IMPROVING STUDENTS' READING COMPREHENSION BY USING READ ASK PUT (RAP) STRATEGY ON NARRATIVE TEXT AT GRADE X SMA NEGERI 3 PANYABUNGAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fullfilment of the Requirement for the Degree of Education Scholar (S. Pd) in English

Written By:

KHOLIDA SYIAH
Reg. Number: 15 203 00014

ENGLISH EDUCATION PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
2019

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LETTER OF AGREEMENT

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     a.n. Kholida Syiah
Item : 7 (seven) exemplars

Padangsidimpuan,   Desember 2019
To:
Dean Tarbiyah and
Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Kholida Syiah**, entitled *"Improving Students' Reading Comprehension by Using Read Ask Put (RAP) Strategy on Narrative Text at Grade X SMA Negeri 3 Panyabungan"*, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
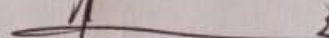
Wassalamu'alaikum Wr.Wb.

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DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : KHOLIDA SYIAH

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The title of the Thesis **Improving Students' Reading Comprehension by Using Read Ask Put (RAP) Strategy on Narrative Text at Grade X SMA Negeri 3 Panyabungan**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

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Padangsidimpuan, December 2019
Declaration Maker

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AGREEMENT PUBLICATION OF FINAL TASK FOR
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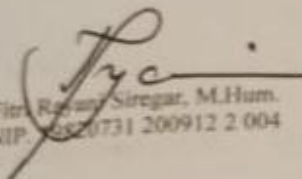
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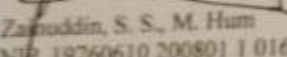
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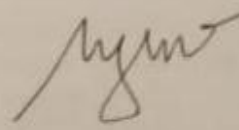
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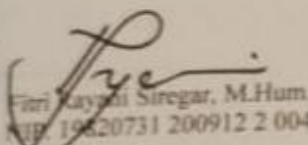|		
Thesis	:	Improving Students' Reading Comprehension by Using Read Ask Put (RAP) Strategy on Narrative Text at Grade X SMA Negeri 3 Panyabungan.
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The Thesis had been accepted as a partial fulfillment of the requirements for the degree of graduate of Education (S.Pd.) in English.

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بِسْـــمِ اللهِ الرَّحْمٰنِ الرَّحِـــــيْمِ

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I realize this thesis can't be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan,   2019

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Name	:	**KHOLIDA SYIAH**
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Title of Thesis	:	**IMPROVING STUDENTS' READING COMPREHENSION BY USING READ ASK PUT (RAP) STRATEGY ON NARRATIVE TEXT AT GRADE X SMA NEGERI 3 PANYABUNGAN**

ABSTRACT

This research talked about Improving Students' Reading Comprehension By Using Read Ask Put (RAP) Strategy on Narrative Text at Grade X SMA Negeri 3 Panyabungan. The students' problem were students The mean score of the students' achievement in reading English is low and it is influenced by several problems. Students have a difficulty in understanding English word, phrase, and sentence, in English. The students have difficulty in finding the main idea of the text they read. students are easily bored to read the text because is not interesting and make them difficult to understand the content of the reading material. The purpose of this research is to describe the improvement of students' reading comprehension and to identify the factors which influence students' reading comprehension through Read Ask Put (RAP) Strategy.

This research categorized into action research that consisted of two cycles. This research used model proposed by Kemmis and Mc. Taggart designed were consisted four steps, there were; plan, action, observe, and reflect. The participants of this research were consisted 23 students at grade X SMA Negeri 3 Panyabungan. The instruments of collecting the data were test, observation, and interview. To analyze the data, the researcher used quantitative and qualitative analysis.

Based on the research result, showed the improvement of students' reading comprehension by using Read Ask Put (RAP) Strategy. The students mean score in Cycle 1 was 65 (43.47%) and the students mean score in Cycle 2 was 78.26 (78.26%). It could be concluded that the mean score the Cycle 2 was higher that previous Cycle. Based on observation sheet stated that the students got improvement and the students were more active and interested in learning reading process. Related to the interview result, it could be known that students' reading comprehension had improved. It asserted that Read Ask Put (RAP) strategy improved the students' reading comprehension at grade X SMA Negeri 3 Panyabungan

Keywords: *Students' Reading Comprehension, Read Ask Put (RAP) Strategy, Narrative Text*

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ABSTRAK

Penelitian ini membahas tentang Meningkatkan Pemahaman Membaca Siswa Dengan Menggunakan Strategi Read Ask Put (RAP) pada Teks Naratif di Kelas X SMA Negeri 3 Panyabungan. Masalah siswa adalah siswa. Nilai rata-rata prestasi siswa dalam membaca bahasa Inggris rendah dan dipengaruhi oleh beberapa masalah. Siswa mengalami kesulitan dalam memahami kata, frasa, dan kalimat dalam bahasa Inggris. Para siswa mengalami kesulitan dalam menemukan ide utama dari teks yang mereka baca. siswa mudah bosan membaca teks karena tidak menarik dan membuat mereka sulit memahami isi bahan bacaan. Tujuan dari penelitian ini adalah untuk mendeskripsikan peningkatan pemahaman membaca siswa dan untuk mengidentifikasi faktor-faktor yang mempengaruhi pemahaman membaca siswa melalui Strategi Read Ask Put (RAP).

Penelitian ini termasuk penelitian tindakan yang terdiri dari dua siklus. Penelitian ini menggunakan model yang diusulkan oleh Kemmis dan Mc. Taggart yang dirancang terdiri dari empat langkah, yaitu; rencanakan, tindakan, amati, dan renungkan. Partisipan dalam penelitian ini adalah 23 siswa kelas X SMA Negeri 3 Panyabungan. Instrumen pengumpulan data adalah tes, observasi, dan wawancara. Untuk menganalisis data, peneliti menggunakan analisis kuantitatif dan kualitatif.

Berdasarkan hasil penelitian, menunjukkan peningkatan pemahaman membaca siswa dengan menggunakan Strategi Read Ask Put (RAP). Nilai rata-rata siswa di Siklus 1 adalah 65 (43,47%) dan nilai rata-rata siswa di Siklus 2 adalah 78,26 (78,26%). Dapat disimpulkan bahwa skor rata-rata Siklus 2 lebih tinggi dari Siklus sebelumnya. Berdasarkan lembar observasi dinyatakan bahwa siswa mendapat peningkatan dan siswa lebih aktif dan tertarik dalam proses belajar membaca. Terkait dengan hasil wawancara, dapat diketahui bahwa pemahaman membaca siswa telah meningkat. Ini menegaskan bahwa strategi Read Ask Put (RAP) meningkatkan pemahaman membaca siswa di kelas X SMA Negeri 3 Panyabungan

Keywords: *Students' Reading Comprehension, Read Ask Put (RAP) Strategy, Narrative Text*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English as the international language is very important to be mastered by people in this era, because in this globalization era, people have to collect and follow a lot of information can be obtained easily right now especially along with the development of technology. A lot of information is presented in written material such as newspaper, magazine, online article, and textbooks, because of that, mastering English and reading skill are really beneficial to people in comprehending in written materials to meet the demand of the globalization era, Indonesia students are prepared by teaching them one of the most important subject which is English.

English is one of the foreign language learned by students in Indonesia. Many Indonesian students have started to read and learn English skill from their childhood. They read order acquire information and also to enhance to other three language skill. Students can get and discover new knowledge and actively involved in the classroom discussion by reading. Moreover, it is expected that students gain broader knowledge and enrich their vocabulary.

Having a good reading ability is really important for students. In relation to learning teaching for English at school. Reading also can improve the vocabulary, the writing and the speaking skills and also

finding out the new ideas, facts and experiences. Furthermore, when students come to the next of their educational level, they should pass a test first. It is done to see how well students learn on a certain stages of education. Reading skill are usually used in an examination. So, the students must have good reading comprehension if they want to pass the examination.

In reading class, most of the reading activities focus on reading for comprehension. Therefore, students are always asked to comprehend reading text by their teacher. In order to do that, it is expected that students are good readers who are able to comprehend a text efficiently. Mastering reading skills is very important but students have a difficulties in mastering reading. The researcher found that most students have a difficulty in comprehending a text.

Based on interview of Mrs. Aida as English teacher at X SMA Negeri 3 Panyabungan on 22nd December 2018 on Saturday at 11.00 am.[1]The mean score of the students' achievement in reading English is low and it is influenced by several problems. First, students have a difficulty in understanding English word, phrase, and sentence, in English. Second, the students have difficulty in finding the main idea of the text they read. Last, students are easily bored to read the text because is not interesting and make them difficult to understand the content of the reading material.

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[1] Mrs. Aida as English teacher in calss X and XI, Private Interview (SMA Negeri 3 Panyabungan on 22nd December 2018 on Saturday at 11.00 am.

That is why a new strategy to improve students' reading skill is needed to overcome the problems. In relation to the background above, the researcher is interested in conducting research to Improving the Reading Comprehension by Using Read Ask Put (RAP) Strategy on Narrative Text at Grade X SMA Negeri 3 Panyabungan in academic year 2019.

