	225	20.25
3.	75	60	-10	-4.5	100	20.25
4.	75	70	-10	5.5	100	30.25
5.	95	50	10	-14.5	25	210.25
6.	80	60	-5	-4.5	25	20.25
7.	80	55	-5	-9.5	25	90.25
8.	90	60	5	-4.5	25	20.25
9.	75	50	-10	-14.5	100	210.25
10.	75	60	-10	-4.5	100	20.25
11.	75	85	-10	20.5	100	420.25
12.	100	80	15	15.5	225	240.25
13.	75	70	-10	5.5	100	30.25
14.	95	75	10	10.5	100	110.25
15.	80	60	-5	-4.5	25	20.25
No.	X	Y	(X - \bar{X})	(Y - \bar{X})	(X - \bar{X}) ²	(Y - \bar{X}) ²
16.	90	40	5	-24.5	25	600.25

17.	75	65	-10	0.5	100	0.25
18.	80	85	-5	20.5	25	420.25
19.	90	65	5	0.5	25	0.25
20.	80	70	-5	5.5	25	30.25
21.	95	50	10	-14.5	100	210.25
22.	95	70	10	5.5	100	30.25
23.	75	85	-10	20.5	100	420.25
24.	75	80	-10	15.5	100	240.25
25.	80	75	-5	10.5	25	110.25
26.	80	55	-5	-9.5	25	90.25
27.	85	65	0	0.5	0	0.25
28.	90	70	5	5.5	25	30.25
29.	95	40	10	-24.5	100	600.25
30.	85	75	0	10.5	0	110.25
31.	80	60	-5	-4.5	25	20.25
32.	90	70	5	5.5	25	30.25
33.	90	70	5	5.5	25	30.25
34.	80	55	-5	-9.5	25	90.25
35.	85	55	0	-9.5	0	90.25
36.	85	70	0	5.5	0	30.25
37.	85	65	0	0.5	0	0.25
38.	80	55	-5	-9.5	25	90.25
39.	95	75	10	10.5	100	110.25
40.	95	45	10	-19.5	100	380.25
Σ	3385	2580			2400	5340
\bar{X}	85	64.5				

The researcher calculated the data based on the steps of the test. The formulation as follow :

1. The statistic calculation of the data pos-test of variable X

a. Mean

$$M_x = \frac{\sum X}{n} = \frac{3385}{40} = 85$$

b. Variant

$$S^2 = \frac{\sum (X - \bar{X})^2}{n-1} = \frac{2400}{40-1} = \frac{2400}{39} = 61.53$$

c. Standard Deviation

$$SD_x = \sqrt{61.53} = 7.84$$

2. The statistic calculation of the data pos-test of variable Y

a. $M_y = \frac{\sum y}{n} = \frac{2580}{40} = 64.5$

b. Variant

$$S^2 = \frac{\sum (Y - \bar{X})^2}{n-1} = \frac{5340}{40-1} = \frac{5340}{39} = 136.92$$

c. Standard Deviation

$$SD_y = \sqrt{136.92} = 11.70$$

B. Data Analysis

1. Testing Reliability of the Test

To obtain the reliability of the test items, the researcher used Kuder-Richardson 21 (KR-21) and the table of score reliability of the test as follows:

Table 4.3**The Score of the Reliability of the Test**

No.	Name of students	X	X ²	(X- \bar{X})	(X- \bar{X}) ²
1.	Aprilia Yuningsih	12	144	-1.6	2.56
2.	Aripa Nasution	11	121	-2.6	6.76
3.	Aulia Rahman	18	324	4.4	19.36
4.	Dina Sari Tobing	10	100	-3.6	12.96
5.	Esy Putri Yolanda	16	256	2.4	5.76
6.	Fitria Nurmasari	12	144	-1.6	2.56
7.	Haqiyah Batubara	12	144	-1.6	2.56
8.	Hasimah Harahap	13	169	-0.6	0.36
9.	Helmi Sri wahyuni	11	121	-2.6	6.76
10.	Henni Sartika	11	121	-2.6	6.76
11.	Irma Nurnahdia	12	144	-1.6	2.56
12.	Khairani Muslifa	20	400	6.4	40.96
13.	Latifah Husna Hasibuan	17	289	3.4	11.56
14.	Listia Lestari	13	169	-0.6	0.36
15.	Luthfia Annisa Lubis	12	144	-1.6	2.56
16.	Masyitoh	14	196	0.4	0.16
17.	Miftah Hulzannah	18	324	4.4	19.36
18.	Mila Hayyun Harahap	17	289	3.4	11.56
19.	Miranda Dewi	20	400	6.4	40.96
20.	Nabila fahira	18	324	4.4	19.36
21.	Nadia Hafisah	17	289	3.4	11.56
22.	Nelli Apriyanti Lubis	10	100	-3.6	12.96
23.	Nurul Hartini	18	324	4.4	19.36
24.	Nurul Khofifah	8	64	-5.6	31.36
25.	Putri Amalia	20	400	6.4	40.96
26.	Putri Ananda	16	256	2.4	5.76
27.	Putri Sriningsih	10	100	-3.6	12.96