Therefore, it is necessary to research on the application of Read Ask Put in own words (RAP) strategy in English subjects in order to help improve reading comprehension of X SMA Negeri 3 Panyabungan.

B. Identification of the Problem

Here, the researcher identifies the problem of the research like:

1. The mean score of the students achievement in reading English is low

2. Students have difficulties in understanding English word, phrase, and sentence, in English

3. The students have difficulty in finding the main idea of the text they read

4. Students are easily bored to read the text because is not interesting and make them difficult to understand the content of the reading material.

C. Limitation of the Problem

Based on the above of problems, there are some problems involving in this research. In this research, the researcher only focuses to the mean score of the students achievement in reading English is low.

Then, the approach is focus by using RAP strategy on reading comprehension in narrative text.

D. Formulation of the Problem

Based on focus of the research, the formulation of the problem can be formulated as follow:

1. How can RAP strategy improve students' reading comprehension at grade X SMA Negeri 3 Panyabungan?

2. What factors influence the improvement of students' reading comprehension at grade X SMA Negeri 3 Panyabungan?

E. Purpose of the Research

The purpose of the research are:

1. To describe the improvement of students' reading comprehension by using RAP strategy at grade X SMA Negeri 3 Panyabungan.

2. To identify factors that influence the improvement students' reading comprehension at grade X SMA Negeri 3 Panyabungan.

F. Significances of the research

The significances of this research were:

1. Headmaster, to guide the English teacher to use the best strategy for improving students' reading comprehension at grade X SMA Negeri 3 Panyabungan.

2. English teacher, to add references and strategies in teaching learning reading that can make it more enjoyable and interesting to study.

3. The students, can add their knowledge and improve their reading comprehension especially in narrative text.

4. Researchers, to conduct more related research.

G. Definition of the Key Term

There are some terms that used in this research, they are:

1. Reading Comprehension

    Reading is a complex process to get a meaning from the text, to gain knowledge. Then, the definition of comprehension is the power to understand language (written and spoken).[2]Therefore, students' reading comprehension is the ability of students to comprehend the text.

2. Read Ask Put (RAP) Strategy

    RAP Strategy stood for: R: Read a paragraph. A: Ask yourself what is the main idea and two details. P: Put the main idea into your own words.

3. Narrative Text

    Narrative is a form of text that is used to tell or relate the story of acts or events, some usually tells about person, place, animal and thing.

H. Indicator Action

    Classroom action research is a type of practitioner research that is used to improve the practioner's practice; action implies doing or changing

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[2] Hornby A.S, *Oxford Learners' Pocked Dictionary* (New York: University Press, 2000). p. 235.

something.[3] Classroom action research involves teachers in their classrooms. It can involve groups of teachers examining common issue. The purpose of classroom action research is to improve classroom practice or to improve practices in the school. In action research, the researcher is a the investor, explorer or one of participant of her personal teaching context.

Action research process begins with problems finding, and then formulating possible actions for the problem, applying an action, and finally evaluating on the outcome of the action. These activities go round in a circle. Sometimes, the researcher made learning program or lesson plan by using RAP strategy in teaching reading comprehension in the classroom. Moreover, researcher did collaboration with English teacher and made a team work to solve the students' problem in improving reading comprehension by using RAP strategy at grade X SMA Negeri 3 Panyabungan.

I. Outline of Thesis

The formation of this research is divided into five chapters. Each chapter consist of sub chapter. The detail will be described in the following sentence:

Chapter 1 introduction, consist of background of the problem, identification of the problem, focus of the problem, formulation of the

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[3] L.R Gay & Peter Airasian, *Educational Research for Analysis and Application* (USA: Prentice Hall, 2000),p. 593.

problem, definition of the key term, purpose of the research, significance the research and indicator action.

Chapter II theoretical description, consist of theoretical description, review related findings, conceptual framework and hypothesis of the research.

Chapter III research and methodology, consist of place and time of the research, research design, participant, instrument of collecting data, technique of collecting data, procedures of the classroom action research, and technique of analyzing data.

Chapter IV the research findings and discussion, consist of description of data.

Chapter V the conclusion and suggestion, consist of conclusion and suggestion.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

A. Theoretical Description

Learning needs theory for explaining the concept that will support the learning. Some of concepts are very important in the research.

1. Description of Reading Comprehension

a. Definition of Reading

Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.[1] Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Readers transfer those words in their brain and manage those words and symbols so that readers can get new information from a text. So, reading is an active process of getting the meaning of a printed words or verbal symbols in written text.

While, Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[2] It means that when learner read a text, she or he was combining between their

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[1] Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students,ebook* (SA: Rowman &Littlefield Education, 2008). p 3. https://www.google.com/url?sa=t&rct=j&url=https://books.google.com/books/about.

[2] David Nunan, *Practical English Language Teaching* (New York: Mc. Grow-Hill Company, 2003).p, 68.

knowledge and information that gotten from a text. So, their knowledge and information would increase. The readers background knowledge integrates with the text to create the meaning. The text, the reader, fluency, and strategies combined together define the act of reading.

Reading is important for getting information. The reason why reading is important can be divided into two categories, instrumental and pleasurable aspects.[3] The instrumental aspect will help the reader to achieve some clear aim and it covers getting information from the written source and understanding the instruction what the readers need to do. Meanwhile, the pleasurable aspect deals with the reading for pleasure. It can be in the form of reading the magazine or interpreting the illustration of a picture. However, the main point of its essence is that learners will get some information from the reading activity and gradually they will be able to communicate with others.

From the statement above, it can be concluded that reading is an interactive process between the reader and the text in order to gain an understanding of a written text. In order to get the intended meaning from the text, a reader has to comprehend what they have

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[3] Jeremi Harmer, *The Practice of English Language Teaching,e-Book* (Edinburg: Pearson Education Limited, 2001).p 210.
https://books.google.co.id/books?id=QQ1aAAAMAAJ&q=The+Practice+of=english+language+teaching&dq=The.

read. During this process a reader combines his language skills and background knowledge of the world to grasp the meaning.

b. Definition of Comprehension

Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking the key ideas. Comprehension is what entices the reader to continue reading. [4]Without comprehension, there would be no purpose to reading words. Also comprehension is the ability to understand, reflect on, and learn from text. Comprehension can not be learned through not instruction, but requires a series of strategies that influence understanding of text.

So, comprehension is combine the meanings of a number of words in his working memory until the reader can think about their collective meaning. It means the reader try to find the meaning from what they read in order can answer the question.

For addition, Comprehension is becoming able to find the meaning from what has been read from the text and then the reader get the new information or in the other words the reader can express the new knowledge from the text.[5] From the definition above can concluded that comprehension is a process making sense

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[4] JoAnne Schudt Caldwell, *Reading Assessment: A Primer for Teachers and Coaches Second Edition,* (New York: The Guilford Press, 2008).p, 175

[5] Eka Sustri Harida, "An Avaluation on Students' Reading Motivation and Their Reading Comprehension of English Department Students IAIN Padangsidimpuan," *Tazkir* 03, no. 1 (2017): 187–88, http://jurnal.iain.padangsidimpuan.ac.id/index.php/TZ/article/view/817/711.

of what has been read making sense of words, sentences and connected text then receiving messages, interpreting, and saving them in mind.

c. Definition of Reading Comprehension

Reading comprehension is a complex process which the successful or unsuccessful use of many abilities. The reader should be able to recall information afterwards. M. Rahmani & K. Sadeghi states that reading comprehension is an interactive mental process between readers linguistic knowledge, knowledge of the world, and knowledge of the topic.[6] Brassel also states that reading comprehension is the ability to take information from written text and do something whit it in a way that demonstrates knowledge or understanding of that information.[7] When there is a meeting in minds between the writer and the readers, comprehension is occurred.

The reader met the message conveyed by the text, converse the text with their knowledge, process it in minds and finally grasp what is intended by the writer. The kind of understanding could be achieved only by conducting reading comprehension process. From the statement above, it can be concluded that reading

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[6] M.Rahmani & K. Sadeg," *Effect of Note Taking on Reading Comprehension and Recall, International Journal of Humanities and Social Science*, 2011, http://wwwijhssnet.com.

[7] Danny Brassell, *Reading Comprehension That Work,e-Book* (Huntington Beach: Shell Education, 2008).p 20.https://boooks.google.co.id/books?id=MMkaD5c8agC&printsec=frontcover&dq=inauthor.%22 Dr..+Danny+Brassell.

comprehension is active process in which readers try to construct meanings by using any information from a text, evaluate the information, and then compare the information with their background knowledge.

d. **Reading Goals**

Similar with other skill, reading have goals to develop reading comprehension. Here some goals of reading such as:[8]

1) Reading for identifying important information / for detail or facts.

2) Reading for main ideas.

3) Reading sequence or organization.

4) Reading for inference.

5) Reading to classify.

6) Reading to evaluate.

7) Reading to compare or contrast.

So, the main goals of reading are to get and find information include content and meaning of the context based on the purpose.

e. **Teaching Reading**

Teaching reading is a process of teaching in which the readers shows and helps someone or students to learn how to read well in English to improve students' awareness or reading as a

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[8] Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2005). p. 9.

skill. Teacher not only shows and help learner to communicate but also showing and helping how to read well in English. Brown state that teaching is guiding and facilitation learning enabling the learners to learn, and setting the condition for learning. [9]Based the statement above it can be concluded that teaching is an activity, which give guidance to the student in teaching learning process.

Besides, teacher has important role to raise success in teaching learning process and the teaching reading is important to improve their language, especially in senior high school

f. Principle of Teaching Reading

Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. in this case, the researcher describes six principle purposed by Harmer. The six principles are as follow:[10]

1) Reading is not a passive skill.
2) Students need to be engaged with what they are reading.
3) Students should be encouraged to respond to the content of reading.
4) Text not just the language.
5) Prediction is a major factor in reading.
6) Match the task to the topic.
7) Good teachers exploit reading texts to the full.

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[9] Douglass Brown, *Principles of Language Learning and Teaching: Fourth Edition, e-Book* (USA: Pearson Education, 2000).p7.https://books.google.co.id/books?id=8vPtAAAMAAJ&q=Pcinciple+of+language+learning+and+teeching.

[10] Jeremy Harmer, *The Practice of English Language Teaching, (*Edinburgh: Pearson Education Limited, 2001). p, 70

Those are principles of teaching reading comprehension which must be regarded as the teachers' principle in teaching reading. those principles are used as the direction for the teacher. The teacher should know what the students need to learn and not. The teacher must know the main of teaching reading and what the teaching reading should be.

From the explanation above, it can be concluded that the teacher should understand what is reading it self and should be careful in deciding the teaching method, the text, the material, and the activity when she or he design the lesson. Therefore, the purpose of improving students' reading comprehension can be achieved

2. The Description of Narrative Text

a. Definition of Narrative Text

Narrative is one of the most commonly read, though least understood of all the genres. Narrative is a form of text that is used to tell or relate the story of acts or events, some usually tells about person, place, animal and thing. The story can be fiction, non-fiction, or a combination of both. Narrative text is character-oriented, commonly written based on life experience and built using descriptive familiar language and dialogue.

Also, narrative is one of many ways to communicating with others. A good written story lets you to response some event in

your life as it were your own. The statement above supported by Peter Knapp and Megan Watkins states that narrative is also powerful medium for changing social opinions and attitudes.[11] They do not only understand the event, but they can almost feel it. The action, details, and dialogue put readers in these seem and make it happen for them.

In general, narrative text is organized into the beginning, the middle and the end. To build this story grammar, narrative text need a plot, a series of episodes which hold the readers attention while they are reading the story. The plot will determine the quality of the story, with conflict being its main, important element. The conflict among the characters will drive the story's progress, in which the readers will be shown how the characters face the problem and how they have the ability to handle that problem and come into a resolution.

Based explanation above, researcher concludes that narrative text is text tells about the past time which contents is about a story, fable, fairytales, folk tale, legend, or short which consist of generic structure, organization, complication, and resolution.

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[11] Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing, e-Book,(* (A UNSW: Press book: Sydney, 2005).p 220. https://books.google.co.id/books?id=6VP1slspP7oC&printsec=frontcover&dq=Genre,+text,+grammar,+technologies.

b. Kind of Narrative Tex

According to Denning in narrative can be divided into imaginary or fiction narrative, factual or non-fiction narrative or combination of both.[12]

The description as below:

1) Non-fiction Narrative

Non-fiction narrative is often used to recount a person's life story, important historical events or news stories. the kinds of non-fiction narrative are as follow:

a) Historical Events

Myth is traditional story unknown authorship, ostensibly with a historical basis, but serving usually to explain some phenomenon of nature, the origin of man, or the customs, institution, religious rites of a people. Myth usually involves to exploits of goods and horors.

b) Legend

Legend is a story handed down for generations among a people and popularly believed to have a historical basis, although not verifiable.

c) Person's Life Story

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[12] *Stevw Denning, How Story Telling Ignites Action Knowledge* Era Organization, 2000, http://stevedenning .com//maintypesstory.html .

2) Personal experience is a report of sequence of events that have entered into biography of the speaker by a sequence of clauses that correspond to the order of the original events.

3) Adventure story is of person's life, it usually tells about someone's story which the events sometimes taken place in the forest, in one Island, country or the other place of the adventure goes on.

4) News

News is new information about anything: information previously unknown; or repots, especially collectively or recent happenings. Those broadcasts over radio or TV, printed in a newspaper.

5) Fictions Narrative

Fictions narrative relates to an imaginative creation of narrative or pretense that does not represent actually. The kinds of fiction narrative are described as follow:

a) Fable

Fable is a fiction story meant to teach a moral lesson: the characters are usually talking about animals.

b) Fairy Story

Fairy story is a story for children about fairies, magic.

c. Generic Structure of Narrative Text

According to Mark and Kathy Anderson, narrative text provides the elements of narrative text, they are consisting of orientation, complication, sequence event, resolution, and coda.[13] To make it clear, it will be explained as below:

1) Orientation

This is the part in which the narrator tells the audience about who is in the story, when the story is taking place and where the action happening. So, it can be called as introduction the part of the story. The reader can figure out what will happen next and who are included

2) Complication

The part of the story where the narrative tells about something that will begin a chain of the event. These events will affect one or more of character. So, this part is talking about the totally playing of character.

3) Resolution

This part can be found in the last story. Here, the complication will be solved.

4) Coda

Provides a comment or moral based on what has been learned from the story.

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[13] Mark Anderson and Kathy Anderson, *Text Types in English2* (South Yarra: Mcmillan, 2003).p, 12

d. Example of Narrative Text

Title	The Ant and the Grasshopper
Orientation	On a warm summer day, a grasshopper leaped about a field merrily singing. Nearby, an ant toiled hard under the hot sun. One by one, he hoisted heavy carnels of corn into his shoulders and carried them back to his nest. "Come join me," said the grasshopper. "We'll sing and dance and make beautiful music!"
Complication	"I have no time to make music," said the ant. "I'm gathering food for the long winter ahead. I suggest you do the same, if you know what's good for you, "The grasshopper merely laughed. "I have plenty to eat today. Winter is a long time off. Why worry on such a lovely day?"
Resolution	Summer turned to autumn, aut umn to winter. Now the field was covered in snow. The ant was burrowed deep in his nest, warm and content. He had enough food to last the whole winter. But the grasshopper was no longer singing a happy song. "It's freezing," he shivered. "I'm starving. If only I had listened to the ant's advice!"

e. Assessment of Reading Comprehension

One of the most important aspects in the teaching of reading by using read ask put strategy is to be able to test and measure student's understanding of the intent and purpose of the text given in class. Assessment is measurement done by teacher to know how far the students have already understood the materials that have been discussed.

Assessment is a systematic approach to collect information and make inferences about the ability of as students or the quality or success of a teaching course on the basis of various sources of

evidences.[14] To collect the information of the students' improvement in reading comprehension, some assessment of reading are assential to be carried out. Test are special subset of the range of possibilities within assessment; of course they constitute a very silent subset, but not all assessment consist of test.

The most common assessment of reading is usually identically with test, involves asking the students to read passage of text in appropriately level, and then asking some explicit, detailed question about the content of the text. In relation to this research, the students reading comprehension will be measure through administering a series of testing in the form of multiple choice tests.

Among many kinds of test, the researcher chose multiple choice. Multiple choice test is the good choosing because it will make students easy for applying their comprehension. It is the simple way for marking. Next, researcher will be easy to check and evaluate the answer because comprehending can be taken from question by using multiple choice.

In assessing reading, there must be indicators. There are some indicators in assessing students' reading, they are:

1) Able to identify the topic of the text.

2) Able to identify the main idea of the text.

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[14] Jack C Ricahrds and Ricahrd Schnidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, 4th ed (London: Logman, 2010), https://www.pdfdrive.com/logmandictionary-of-language-teaching-and-applied-linguistic.

3) Able to identify needed information of the text.

4) Able to get the meaning of the text (words or sentence).[15]

From the indicators above, the students should able to identify the topic, able to identify the man idea of the text, able to identify needed information of the text and able to identify get the meaning of the text (words or sentence). These indicators will be used in this research in assessing students' reading comprehension,

f. **Factors Affecting Reading**

In addition, there were two factors that affect reading comprehension. They were internal and external factors.

1) Internal Factors

Internal factors consisted of linguistic and non-linguistic factors. The linguistic factor included semantic abilities and syntactic abilities. Semantic abilities related to the knowledge of the sentence structure. Meanwhile, the non-linguistic factors include intellectual, educational background, prior experiences with the literacy, reader's motivation and schemata (their knowledge of and beliefs of situation, and action based on their experiences).[16] So, reading comprehension problems could be caused by a variety of

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[15] Silabus, "*Bahasa Inggris Wajib SMA Kelas x, Kurikulum 2013*" https://.www.jagoanbahasainggris.com/.