No.	Name of students	X	Y	(X- \bar{X})	(X- \bar{X}) ²
28.	Putri Zahra Lubis	11	121	-2.6	6.76
29.	Rahma Fitriani Lubis	18	324	4.4	19.36
30.	Rahma Syahfitri Lubis	8	64	-5.6	31.36
31.	Rafiqo Safitri Dalimunthe	11	121	-2.6	6.76
32.	Resa Utami	12	144	-1.6	2.56
33.	Salsabila Azzahra	18	324	4.4	19.36
34.	Salima Tussa'diyah	10	100	-3.6	12.96
35.	Shinta Aulia	12	144	-1.6	2.56
36.	Suci Ramadhani Siregar	8	64	-5.6	31.36
37.	Tika Sari Lubis	18	324	4.4	19.36
38.	Triana Safitri	10	100	-3.6	12.96
39.	Wanda Putri R. Daulay	11	121	-2.6	6.76
40.	Wulan Tamala	11	121	-2.6	6.76
	Total	544	7928	124.8	529.6
	Mean	13.6	198.2		

The Calculation of the Reliability of the Test

In order to obtain the reliability of the test, the researcher used Kuder-Richardson formula 21 (KR-21) as following:

$$K = 20$$

$$M = \frac{\sum X}{n} = \frac{576}{40} = 13.6$$

$$S^2 = \frac{\sum (X - \bar{X})^2}{n-1}$$

$$= \frac{529.6}{40-1}$$

$$= \frac{529.6}{39}$$

$$= 13.6$$

$$S = \sqrt{13.6}$$

$$= 3.68$$

$$\begin{aligned} KR-21 &= \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS^2} \right) \\ &= \frac{20}{20-1} \left(1 - \frac{13.6(20-13.6)}{20(3.68)^2} \right) \\ &= \frac{20}{19} \left(1 - \frac{87.04}{270.8} \right) \\ &= \frac{20}{19} (1 - 0.32) \\ &= 1.05 (0.68) \\ &= 0.71 \end{aligned}$$

The calculation shows that coefficient reliability of the test is $R = 0.71$.

The reliability of the test can be categorized as follows:

0.00 – 0.20 : Negligible

0.21 – 0.40 : Low

0.41 – 0.60 : Moderate

0.61 – 0.80 : Substantial

0.81 – 1.00 : High to very high

It means that the reliability of the test is substantial and test is reliable.

2. Data Analysis by using t-test Formula

The data to be analyzed was obtained by giving the multiple choice tests to the students in order to know their ability in reading narrative text. The analysis was intended to get the significant differences between the students in experimental group and control group.

From the score of the test, a calculation was made to find out whether the using Read, Ask and Paraphrase (RAP) strategy has a significant effect on reading narrative text.

Table 4.4

The Calculation of t-test in Experimental Class

No.	Name of Students	Pre Test	Post Test	D	D²
1.	Adinda Rahma Rangkuti	50	80	30	900
2.	Agrivina Nabila Hasibuan	80	100	20	400
3.	Allisya Octa Permadani Putri	40	75	35	1225
4.	Amalia Nasution	60	75	15	225
5.	Ananda Maulida	75	95	20	400
6.	Anna Sari Azhabul Zannah Srg	65	80	15	225
7.	Aqila Khairani	60	80	20	400
8.	Aulia Mawaddah	70	90	20	400
9.	Cyelin Afrilia	55	75	20	400
10.	Devi Aprilia	65	75	10	100
11.	Devi Rezki	55	75	20	400
12.	Dewi Masyitah	75	100	25	625
13.	Dinda Silvi Anggraini	45	75	30	900
14.	Dini Nurhasanah	75	95	20	400
15.	Fadhillah Wisdaniah Nst	65	80	15	225
16.	Fakhriza Amalia Putri	75	90	15	225
17.	Fitri Sani	45	75	30	900
18.	Habibatul Husna Ismail	40	80	40	1600
19.	Mei Rahmani	70	90	20	400
20.	Melisa Fitriani	60	80	20	400
21.	Miftahul Hasanah Habib	65	95	30	900
22.	Nabila Safina Lubis	70	95	25	625
23.	Nazwa Sabila	50	75	25	625
24.	Nina Aldia Berutu	50	75	25	625