[16] Marrianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, 3rd Eddition (Boston: Heinle and Thomson Learning, 2001),p. 154 http://gen.lib.rus.ec/book/index.

different factors, included linguistic and non-linguistic factors as internal.

2) External Factors

External factors influencing reading comprehension could be found at home, classroom, and the community that motivate students to read.[17] The external factors are opportunities to practice reading for various purposes, a lot of the text to many different kinds of reading materials, features of the texts to being read, the suitability of topic to individual reader's interest, and socio- cultural context which reading take place.

From the theories above, it can be concluded that there were two factors that affect reading comprehension. They were internal factors included linguistic and non-linguistic factors and external factors could be found at home, classroom and the community that motivate students to read.

3. **Description of Read Ask Put (RAP) Strategy**

a. **Definition of Read Ask Put**

RAP Strategy is one of teaching techniques used in reading class. It is simple strategy, effective from early childhood through all subsequent phases of education to tertiary and beyond. It is very versatile technique, which has been adapted and used, in an andless number of ways.

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[17] Marrianne Celce-Murcia.

According to Hagamen and Reid stated RAP strategy can improve the reading comprehension of students. It can be used for elementary, middle and high school students across many different content areas. From the questioning and paraphrasing, students process the information for better understanding of what they read. Studies using the RAP strategy have shown it to be effective.[18] In short, RAP strategy is collaborative comprehension instruction that focuses on the strategies of read, ask, put.

In fact RAP strategy is a tool to improve reading comprehension where emphasize the reader or students to read carefully, asking, and putting the summary to make the students more easier to gain the information, knowledge, new vocabulary in the whole of the text.

b. **Procedure of RAP (Read, Ask, Put) Strategy in Teaching Reading**.

There are three steps in RAP strategy as follow:[19]

1. R- Read the Text

The teacher gives the students a text. The students read the text. In this step, the students are required to read the first

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[18] Hagaman, J.L., and R and Reid, "The Effects Of the Paraphrasing Strategy on the Reading Comprehension of Middle Shcool Students at Risk for Failurein Reading," *Remedial and Special Educational* 4 (2008).https://www.google.com/url?sa=t&sorce=web&rct=j&url=https://www.researchgate.net/publication/.

[19] Fatima Zahra, "Teaching Reading Comprehension by Using Metacognitive Strategy Read, Ask, Paraphrase (RAP) at Senior HighSchool," *JELT* 6, no. 1 (2017), ejoernal.unp.ac.id/index.php/jelt/article/view/7119.

paragraph of the text. As they read, the teacher asks the students to pause and think about unfamiliar words within the passage and highlight those words to connect the ideas as they read. Then the teacher ask the students to find the meaning for each of the unfamiliar words.

2. A- Ask Themselves what is the Main Idea.

After reading the text, the teacher asks the students to point out the second step of RAP, that is A= Ask yourself about main idea. The students look through the paragraph again and ask themselves some questions to help them finding the main idea.

3. P- Put the Main Idea into Own Words.

After finding the main idea, the students put the main idea into my own words. It means to put something into their words. Therefore, they need to say the main idea in a way they can understand, but they can't use the exact same words as the book.

B. **Review Related Findings**

There are some related findings in this research. The first is Nur Tiala.[20] The finding of the research indicated that the implementation Read Ask Put (RAP) strategy was successful since the criteria of success were achieved. The first criterion was 70% of students could pass the target

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[20] Nur Tiala, "Improving Students' Reading Comprehension through Read,Ask,Put (RAP) Strategy at the Second Grade Students of MTsN Belopa" (State Islamic University of Makassar, 2017), https://www.google.com/url?sa=t&source=web&rct=j&url=http://repositori.uin-alauddin.ac.id/7558/1/NURTIALA.

score 70 based on the Minimum Passing Grade of Criteria. The finding showed that from the first cycle 58.57% to second cycle 78.85% of students had already achieved the target score.

The second is Fatima Zahra.[21] This paper describe the application one of the technique in metacognitive strategy; Read Ask and Paraphrase (RAP) in the process of teaching reading comprehension at senior high school students. This strategy encourages students to improve attention and enthusiasm in learning English, especially in reading comprehension.

The third is Retanisa Mentari.[22] The objectives of the research were to find out whether there was a statistically significant difference of the students' reading comprehension achievement the students were taught through RAP strategy. The approach of the research was quantitative. The subject were 33 students of the first grade of SMA. The reading tests were used as the research instrument. The data were analyzed by using repeated Measure t-test. The result showed that there was a statistically significant difference students' reading comprehension with the significant level 0.05, this suggests that RAP strategy facilitates the students to improve their achievement in reading comprehension.

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[21] Fatima Zahra, "Teaching Reading Comprehension by Using Metacognitive Strategy Read, Ask, Paraphrase (RAP) at Senior HighSchool," *JELT* 6, no. 1 (2017) https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.iejee.com/index.php/IEJEE/article/.

[22] Retanisa Mentari, "The Implementation of RAP Strategy to Improve Students' Reading Comprehension" (Lampung University,) https://wwwgoogle.com/url?sa=t&source=web&rct=j&url=http://enprints.uny.ac.id/23840/1/THESIS.fdf&ve.

The fourth is Devi Surayatika.[23] The finding showed that RAP strategy was significant in improving the EFL students' reading comprehension achievement. It can be seen from the mean of the pre-test and post-test which shows that there was significant difference in students' reading comprehension after being taught reading by using RAP strategy. The students who were taught reading by using RAP strategy had netter higher achievement in comprehension after having the treatment.

In summary this strategy could improve students' reading comprehension. Thus, the researcher thought that RAP strategy can improve students' reading comprehension. Then, this research will do by researcher to add the kind of researches before. The researcher wants to solve students' reading problem in order to improve students' reading comprehension at grade X SMA Negeri 3 Panyabungan by using RAP strategy

C. Conceptual Framework

Based on the review of related theories above, conceptual framework can be seen from figure below:

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[23] Desi Surayatika, "The Used of RAP Strategy in Improving Reading Comprehension of EFL Students," *Jurnal Bahasa Dan Sastr* 7, no. 1 (2018) ejournal.uigm.ac.id/index.php/GE/article/view/522.

Figure 1:

Conceptual Framework

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┌─────────────────────────────────────────────────────────────┐
│ Students difficult to comprehend reading text that impacts to │
│              students' reading achievement                    │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│                 Read- Ask- Put (RAP) Strategy                 │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
              ┌──────────────────────────────┐
              │           Cycle 1            │
              └──────────────────────────────┘
                              │
                              ▼
              ┌──────────────────────────────┐
              │   1.  Planning               │
              │   2.  Action                 │
              │   3.  Observing              │
              │   4.  Reflecting             │
              └──────────────────────────────┘
                              │
                              ▼
              ┌──────────────────────────────┐
              │           Cycle 2            │
              └──────────────────────────────┘
                              │
                              ▼
              ┌──────────────────────────────┐
              │   1.  Planning               │
              │   2.  Action                 │
              │   3.  Observing              │
              │   4.  Reflecting             │
              └──────────────────────────────┘
                              │
                              ▼
      ┌───────────────────────────────────────────────┐
      │ Students' reading comprehension about English  │
      │              text is improved                  │
      └───────────────────────────────────────────────┘
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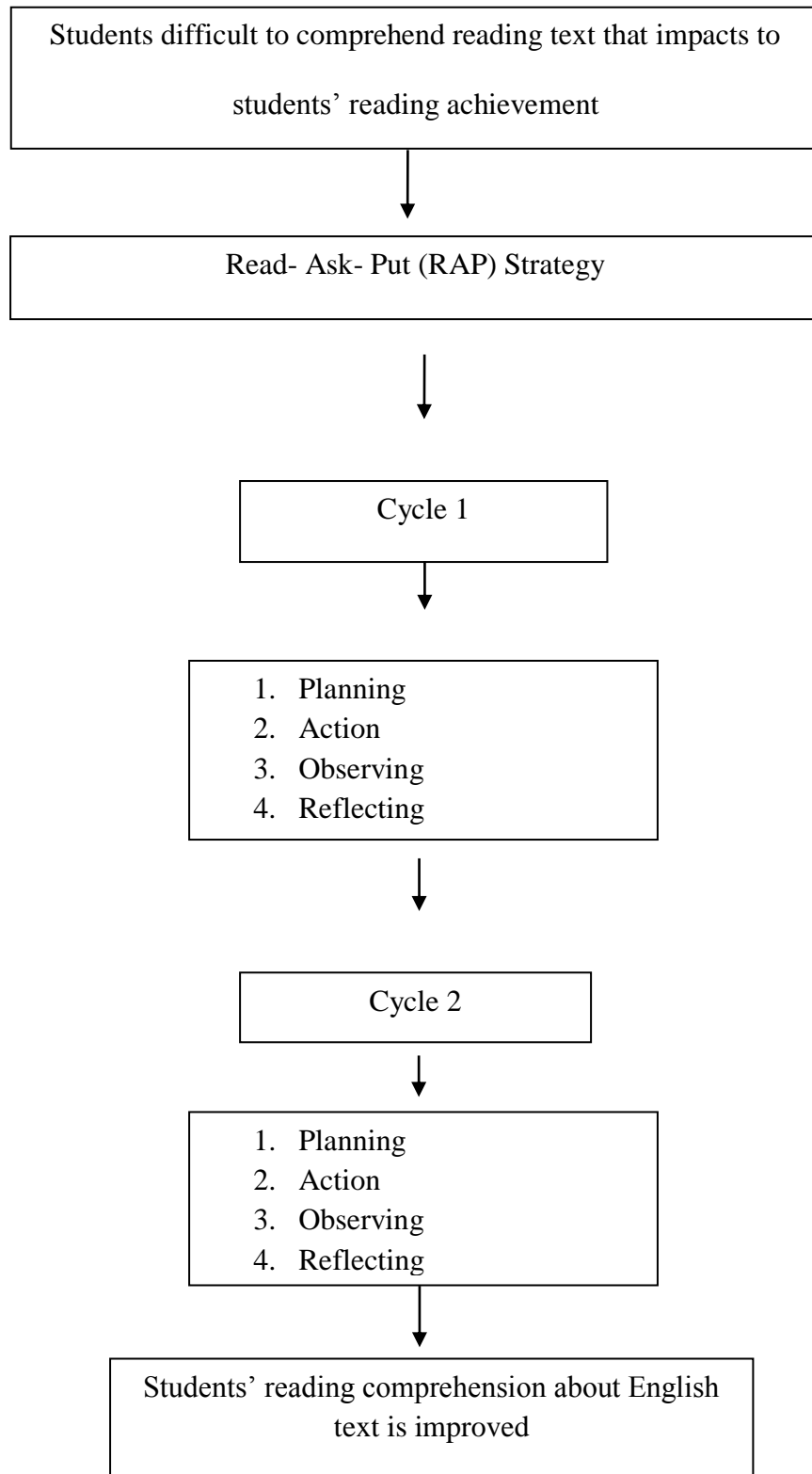
The scheme above, illustrates the chronology of this research. It starts from the students' problem, the solution to solve these problems, how the research will be done or conducted. It also helps the researcher to do this research easier.

D. Hypothesis of the Research

The hypothesis of this research is started that: " The Use of Read Ask Put (RAP) Strategy Can Improve Students' Reading Comprehension at Grade X SMA Negeri 3 Panyabungan".

CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Research

This research is conducted in SMA Negeri 3 Panyabungan. This school is located on JL. Prof. Andi Hakim, Komplek Staim Panyabungan, Pidoli Lombang, Kec. Panyabungan Kota, Kab. Mandailing Natal, North Sumatera. This research was started from 11th April 2019 until 8th November 2019

B. Research Design

This research is categorized as Classroom Action Research (CAR). This research is aimed to show the process of the improvement of the students' reading comprehension. In this study, the researcher collaborated with the English teacher to conduct the research.

In this scheme, the researcher and collaborators found a problem, planned a possible solution, implemented and observed the action, and reflected on the outcome of the actions. It formed the action research Cycles as can be seen in the illustration below.

Figure 2

Action Research Spiral by Kemmis[1]
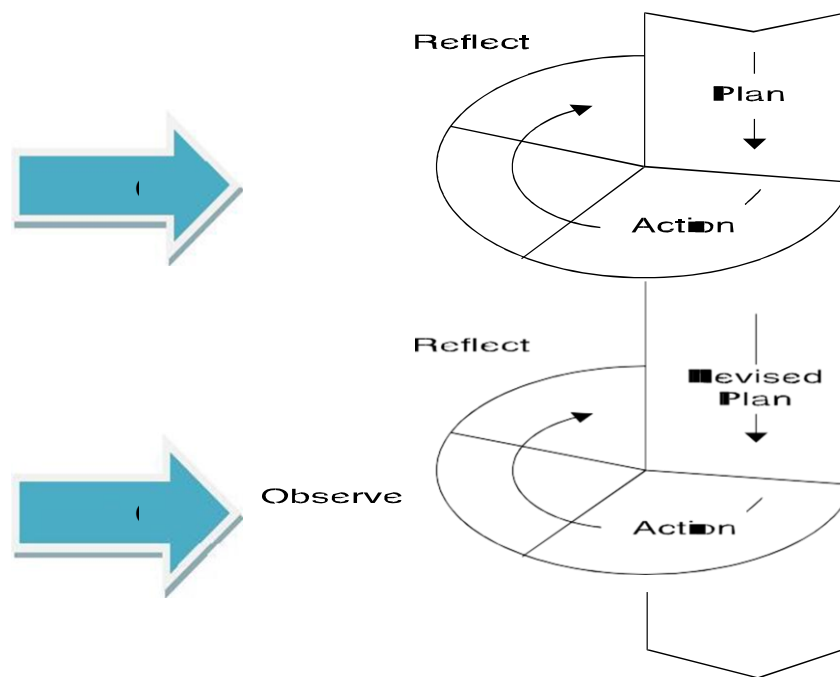
The limitation of each cycles has been done when students reach score 75 as the standard quality of school (KKM) or upper of the standard quality of school (KKM). The cycles were until the action of researcher has achieved a satisfactory outcome and it is   time to stop.

C. Participant

The participants in the research were the students who follow all teaching learning process until end at grade X MIA 2 SMA Negeri 3 Panyabungan which consist of 23 students. The reason choosing this class because the researcher found some problems of reading comprehension in the class and the students in this class had lowest achievement in English subject. Then, this research collaborated with one of English teacher at grade X SMA Negeri 3 Panyabungan.

D. Instrument of Collecting Data

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[1] Anne Burns, *Doing Action Reswearch in English Language Teaching: A Guide for Practioners* (New York and London: Roudledge, 2010), https://www.goodreads.com/author/list/464452.Anne_Burns.

The instrument collecting the data are a test instrument and non- test instrument. They are:

1. Test

The researcher used reading test type multiple choice that consist of 20 item with four options (a, b, c, and d) to examine the students' reading comprehension. The first test and the second test were compared to see the improvement in the students' reading achievement. It is expected that by comparing students' result. It can give a clear description whether or not the use of RAP strategy can help the students to improve their reading comprehension. The test is given for each students to find out the scores of each students' answer, the researcher gives 5 scores for each item. Thus, the maximum score of the test was 100.

Moreover, the researcher had some indicators in reading test by using RAP strategy, as follow:

Table 1:

Indicators Reading Comprehension Test (Cycle 1)

No	Indicators of Reading Assessment	Items	Score	Total Score
1	Able to identify the topic of the text	3		15
2	Able to identify the main idea of the text	4	5 item X 5	20

3	Able to identify needed information of the text	7	scores	35
4	Able to get the meaning of the test (word or sentence)	6		30
	Total	20		100

Table 2:

Indicators Reading Comprehension Test (Cycle 2)

No	Indicators of Reading Assessment	Items	Score	Total Score
1	Able to identify the topic of the text	3		15
2	Able to identify the main idea of the text	3	5 item X 5 scores	15
3	Able to identify needed information of the text	9		45
4	Able to get the meaning of the test (word or sentence)	5		25
	Total	20		100

2. Observation Sheet

Observation is used to get information about phenomenon that occurs by observing every moment and write down it. Researcher will observe students' activities and teachers' activity during the teaching learning process and the factors which influence the teaching- learning process. The data from this season is use a basis to continue to next season and to prepare all materials needed in the following steps.

Observation sheet is created by focusing on students' act in the class and how they respond to their teacher. In observation sheet, there was a note column for the observer to conclude the overall learning process and to give comments to the weakness of the learning process. Observation sheet has some indicators such as *classroom management*, *material*, *procedure*, *reinforcement* and *interaction* with students. Furthermore, students' activities which observe were as follow: students are noisy, students who move to another chair, students who ask permission, students are absent, students who don't finish the task, and the students who don't collect the task appropriate the time.

3. Interview Guidance

The researcher used the material to know the condition or situation of the students and also to know the students' problem in reading comprehension by using RAP strategy in the classroom. There are two kinds of interview.[2] The type of interview use was unstructured interview. Unstructured interview was choosen because the topics by modifying the question so that the interviewer could catch the meaning easier, moreover in the interviewer could ask the participants to elaborate the answer. The elaboration of the answers would add the richness depth of the response, comprehensiveness, and honesty.[3] There were 7 indicators are students problem in reading comprehension:

a. Students are able to identify the topic of the text.

b. Students are able to identify the main idea of the text.

c. Students are able to identify needed information of the text.

d. Students are able to get the meaning of the text (words or sentence).

E. Technique of Collecting Data

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[2] Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2010).p, 172
[3] Louis Cohen Et.al, *Research Methods in Education 5th Edition* (London: RoudledgeFarmer, n.d.). p,278

1. Test

In this research, there are two test, first test and second test. The researcher gives the reading comprehension test at the end of each cycle a t grade X SMA Negeri 3 Panyabungan. Before doing the test, the researcher gives the instruction clearly and teaches reading comprehension. After finishing the test, the researcher analyzed the data. Then, the result of the was used for making decision for the next cycle.