No.	Name of Students	Pre Test	Pos Test	D	D ²
25.	Nurhalimah	60	80	20	400
26.	Nurul Khoiriah	55	80	25	625
27.	Putri Meilani Ayu Lestari	75	85	10	100
28.	Raudhatul Jannah	80	90	10	100
29.	Rizka Amelia Lubis	70	95	25	625
30.	Rizka Aulia Rahmi Utoyoy	60	85	25	625
31.	Rizky Putri Y. Khairani	65	80	15	225
32.	Rosdiana Padang	75	90	15	225
33.	Siti Nursakila	75	90	15	225
34.	Tania Nurhalizah	40	80	40	1600
35.	Tazkiyah Humairah	70	85	15	225
36.	Tri Novita Syahfitri	60	85	25	625
37.	Wulan Kartika	65	85	20	400
38.	Yeni Widya Hrp	55	80	25	625
39.	Zahra Fadillah	65	95	30	900
40.	Zazila Putri Santoso	80	95	15	225
	Total	2510	3385	875	21275
	Mean	62.75	85	21.875	

$$Ma = \frac{\sum d}{N} = \frac{875}{40} = 21.875$$

$$Da^2 = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$Da^2 = 21275 - \frac{(875)^2}{40}$$

$$Da^2 = 21275 - 19140.625$$

$$Da^2 = 2134.375$$

Table 4.5**The Calculation of t-test in Control Class**

No.	Name of Students	Pre-test	Post-test	D	D²
1.	Amelia dwi Febriana	65	75	10	100
2.	Annisa Fitri Siregar	50	60	10	100
3.	Bunga Anggraini	60	60	0	0
4.	Cindy Anggraini	50	70	20	400
5.	Della Amelia	50	50	0	0
6.	Desy Mazreha	45	60	15	225
7.	Dilla Raya Hasim BB	50	55	5	25
8.	Dinda Aulia Pulungan	50	60	10	100
9.	Dinda Trisa Fadillah	35	50	15	225
10.	Enda Sindy Rosa Br. Ginting	45	60	15	225
11.	Eva Hariyanti	70	85	15	225
12.	Fadillah Azzahra	70	80	10	100
13.	Fadillah Pratiwi	50	70	20	400
14.	Fifi Rahmadani T	65	75	10	100
15.	Fira Adelia	40	60	20	400
16.	Ghina	40	40	0	0
17.	Khairunnisa N	60	65	5	25
18.	Khairunnisa Y	70	85	15	225
19.	Khairunnisa F	65	65	0	0
20.	Nur Afnisa	50	70	20	400
21.	Nur Nadia Rahma Sinaga	45	50	5	25
22.	Nur Aini Matondang	50	70	20	400
23.	Nur Safitri Saragih	70	85	15	225
24.	Nurul Febriyani	60	80	20	400
25.	Nurul Ummi Sipahutar	60	75	15	100
26.	Rahma Aulia	55	55	0	0
27.	Restu Rachmawati	50	65	15	225

No.	Name of Students	Pre Test	Pos Test	D	D ²
28.	Rinda Pratiwi	65	70	5	25
29.	Ririe Febi Dea Anjari	20	40	20	400
30.	Risky Ananda	65	75	10	100
31.	Salwa Azzahra	45	60	15	225
32.	Shelly Dwi Syahputri	55	70	15	225
33.	Siti Fatimah	50	70	20	400
34.	Suci Khairani	45	55	10	100
35.	Tamara Sofa	40	55	15	225
36.	Tasya Audya Putri	65	70	5	25
37..	Uci Maharani Nst	45	65	20	400
38.	Willujeng Adek Ayu	40	55	15	225
39.	Winda Safitri	65	75	10	100
40.	Windy Atika	20	45	25	625
	Total	2090	2580	490	7725
	Mean	52.25	64.5	12.25	

$$M_b = \frac{\sum d}{N} = \frac{490}{40} = 12.25$$

$$D_b^2 = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$D_b^2 = 7725 - \frac{(490)^2}{40}$$

$$D_b^2 = 7725 - 6002.5$$

$$D_b^2 = 1722.5$$

From the data above, it is obtained that:

$$M_a = 21.875$$

$$M_b = 12.25$$

$$D_a^2 = 2134.375$$

$$D_b^2 = 1722.5$$

$$N_a = 40$$

$$N_b = 40$$

Therefore, the calculation of t-observed is:

$$\begin{aligned} t &= \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}} \\ &= \frac{21.875 - 12.25}{\sqrt{\left(\frac{2134.375 + 1722.5}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}} \\ &= \frac{9.625}{\sqrt{\left(\frac{3856.875}{80 - 2}\right)\left(\frac{2}{40}\right)}} \\ &= \frac{9.675}{\sqrt{\left(\frac{3856.875}{68}\right)\left(\frac{2}{20}\right)}} \\ &= \frac{9.675}{\sqrt{(56.72)(0.1)}} \\ &= \frac{9.675}{\sqrt{5.57}} \\ &= \frac{9.675}{2.36} \\ &= 4.099 \end{aligned}$$

In this research, the researcher found that the value of t-observed (4.099) is higher than the value of t-table (1.990) at level of significance $\alpha = 0.05$ and at the numerator degree of freedom (df) 78 (obtained from, $na + nb - 2 = 40 + 40 - 2 = 78$), so Hypothesis Alternative (H_a) is accepted.