2. Observation

The observation method is commonly use method, especially in students reading behavioral science. This season, the researcher as only an observer because the researcher took a nonparticipant observation.[4] The observer was not involved as only as independent observer to monitor and record the data of the teachers' and students' performance during learning and teaching process in the class.

By direct observing, the researcher take some notes, behavior, development, and so on, which happens anytime.[5] The observer filled an observation sheet in every meeting in cycle I and cycle II to observe teachers' and students' performance during learning and teaching process in the class.

3. Interview

This season interview is use to get the data needed. The number of students is 20% of the subject. The researcher asked the question to the students related to the use of RAP strategy in the teaching and learning process. The result

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[4] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&B* (Bandung: Alfabeta, 2008). p, 145
[5] Moh. Nazir, *Metode Penelitian* (Bogor: Gralia Indonesia, 2005). p, 175

of interview is taken as guidelines to complete the data needed to see students' improvement in reading comprehension.

F. Procedures of the Classroom Action Research

This action research followed the model of Kemmis. It is a famous representation of the action research " spiral" that consist of for stages: planning, acting, observing, reflecting. These stages are the fundamental steeps in a spiraling process through which participant in an action research group undertake to:

1. Develop a plan of critically informed action to improve what is already happening.

2. Act to implement the plan.

3. Observe the effects of the critically informed action in the context in which it occurs, and

4. Reflect on these effects as the basis for the further planning, subsequent critically informed action and so on, through a succession of stages.

The action research used the action research model based on Kemmis. In this research, the researcher applied two cycles. Every cycles will consist two meeting, and the time allocation is 2x40 minutes/ 80 minutes.

In this action classroom action research, in the cycle 1, the researchers' procedures are:

1. Cycle I

   a. Planning

   Making lesson plan that consist of the steps of action.

    1) Making learning planning approach that using RAP strategy.

2) Preparing the topic to do RAP strategy along with first test reading to be the students and make an instrument as a tool to see the students' reading comprehension achievement improvement.

3) Discussing how RAP strategy to be done in teaching-leaning activity.

4) Preparing all materials that would be need in teaching-leaning process, such as lesson plan and value criteria.

b. Action

1) Explaining the purpose of the research technique RAP strategy to the students.

2) Giving learning material to the students.

3) Using RAP strategy to students in learning process.

4) Monitoring every step that had been planned.

5) Monitoring time all allocation with all activity was done.

6) Prepare the solution if have problem when the action was done.

7) Collecting the students discussion result.

c. Observation

1) Discussion with the English teacher to observe planning.

2) Monitoring RAP strategy was done.

3) Making note activity and different when RAP strategy using in teaching learning was done.

4) Discussion with the English teacher about the weakness or finding activity during observation was done.

d. Reflection

1) Analyzing the finding during the observation was done.

2) Analyzing the weakness and the teacher progress that using RAP strategy to determine the followed up of activity.

3) Reflecting strategy was used.

4) Reflecting the teacher learning activity.

5) Evaluating or interpreted the data gotten from the class and make any decision for the next meeting.

2. Cycle II

a. Planning

1) Analyzing the reflection result in the first cycle.

2) Preparing all materials that would be needed in teaching-learning process, as lesson plan and value criteria.

3) Encoding the problem and progress in the learning process.

b. Action

1) Giving motivation to students.

2) Giving the explanation and hint about the passages. Therefore, every student could answer the test correctly.

3) Using RAP strategy to students in learning process.

4) Monitoring time allocation with all activity was done.

5) Collecting the students result.

c. Observation

1) Monitoring the teaching- learning by using RAP strategy in teaching-learning process, especially in teaching reading comprehension.

2) Discussing the problem in process learning and giving the solution.

3) Monitoring RAP strategy was done.

4) Making note activity and different when Rap strategy using in teaching-learning was done.

d. Reflection

1) Analyzing the weakness and progress when RAP strategy was done to determine the nest activity planning.

2) Reflecting of RAP strategy that using in learning process.

3) Reflecting of teaching activity and students learning result that using RAP strategy.

4) Evaluating or interpreted the data that getting from the class and make any decision for the next meeting.

G. Technique of Analyzing Data

Researcher uses quantitative and qualitative data in technique of analyzing the data. The quantitative data is collected and analyzed by computing the mean score of students' reading comprehension which was found by test. The researcher applied the following formula.[6]

$$M = \frac{\sum fx}{N} \times 100\ \%$$

Explanation:

M   : The mean of the students

$\sum$fx   : The total score

N   : The number of the students

The percentage of students' improvement in reading comprehension was analyzed by the following formula:[7]

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

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[6] Hartono, *Statistik Untuk Penelitian* (Yogyakarta: Pustaka PelajarOffset, 2004). p, 30
[7] et. Al Zainal Aqib, *PTK Untuk Guru SD, SLB, TK* (Bogor: CV. Yrama Widya, 2008). p, 40

Explanation:

P   : The percentage of students who get the score 75

R   : The number of students who get the score up 75

T   : Total numbers of students do test

After calculating and scoring students' answer sheet then. Their scores are consulted the classification quality on the table. There are the categories of standard of value, as follow below:[8]

Table 3:

Categories of Standard Value

Criteria	Score
Excellent	100
Very Good	90
Good	80
Average	75
Poor	≤ 75

After calculating and scoring students' answer sheet then, their score are classified on the table below, the aim of this scoring is after test taking by students in reading comprehension through RAP strategy

Table 4:

The Classification Quality of Students Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After the researcher found the main scores of all students, it is consulted to the criteria as follows:

1. If the value of mean score 81 – 100%, it can be categorized into very high.

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[8] "The Categories of Standart of Value in SMA Negeri 3 Panyabungan," .

2. If the value of mean score $61 - 80\%$, it can be categorized into high.

3. If the value of mean score $41 - 60\%$, it can be categorized into enough.

4. If the value of mean score $21 - 40\%$, it can be categorized into low.

5. If the value of mean score $0 - 20\%$, it can be categorized into very low.

The other technique as qualitative data is used to describe the situation during the teaching process in analyzing qualitative data, the researcher follows the technique that developed by Gay and Airasian which consist of five steps as follows:[9]

1. Data managing

   This step involves creating and organizing the data collected during the research in a form that facilitate analysis. The purpose of data managing is to organize the data and check for completeness and to start analyzing the data.

2. Reading

   This step is concerns with reading in data recorded in the field notes, transcription of the interview data and observation sheets is order to get explanation of the data.

3. Description

   This step is devoted to address the issue on what happen in the field based on the collected data.

4. Classifying

   This step concerns with grouping very small pieces of data into larger categories in order to make explanation or meaning and to find the connection among the data.

5. Interpreting

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[9] and Peter W L.R. Gay, Geoffrey E. Mills, *Educational Research: Competencies for Analysis and Application, 10th Ed* (New York: Pearson, 2012). p, 89

This step, data is interpreted based on the connections, common aspect, and relationship among the data pieces, categories and patter.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSION

A. **Data Description**

This chapter present finding and discussion based on analysis and result of data collected from implementation RAP Strategy in the classroom. In this chapter would be described about the data description involved; learning process and students' reading comprehension score on cycle 1 and 2, comparison of learning process, influencing factors, and students' reading comprehension score on cycle 1 and 2, discussion and threats of the research.

1. **Students' Achievement**

Researcher divided this action research into two cycles. The data could be found from learning process in every cycle. It was based on the instrument: test, interview and observation. Researcher would describe learning process of cycle 1 and cycle 2 and students' score in cycle 1 and cycle 2

a. **Cycle 1**

The first cycle was done at 21st and 23rd October 2019. In this case, the cycle was conducted for two meetings. Every meeting was done for 2 x 40 minutes. The researcher described the result as follow:

1) **Learning process of cycle 1**

Teaching activity had some stages from opening learning until closing the class. Every activity in each meeting of teaching learning runs chronologically. Researcher would describe learning process and activities of teacher in cycle 1. There were criteria of teaching learning process in every cycle. They were teacher physical appearance, teacher written, teacher sound

and classroom management, teacher opening, teaching procedure and teacher closing.

Teacher physical appearance when the first time came to the class. First, teacher dressed brown, blue veil, black skirt, and dressed cleanly and neatly. Second, teacher used shoes and socks when teaching in class. Third, teacher always gave her smile for students, smart, friendly, good manners, and neat in the classroom. Last, teacher taught the learning energetically.

Teacher whiteboard written when writing something on the whiteboard. First, teacher stood and wrote sideway. Second, teacher divided whiteboard in two part if is needed. Third, the teacher wrote the definition and categories of Read Ask Put (RAP) Strategy. When the teacher wrote on the whiteboard, her explanation was too fast. Last, teacher faced to the students when writing in the whiteboard.

Teacher sound when explained the material. First, teachers' sound was audible. Teachers' voice is loud and can be heard all over the room. Second, teacher talked intelligibly so that the students could understand the teacher's explanation. Third, teacher talk fluently. It means every word sounded clearly.