C. Testing Hypothesis

The formula of t-test and the table of t-distribution were applied in testing the hypothesis. The testing of hypothesis was conducted to find out whether the hypothesis is accepted or rejected. H_a (alternative hypothesis) is accepted if t-

observe $>$ t-table which at once reject H_0 . Based on the result of the data analysis, the researcher found that value of t-observe (4.099) was higher than the value of t-table (1.990) at level of significant $\alpha = 0.05$ and at the (df) 78.

The result shows that t-observe is higher than t-table, it can be see as follows:

$$t\text{-observe} > t\text{-table} (\alpha = 0.05) \text{ with df } 78$$
$$4.099 > 1.990 (\alpha = 0.05) \text{ with df } 78$$

Therefore, the hypothesis of this study is accepted.

D. Research Finding

The result of this research shows that the mean score of experimental group is higher than the mean score of the control group. From the data analysis, the researcher found that the value of the t-observe (4.099) was higher than t-table (1.990) at the level significant $\alpha = 0.05$. So, H_a is accepted.

This indicates that the use of Read, Ask, and Paraphrase (RAP) strategy has significant effect on student' comprehension in reading narrative text.

E. Discussion

The data in this research was taken from reading test in the form of multiple choices. The research was conducted in two classes. The data was taken from the second year of MTs Al-Washliyah Tembung. The exact number of the students in both of classes are 40 students.

The research show that the result of the test that was given to the students after teaching learning process by using RAP strategy got higher result than the result of the students was taught by using conventional method.

The finding indicates that the use of RAP strategy is proven effective to increase the students' reading comprehension. Studying with RAP strategy, students can find many synonyms from one word, developed the ideas with the student's own words, and the understanding of the students is better.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis and discussion, the researcher concludes that the use of RAP strategy significantly affects the students' reading comprehension, since the score of the students who were taught by RAP strategy is higher than using conventional method. And from the t-test calculation it was found that the t-observe is higher than t-table. Therefore, the $t\text{-observe} > t\text{-table}$ ($4.099 > 1.990$; $df = 78$, $\alpha = 0.05$). It means that the hypothesis alternative (H_a) is accepted which shows that RAP strategy significantly affects the students' reading comprehension.

B. Suggestions

Based on the finding, the researcher gives some suggestions as follows:

1. The English teachers are suggested to use RAP strategy in their teaching learning process in order to improve the students' reading comprehension.
2. The students follow the steps on RAP strategy to improve their achievement in reading comprehension.
3. The other researcher, who want to study more about RAP strategy, this research could be advisable reference in conducting similar language skills reading with different genre.

REFERENCES

- Bender, William N. 2008. *Differentiating Instruction for students With Learning Disabilities: Best Teaching Practice for General and Special Educators*. USA : CORwin Press.
- Deborah Daiek and Nancy Anter, 2004. *Critical Reading for College and Beyond*, New York : McGraw-Hill.
- Diets, Betty Mattix. *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader and Handbook* New York: McGraw-Hill.
- Jessica L. Hagaman, (2010), *The "RAP" on Reading Comprehension*, Retrieved from <http://Theparaphrasingstrategy325Twebsite>, Accessed on December 12th 2016.
- Kartono, Bambang K. 2012. *SMP Plus*. Jakarta: Erlangga
- Kustaryo,Sukirah. 1988. *Reading Techniques for College Students*, Jakarta: Departemen Pendidikan dan Kebudayaan.
- Oxford Learners;S Pocket Dictionary. 2008. New York: Oxford University Press.
- Sanjaya, Wina. 2006. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* . Jakarta : Kencana Perdana Media.
- Schumm, Jeanne Shay. 2006. *Reading Assessment and Instruction for All Learners*, New York: The Guilford Press.
- Snow, Catherine. *Reading for Understanding: Toward a R & D Program in Reading Comprehension*, Pittsburgh: RAND.
- Soeprpto F.A. and Mariana Darwis, (2006), *Linked to the World 1*, Jakarta: Yudistira, p.12

Sanggam Siahaan and Kisno Shinoda. 2008. *Generic Text Structure*. Yogyakarta:

Graha Ilmu.

Syahrum and Salim, 2011. *Metodologi Penelitian Kualitatif*. Bandung: Cita

Pustaka Media.

Sugiyono. 2014. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.

Wayne Otto, Addison-Wesley, 1997. *How to Teach Reading*, Philippines.

Wigfield, Allan. 2010. *Motivating Reading Comprehension: Concept-Oriented*

Reading Instruction, New York: Routledge.

W. Grabe and Stoller F.L, 2002. *Teaching and Researching Reading*. England:

Pearson Education.

Isdaryanto, *definition of narrative text*, Accessed on December 30th 2016

(<http://www.education.com>)

[Http://soehaarr.com/2010/03/28/Materi-bahasa-inggris-narrative-text/](http://soehaarr.com/2010/03/28/Materi-bahasa-inggris-narrative-text/). (Accessed on December 30th 2016)

[Http://www.englishindo.com/2013/08/Narrative-Text.html](http://www.englishindo.com/2013/08/Narrative-Text.html) (Accessed on January 05th 2017)

<http://Alquran/english-Trans> (Accessed on December 27th 2016)

<http://www.noblequran.com/translation/> (Accessed on December 28th 2016)

Appendix I

LESSON PLAN

School	: MTs Al-washliyah Tembung
Subject	: English
Skill	: Reading
Class/semester	: VIII/2
Meeting	: 1 & 2
Time allocation	: 2 x 40 minutes

A. Standard Competence

Understanding the meaning in short functional text and simple essay in form of narrative and recount to interact with the nearest environment.

B. Basic Competence

Responding meaning in simple short functional text accurately, fluently and acceptable to interact with the nearest environment in a form of narrative and recount.

C. Indicators

Students are able to:

- Identify the information in a text.
- Understand the purpose of a text.
- Answer questions dealing with the narrative text.

D. Teaching Learning Material

a. *The definition of narrative text*

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

b. *The purpose of narrative text*

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

c. *Generic Structures of Narrative Text*

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

d. *Language features in narrative text.*

- Past tense (killed, drunk, etc).
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

e. Example of Narrative Text

Snow White

Once upon a time, there lived a little girl named “Snow White”. She lived with her aunt and uncle because her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t have enough money to take Snow White. Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then, she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then, Snow White woke up. She saw the dwarfs. The dwarfs said, ”What is your name?” Snow White said, “My name is Snow White”.

The dwarfs said, “If you wish , you may live here with us”. Snow White said, “Oh,could I? Thank you”. Then, Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

E. Strategy

Read, Ask, and Paraphrase (RAP)

F. Teaching Procedure

1. Pre Activity

- Greeting (teacher greets the students and checks the attendance list).
- Teacher introduces herself to the students.
- Giving review about narrative text by asking about generic structure.
- Teacher gives the pre-test.

2. Main Activity

Exploration

- Teacher explains about narrative text.
- The teacher trains the students to read a narrative text.

Elaboration

- The teacher asks the students to write some difficult words and find the meaning and its synonym. Then, teacher asks the students to make 5 questions based on the text. The students work in pairs.
- The teacher chooses one group to read their questions. The chosen group will choose another group to answer their questions by using their own words.

Confirmation

- Giving positive feedback and reinforcement orally or by using gestures for the students' success.
- Giving advice to the student's work so that they can improve their weakness.

3. Post Activity

- Teacher asks the students to read another narrative text at home.
- Teacher ends the class.

G. Source and Teaching Media

- a. Textbook
- b. Copies of text

H. Assessment

- a. Assessment rubric :

Criteria	Score
Excellent	5
Less perfect	4
Not relevant but still understandable	4

Sentence is not strung well but still understandable	2
One redefines the meaning	1

a. Instrument :

Answer the questions bellow based on the text of Snow White!

- 1) What is the kind of the text?
- 2) What is the purpose of the text?
- 3) What is the main idea of paragraph 2?
- 4) What is the text talk about?
- 5) Who are the characters of the text?
- 6) Where did the story happen?
- 7) Why did Snow White run away into the woods?
- 8) Please mention the generic structures of the text!
- 9) What is the moral value of the story above?
- 10) How is the ending of the text of Snow White? Explain it!

Key Answer

1. The kind of the text is narrative text.
2. The purpose of the text is to amuse the reader.
3. The main idea of paragraph 2 is Snow White's uncle and aunt leaving her in the castle.
4. The text talk about Snow White.
5. The characters of the text are Snow White, her aunt, her uncle, the seven dwarfs
6. The story happened in the castle and the woods.
7. Snow White ran away into the woods because she did not want her uncle and aunt to go to America.
8. The generic structures of the text are orientation, complication and resolution.
9. The moral value of the story is we must be patient in every problems.
10. The ending of the text of Snow White is happy ending, because she lived with the seven dwarfs in the cottage.

Medan, February
2017

English Teacher

Researcher

(Titik Atika, S.Pd.I)

Yosi Agutia Dalimunthe

NIM.34.13.3.127

Headmaster of MTs Al-Washliyah Tembung

(Muhammad Zubir Nasution, S.Ag)

LESSON PLAN

School	: MTs Al-washliyah Tembung
Subject	: English
Skill	: Reading
Class/semester	: VIII/2
Meeting	: 3 & 4
Time allocation	: 2 x 40 minutes

A. Standard Competence

Understanding the meaning in short functional text and simple essay in form of narrative and recount to interact with the nearest environment.

B. Basic Competence

Responding meaning in simple short functional text accurately, fluently and acceptable to interact with the nearest environment in a form of narrative and recount.

C. Indicators

Students are able to:

- Identify the information in a text.
- Understand the purpose of a text.
- Answer questions dealing with the narrative text.