Classroom management was strategies used by teacher in organizing the classroom, learning and students. First, for seating arrangement, teacher asked them to be consistent on their seating (do not move wherever or whenever they want) while teaching- learning process was going on. Their seating line up in columns that were perpendicular to the front wall of the room. Second, teacher walked around the class for checking learning and providing support as necessary. Researcher always check the information of class before starting the lesson, but the researcher could not control noise of

class. During reading activities, some students asked the answer to other but their friend did not give the answer, it made the class to be noisy.

Teacher opening while started learning process. The teacher greeted to students and students respond, motivated students by saying the information about the benefits of learning English, activated students' background knowledge by asking some question before using this strategy and explained the purpose of the learning by introducing Read Ask Put (RAP) Strategy to students and how to use the strategy o students and how to use the strategy in answering question.

Teaching procedures were the proper way doing or applying the Read Ask Put (RAP) Strategy by the teacher to the students. First, teacher introduced Read Ask Put (RAP) Strategy. The researcher explained and showed the function of Read Ask Put (RAP) Strategy by writing on the whiteboard. She told the students that comprised three steps. R= Read the text, A= Ask yourself what is the main idea, P= Put the main idea into your own word. After introducing the RAP Strategy, the researcher distributed a narrative text to the students. The researcher explained about the narrative text and the generic structure of narrative text. The researcher explained to the students how to find the main idea in the text, and after finding the main idea the researcher make the example how to put the main idea into their own word.

After the researcher explained the learning material, researcher asks the students to read the text loudly. After the students read the text, the researcher ask the students to find the main idea and the students make the main idea into their own word. After that the researcher asks them to write on

the whiteboard. The researcher asked the students about their difficulties in the learning process.

After the students understand about the RAP strategy. Then researcher gave students the test in multiple choice. The researcher gave them 20 questions. Each question consist of indicator of reading. After time was enough, researcher collected the result. Then, researcher asked students difficulties in the learning process again.

After the test, researcher would collect their answer to give assessment the appropriate with lesson plan.

Teacher closing in the classroom. First, the made the conclusion about learning material that had been learned. Second, teacher asked the students about their difficulties in understanding Read- Ask- Put (RAP) strategy during teaching learning process was run.

After the class was over, some students were interviewed informally by asking about their feeling of activity they already had. The interview activities were done after the class was over.

2) **Students' Reading Comprehension Score of Cycle 1**

After analyzed the result of first test, the students' reading comprehension at tenth grade students of X-MIA 2 SMA Negeri 3 Panyabungan could be seen that there were only 10 students who passed the Minimum Mastery Criterion (KKM) and 13 students who did not pass the Minimum Mastery Criterion (KKM). Based on the calculation, the mean score of students in first cycle was 65 and the percentage of students' score was 43.47%. Below the students' reading comprehension score in the first cycle:

Table 5. Students' Reading Comprehension Score in Cycle 1

No	students' initial	Indicator				total score	Test score
		Topic	main idea	needed information	Meaning		
1	AB	2	2	5	2	(2+2+5+2)x5	55
2	ARN	1	4	5	5	((1+4+5+5)X5	75*
3	AM	1	2	5	3	(1+2+5+3)x5	55
4	BSN	2	3	6	4	(2+3+6+4)X5	75*
5	**EGH**	2	2	5	3	(2+2+5+3)X5	60
6	FZ	2	3	6	4	(2+3+6+4)X5	75*
7	FHP	2	2	4	2	(2+2+4+2)X5	50
8	**HS**	1	2	4	3	(1+2+4+3)X5	50
9	JKL	3	3	6	3	(3+3+6+3)X5	75*
10	MA	2	4	6	4	(2+4+6+4)X5	80*
11	NA	2	2	4	4	(2+2+4+4)X5	60
12	NAH	3	3	5	3	(3+4+5+3)X5	75*
13	RFH	2	3	6	3	(2+3+7+3)X5	75*
14	**RA**	1	2	4	4	(1+2+4+4)X5	55
15	SMD	2	1	6	4	(2+3+6+4)X5	75*
16	SF	1	2	6	3	(1+2+6+3)X5	60
17	SM	1	4	6	4	(1+4+6+4)X5	75*
18	**SAN**	1	2	6	4	(1+2+6+4)X5	65
19	SMH	2	3	6	4	(2+3+6+4)X5	75*
20	SB	2	2	4	4	(2+2+4+4)X5	60
21	SHM	1	2	6	4	(1+2+6+4)X5	65
22	**US**	1	2	6	3	(1+3+4+4)X5	55
23	WA	1	1	5	3	(1+1+5+3)X5	50
	TOTAL	38	55	122	80		
	TOTAL SCORE						1.495
	MEAN SCORE						65
	PERCENTAGE						43.47%

: The students who passed the KKM (75) in first cycle

Based on the table above, it could be concluded that there were four students got score 50,three students got score 55, 4 students got score 60, two students got score 65, nine students got score 75, one student got score 80.

There were sixteen students categorized into good category (the scores 65-80) and seven students were categorized into enough (the scores 45-60). That's why students' achievement in cycle 1 was categorized still need to be improved. The classification of students' score would describe as following table.

Table 6.The Classification of Students' Score in Cycle 1

No	Classification	Predicate	Total of Student	Percentage
1	0%- 20%	Very low	-	-
2	21%- 40%	Low	-	-
3	41%- 60%	Enough	11 students	47.82%
4	61%- 80%	Good	12 students	52.17%
5	81%- 100%	Very good	-	-
Total				**100%**

There were four indicators in reading comprehension that focused of this research. They were identifying topic, main idea, needed information and meaning of the text. These indicators became problem in students' score. It could be seen through the following table and chart below:

Table 7.Students' Scores Based on Indicator Test in Cycle 1

No	Indicators	Total the correct answer	Percentage	Maximal score percentage
1	Topic	38	6.3%	15%
2	Main idea	55	9.16%	20%

3	Needed information	122	20.33%	35%
4	Meaning	80	13,33%	30 %
Total				**100%**

Based on table above, there were 20 questions in cycle 1; 3 items for topic total score 15, 4 items for main idea with total score 20, 7 items for need information with total score 35 and 6items for meaning of the text with total score 30. The result of students' achievement based on indicator of reading comprehension in cycle 1 could be seen in table below:

Table 8.Students' Achievement for Indicator in Cycle 1

No	Indicator	Description
1	Topic	The students were mostly could not identify the topic of the text. There were only two students could answer all item for topic
2	Main idea	The students could not determine which one main idea of the text after reading it. There were three students could answer all items for main idea correctly.
3	Needed information	The students did not to find the specific information in the text. There were 12 students could answer 6 item needed information correctly from 7 items.

4	Meaning of the text	The students were difficult to get meaning of the text (word/ sentence) in the text, caused by their limitation on vocabulary and looked for variation of words that had some meaning. There was one student could answer 5 item correctly from 6 items.

From the table above, the students were mostly difficult to identify all of indicators as shown by the score of each indicator. The result of indicator reading comprehension in cycle 1 could be seen in chart below:

Chart 1.The Test Result Based on Indicator Teat in Cycle 1
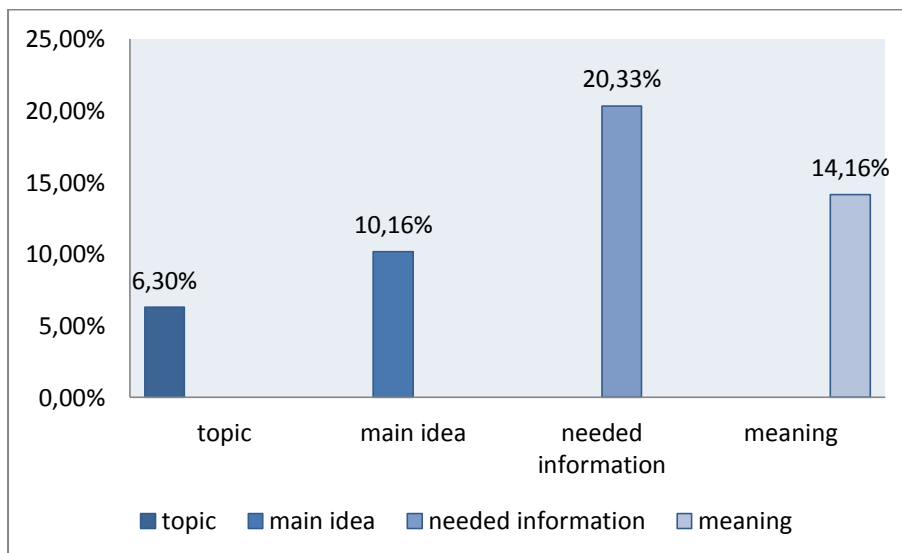
From the chart above could be seen students' ability for each indicator of reading comprehension. The higher indicator that the students had achieved was identifying specific information. The percentage score was 20.16% from maximal score was 35%. Meanwhile, the lower indicator that the students had achieved was identifying topic of the text. The percentage score was 6.3% from maximal score 15%. Therefore the researcher had to continue it to learning process in cycle 2.

b. Cycle 2

The second cycle done at 28th and 30th October 2019. In this case, the cycle was conducted for two meetings. Every meeting was done for 2x 40minutes. The researcher described the result as follow:

1) Learning process of cycle 2

Learning process describe the students series to do something that would be expected in this research. In sum up this section describe the cycle, the criteria for it were teacher physical appearance, teacher written, teacher sound, classroom management, teacher opening, teacher procedure, and teacher closing.