D. Teaching Learning Material

1. Vocabulary
2. The example of narrative text

The Bear and The Two Friends

Once two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in any case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt in his ears, and slowly left the place. Because the bear did not touch the dead creature. Now the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "The bear advised me not to believe a false friend."

E. Strategy

Read, Ask, and Paraphrase (RAP) strategy

F. Teaching Procedure

1. Pre Activity

- Teacher remarks the students and takes the attendance list.
- Teacher asks the students to submit homework.
- The teacher gives motivation to the students.

2. Main Activity

Exploration

- Teacher gives another text to the students.
- The students will be given time about 10 minutes to read.

Elaboration

- The teacher asks the students to write some difficult words and find the meaning and its synonyms.
- The teacher will choose some students to retelling the text by using their own words.

Confirmation

- Teacher asks the students to evaluate their own learning way in using the RAP strategy; asks them the difficulties they faced, their weakness and the benefit they get.
- Giving positive feedback and reinforcement orally or by using gestures for the students' success.

3. Post Activity

- The teacher concludes the result of the discussion.
- The teacher gives post-test to the students.
- The teacher says thanks to all students.
- The teacher ends the class.

G. Source and Teaching Media

- Textbook
- Copies of text

H. Assessment

a. Assessment rubric :

Criteria	Score
Excellent	5
Less perfect	4
Not relevant but still understandable	4
Sentence is not strung well but still understandable	2
One redefines the meaning	1

b. Instrument :

Read the story about "*The Bear and The Two Friends*" and then retelling the text by using your own words!

Medan, February
2017

English Teacher

Researcher

(Titik Atika, S.Pd.I)

(Yosi Agutia Dalimunthe)
NIM.34.13.3.127

Headmaster of MTs Al-Washliyah Tembung

(Muhammad Zubir Nasution, S.Ag)

LESSON PLAN

School	: MTs Al-washliyah Tembung
Subject	: English
Skill	: Reading
Class/semester	: VIII/2
Meeting	: 1 & 2
Time allocation	: 2 x 40 minutes

A. Standard Competence

Understanding the meaning in short functional text and simple essay in form of narrative and recount to interact with the nearest environment.

B. Basic Competence

Responding meaning in simple short functional text accurately, fluently and acceptable to interact with the nearest environment in a form of narrative and recount.

C. Indicators

Students are able to:

- Identify the information in a text.
- Understand the purpose of a text.
- Answer questions dealing with the narrative text.

D. Teaching Learning Material

a. The definition of narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of

narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

b. *The purpose of narrative text*

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

c. *Generic Structures of Narrative Text*

1) Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

d. *Language features in narrative text.*

- Past tense (killed, drunk, etc).
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

e. *Example of Narrative Text*

Snow White

Once upon a time, there lived a little girl named "Snow White". She lived with her aunt and uncle because her parents were dead.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then, she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then, Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White".

The dwarfs said, "If you wish, you may live here with us". Snow White said, "Oh, could I? Thank you". Then, Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

E. Method

Conventional method

F. Teaching and Learning Process

1. Pre Activity

- Teacher introduces herself to the students.
- Greeting the students
- Teacher remarks the students and takes the attendance list.
- Telling the objective of the lesson.
- Teacher gives the pre-test.

2. Main Activity

Exploration

- Reminding the students about the previous lesson.

- Teacher gives a text to the students.
- Teacher asks the students to read the text.

Elaboration

- The teacher asks some students to read aloud or read in front of the class.
- Teacher asks the students to translate the text.
- Teacher asks the students to answer the questions below the text.
- Opening question and answer session.

Confirmation

- Giving positive feedback and reinforcement orally or by using gestures for the students' success.

3. Post Activity

- Teacher conclude the materials learnt.
- Teacher ends the class.

G. Source and Teaching Media

- c. Textbook
- d. Copies of text

H. Assessment

b. Assessment rubric :

Criteria	Score
Excellent	5
Less perfect	4
Not relevant but still understandable	4
Sentence is not strung well but still understandable	2
One redefines the meaning	1

c. Instrument :

Answer the questions bellow based on the text of Snow White!

1. What is the main idea of paragraph 2?
2. What is the text talk about?
3. What is the moral value of the story above?

Key Answer

1. The main idea of paragraph 2 is Snow White's uncle and aunt leaving her in the castle.
2. The text talk about Snow White.
3. The moral value of the story is we must be patient in every problems.

Medan, February 2017

English Teacher

Researcher

()

Yosi Agutia Dalimunthe
NIM.34.13.3.127

Headmaster of MTs Al-Washliyah Tembung

()

LESSON PLAN

School	: MTs Al-washliyah Tembung
Subject	: English
Skill	: Reading
Class/semester	: VIII/2
Meeting	: 3 & 4
Time allocation	: 2 x 40 minutes

A. Standard Competence

Understanding the meaning in short functional text and simple essay in form of narrative and recount to interact with the nearest environment.

B. Basic Competence

Responding meaning in simple short functional text accurately, fluently and acceptable to interact with the nearest environment in a form of narrative and recount.

C. Indicators

Students are able to:

- Identify the information in a text.
- Understand the purpose of a text.
- Answer questions dealing with the narrative text.

D. Teaching Learning Material

3. Vocabulary
4. The example of narrative text

The Bear and The Two Friends

Once two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in any case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt in his ears, and slowly left the place. Because the bear did not touch the dead creature. Now the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "The bear advised me not to believe a false friend."

E. Method

Conventional method

F. Teaching Procedure

1. Pre Activity

- Teacher remarks the students and takes the attendance list.
- The teacher gives motivation to the students.

2. Main Activity

Exploration

- The teacher gives another text to the students.
- The teacher asks the students to read the text one by one.

Elaboration

- The teacher asks the students to write some difficult vocabularies and translate it.
- The teacher asks the students to answer the questions.

Confirmation

- Giving positive feedback and reinforcement orally or by using gestures for the students' success.

- Giving advice to the student's work so that they can improve their weakness.

3. Post Activity

- The teacher concludes the result of the discussion.
- The teacher gives post-test to the students.
- The teacher says thanks to all students.
- The teacher ends the class.

G. Source and Teaching Media

- Textbook
- Copies of text

H. Assessment

a. Assessment rubric :

Criteria	Score
Excellent	5
Less perfect	4
Not relevant but still understandable	4
Sentence is not strung well but still understandable	2
One redefines the meaning	1

b. Instrument :

Answer the questions bellow based on the text of “**The Bear and The Two Friends**”!

1. What is the kind of the text?
2. Who are the characters of the text?
3. Where did the story happen?
4. What is the moral value of the text?

Key Answer

1. The kind of the text is narrative text
2. The characters of the text are two friends and the bear.
3. The story happened in the forest.

4. The moral value of the text is don't leave your friend in every condition.

Medan, February
2017

English Teacher

Researcher

()

Yosi Agutia Dalimunthe
NIM.34.13.3.127

Headmaster of MTs Al-Washliyah Tembung

()

Appendix V

Pre-Test

Read the following text, then answer the questions no 1-10!

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat CAtno, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner.

The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?

- | | |
|----------------|-----------------|
| A. London | C. Jakarta |
| B. Puerto Rico | D. Buenos Aires |

2. What is the word that the parrot cannot say?

- | | |
|-----------|-----------|
| A. Catano | C. Canato |
| B. Tacano | D. Nacato |

3. How often did the owner teach the bird how to say the word?
- A. Always
B. Everyday
C. Many times
D. Every second
4. Which statement is true according to the text?
- A. The parrot could say Catano
B. At last the parrot could say Catano
C. Catano was the name at the parrot
D. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place?
- A. The man ate the bird.
B. The sold the bird.
C. The man killed the bird.
D. The man taught the bird.
6. It is most likely that
- A. The bird killed the three chickens.
B. The three chickens killed the bird.
C. The bird played with the chicken.
D. The bird killed one of the three chickens.
7. What is the story about?
- A. A parrot and a cat
B. A parrot and a chicken
C. A parrot and the owner
D. A parrot, the owner, and chickens
8. "It was very, very smart"
The underlined word refers to
- A. The man
B. The bird
C. The chicken
D. Puerto Rico
9. "The parrot was very, very smart"
The word 'smart' means
- A. Stupid
B. Clever
C. Stubborn
D. Beautiful

10. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

- A. Smiling
- B. Crying
- C. Shouting
- D. Laugh

Read the following text, then answer the questions no 11-15

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (*pesta dansa*) in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach (*kereta*), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

11. What is the purpose of the text above?

- A. To tell us how to write a story
- B. To inform what happened in the past
- C. To give a description of a beautiful girl
- D. To entertain readers with an actual, or vicarious experience

12. What type of the text is used by the witer?
- A. Narrative C. Recount
B. Report D. Descriptive
13. Why did the king hold the event at his palace?
- A. To celebrate his birthday C. To find his crown prince a wife
B. To celebrate his wedding D. To entertain his people
14. How was the end of the story?
- A. The prince married Cindrella.
B. Cindrella was killed by her step mother
C. The prince turned into a horse forever.
D. The king gave the kingdom to Cindrella.
15. “She also gave Cindrella a lovely dress....” (Paragraph 4). The underlined word has the same meaning with
- A. Boring C. Polite
B. Honest D. Pretty

Read the following text, then answer the questions no 16-20!

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

16. To tell the plot, the writers uses.....
- A. a rhetorical question and an exclamation C. contrastive evidences
B. time sequences D. past tense
17. Why did Snow White run away to the woods?
- A. Her parents passed away
B. Her uncle was angry with her
C. Her uncle and aunt would go to America
D. Snow White was happy to run away
18. When did Snow White run away to the woods?
- A. In the afternoon C. In the evening
B. In the morning D. In the full moon
19. Where did Snow White live after she run away to the woods?
- A. She lived in the cave C. She lived everywhere in the woods
B. She lived in the lion nest D. She lived in the dwarfs' cottage
20. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
- A. Because she loved them very much
B. As a result of forcing attitude from them
C. Because her parents were dead
D. Because she were afraid of the dwarfs

Post-Test

Read the following text, then answer the questions no 1-5!

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (*pesta dansa*) in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach (*kereta*), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

1. How was the end of the story?
 - E. The prince married Cindrella.
 - F. Cindrella was killed by her step mother
 - G. The prince turned into a horse forever.
 - H. The king gave the kingdom to Cindrella.

2. What is the purpose of the text above?
 - E. To tell us how to write a story
 - F. To inform what happened in the past

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
 - A. Because she loved them very much
 - B. As a result of forcing attitude from them
 - C. Because her parents were dead
 - D. Because she were afraid of the dwarfs

7. When did Snow White run away to the woods?
 - A. In the afternoon
 - B. In the morning
 - C. In the evening
 - D. In the full moon

8. Why did Snow White run away to the woods?
 - A. Her parents passed away
 - B. Her uncle was angry with her
 - C. Her uncle and aunt would go to America
 - D. Snow White was happy to run away

9. Where did Snow White live after she run away to the woods?
 - A. She lived in the cave
 - B. She lived in the lion nest
 - C. She lived everywhere in the woods
 - D. She lived in the dwarfs' cottage

10. To tell the plot, the writers uses.....
 - A. a rhetorical question and an exclamation
 - B. time sequences
 - C. contrastive evidences
 - D. past tense

Read the following text, then answer the questions no 11-20!

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Say CATano, or I will kill you!” but the parrot would not say it. Then the man got so angry that he shouted over and over, “Say Catano, or I’ll kill you!” but the bird wouldn’t talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house there are four old chickens. They were for Sunday’s dinner.

The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

11. What does the man do to the bird because the bird cannot say the name of a place?

- A. The man ate the bird.
- B. The man sold the bird.
- C. The man killed the bird.
- D. The man taught the bird.

12. It is most likely that

- A. The bird killed the three chickens.
- B. The three chickens killed the bird.
- C. The bird played with the chicken.
- D. The bird killed one of the three chickens.

13. How often did the owner teach the bird how to say the word?

- A. Always
- B. Everyday
- C. Many times
- D. Every second

14. Which statement is true according to the text?

- A. The parrot could say Catano
- B. At last the parrot could say Catano
- C. Catano was the name of the parrot
- D. The man never got angry at the parrot

15. “The parrot was screaming at the fourth chickens”

What does the underlined word mean?

- A. Smiling
- B. Crying
- C. Shouting
- D. Laugh

16. What is the story about?

- A. A parrot and a cat
- B. A parrot and a chicken
- C. A parrot and the owner
- D. A parrot, the owner, and chickens

17. What is the word that the parrot cannot say?

- A. Catano
- B. Tacano
- C. Canato
- D. Nacato

18. "It was very, very smart"

The underlined word refers to

- A. The man
- B. The bird
- C. The chicken
- D. Puerto Rico

19. Where does the story take place?

- A. London
- B. Puerto Rico
- C. Jakarta
- D. Buenos Aires

20. "The parrot was very, very smart"

The word 'smart' means

- A. Stupid
- B. Clever
- C. Stubborn
- D. Beautiful

Appendix IV

Answer Keys

Pre-Test	Post-Test
1. B	1. A
2. C	2. D
3. A	3. D
4. B	4. C
5. D	5. A
6. A	6. C
7. C	7. B
8. B	8. C
9. B	9. D
10. C	10. D
11. D	11. D
12. A	12. A
13. C	13. C
14. A	14. B
15. D	15. C
16. D	16. C
17. C	17. A
18. B	18. B
19. D	19. B
20. C	20. B

Appendix VI

DOCUMENTATION

Doing the Pre-Test in Experimental Class



Doing RAP Strategy





Doing the Pos-Test in Experimental Class



Doing the Pre-Test in Control Class



Doing the Pre-Test in Control Class





BIOGRAPHY

The writer's name is Yosi Agutia Dalimunthe, born on 15th March 1996 in Sei Bejangkar, North Sumatera. She is the fourth daughter of Edi Guntur Dalimunthe and Tuti. Her brother are Ari Irfan Satria, Jefri Danil Dalimunthe, Reyhan Fahriza Dalimunthe and her sister is Melisa Rizki Dalimunthe.

She went to SD Swasta Nasional Teratak, Sei Bejangkar (graduated in 2007), then entered MTs. Citra Abdi Negoro, Sei Bejangkar (graduated in 2010) and SMA Negeri 1 Talawi (graduated in 2013). She started undergraduate study at State Islamic University of North Sumatera, Medan in 2013 at Department of English Education. Her ambition is want to be a lecturer.