Teacher physical appearance was ways of teacher performing based on her physical for doing teaching learning process. Similarity with cycle 1, the first teacher dressed brown dress and dressed cleanly and neatly. Second, teacher used shoes and socks when teaching in class. Third, teacher always gave her smile for students, smart, friendly, good manners and neat in the classroom. Last, teacher taught the learning energetically. Different with cycle 1, in cycle 2 the teacher dressed brown, yellow veil and she did some action for adding and improving reading comprehension from cycle1. The teacher explained material more enthusiastically to make students more active in

learning activity. Then, teacher used facial and hand gestures to enhance meaning of words and sentence that might otherwise be unclear during learning activities.

Teacher whiteboard written when write something or word in whiteboard. Similarity with cycle 1, the first teacher stood and wrote sideway. Second, teacher divided whiteboard in two part it is needed. Last, the teacher faced to the students when she wrote on the whiteboard. Different with cycle 1, in cycle 2 teacher's writing was nice and readable. It made teacher's writing could be read clearly by students from all side. The teacher wrote and explained the material integratedly. When the teacher wrote on the whiteboard, her explanation was harmony with written. After that teacher wrote the numbering and or another symbols in every section to make students understood easily and the teacher also underlined the words or sentence that need the explained more.

Teacher sound when explained the material. Similarity with cycle 1, the first, teacher's sound was audible. Teacher's voice is loud and can be hard all over the room. Second, teacher talked intelligibly so the talk fluently. It mean every word sounded clearly. Different with cycle 1, in cycle 2 teacher showed the important part from the material clearly.

Classroom management was the strategies used by teacher in organizing the classroom, learning and students. Similarity with cycle 1, the first for seating arrangement, teacher asked them to be consistent on their seating (do not move wherever or whenever they want) while teaching-learning process was going on. Their seating line up in columns that were perpendicular to the front wall of the room. Second, teacher walked around the

class for checking learning providing support as necessary. Teacher always checked the formation of class before starting the lesson. Different with cycle 1, in cycle 2 teacher could control noise of class during reading activities because the teacher gave punishment to the students who made noise in the classroom and teacher answered students clearly (explained the material twice). It helped students not to ask their friends and made the class more conductive than before.

Teacher opening while start learning process. Similarity with cycle 1, the first teacher greeted to students and students respond. Different with cycle 2 teacher asked students how far they understood about RAP strategy that had been learned.

Teacher procedures were the proper way of doing or applying the Read-Ask-Put Strategy by the teacher to the students. Similarity with cycle 1, the first teacher reviewed the explanation about the function of RAP Strategy by writing in the whiteboard. She explained the steps of RAP strategy briefly and clearly. She told the students that RAP Strategy there are three steps. The first the students read the text. The second the students ask their self what is the main idea from the text. Third the students make the main idea into their own word. The researcher distributed a narrative text to the students. The researcher explained about the narrative text and the generic structure of narrative text. The researcher explained to the students how to find the main idea in the text, and after finding the main idea the researcher make the example how to put the main idea into their own word.

After the researcher explained the learning material, researcher asks the students to read the text loudly. After the students read the text, the

researcher ask the students to find the main idea and the students make the main idea into their own word. After that the researcher asks them to write on the whiteboard. The researcher asked the students about their difficulties in the learning process. Different with cycle 1, in cycle 2 the researcher ask the student to write the unfamiliar word from the text too add their vocabulary.

After the students understand about the RAP strategy. Then researcher gave students the test in multiple choice. The researcher gave them 20 questions. Each question consist of indicator of reading. The researcher told to the students who could answer the question would be given additional scores and at the end of meeting, the researcher would give reward to students who had the highest score during the teaching and learning process. It made the students more active and enthusiastic looking for the answer.

After time was enough, researcher collected the result. Then, researcher asked students difficulties in the learning process again.

Teacher closing in the classroom. Similarity with cycle 1, the first, the teacher made the conclusion about the learning material that had been learned. Second, teacher asked the students about their difficulties in understanding RAP Strategy during teaching learning process was run. Different cycle 1, in cycle 2 teacher motivated them to learn more about narrative text by using RAP Strategy at their home and practiced RAP Strategy when answering question in English text at another times.

2) **Students' Reading Comprehension Score of Cycle 2**

After analyzed the result of second test, the students reading comprehension at tent grade students of X MIA 2 SMA Negeri 3 Panyabungan could be seen that there were only 5 students who did not pass the Minimum

Mastery Criterion (KKM) 75 and there were 18 students passed the Minimum

Mastery Criterion (KKM) 75 from 23 students. Below the students' reading

comprehension score the second cycle:

Table 9.Students' Reading Comprehension Score in Cycle 2

No	students' initial	Indicator				Total score	Test score
		Topic	main idea	needed inf	meaning		
1	AB	2	3	8	4	(2+3+8+4)X5	85*
2	ARN	2	3	7	4	(2+2+7+4)X5	75*
3	**AM**	**3**	**3**	**5**	**4**	**(3+3+5+4)X5**	**70**
4	BSN	2	3	8	4	(2+2+8+4)X5	80*
5	**EGH**	**1**	**3**	**6**	**4**	**(1+3+7+4)X5**	**70**
6	FZ	2	3	8	4	(2+3+8+4)X5	85*
7	FHP	2	3	6	4	(2+3+6+4)X5	75*
8	**HS**	**1**	**2**	**6**	**3**	**(1+2+6+3)X5**	**60**
9	JKL	2	3	7	4	(2+2+7+4)X5	75*
10	MA	3	3	9	4	(3+3+9+4)X5	95*
11	NA	2	3	6	4	(2+3+6+4)X5	75*
12	NAH	3	3	7	3	(3+3+7+3)X5	80*
13	RFH	2	3	8	4	(2+3+8+4)X5	85*
14	**RA**	**1**	**2**	**7**	**3**	**(1+2+7+3)X5**	**65**
15	SMD	3	3	8	4	(3+2+8+4)X5	85*
16	SF	2	3	9	4	(2+3+9+4)X5	90*
17	SM	2	2	8	5	(2+2+8+5)X5	85*
18	**SAN**	2	3	6	4	(2+2+6+4)X5	60
19	SMH	3	3	9	3	(3+2+9+3)X5	85*
20	SB	2	3	7	4	(2+2+7+4)X5	75*
21	SHM	2	2	8	4	(2+2+8+4)X5	80*
22	**US**	1	3	6	4	(1+2+6+4)X5	65
23	WA	2	3	7	4	(2+3+7+4)X5	80*
TOTAL		47	65	166	89		
TOTAL SCORE							1780
MEAN SCORE							77.39
PERCENTAGE							78.26%

Bold name who did not pass the KKM (75) in second cycle

Based on the data in the table, the researcher could explain that the mean score

of the students were 78.26%. There were two students got score 60, two students got

score 65, two student got score 70, five students got score 75, four students got score 80, six students got score 85, one student got score 90 and one student got score 95.

From the scores of students, it could be concluded that the students achievement in cycle 2 was increased. The mean score of students in cycle 2 was 77.39 and the percentage of students' score was about 78.26%. students' achievement in reading comprehension was categorized good. The students' score in cycle 2 got improvement from cycle 1. It shown that cycle 1 was 43.47% and cycle 2 was 78.26%.

There were nine students were categorized into very good category (the score 85-95), twelve students were categorized into good (the score 65-80) and there were two students was categorized into enough (the score 50-60). The classification of students' score would describe as the following table:

Table 10.The Classification of Students' Score in Cycle 2

No	Classification	Predicate	Total of Student	percentage
1	0%- 20%	Very low	-	-
2	21%- 40%	Low	-	-
3	41%- 60%	Enough	2 students	8.69%
4	61%- 80%	Good	13students	56.52%
5	81%- 100%	Very good	8 students	34.78%
Total				**100%**

Most of the students showed the improvement in the indicator of reading test; topic, main idea, needed information and meaning of the text. The students improvement in indicator of reading comprehension test could be seen through the following table and chart below:

Table 11.Students' Scores Based on Indicator Test in Cycle 2

No	Indicators	Total the correct answer	Percentage	Maximal score percentage
1	Topic	47	7.8%	15%
2	Main idea	65	10.83%	15%
3	Needed information	166	27.66%	45%
4	Meaning	89	14.83%	25%
Total				**100%**

Based on table above, there were 20 questions in cycle 2; 3 items for topic with total score 20, 3 items for main idea with total score 15, 9 items for needed information with score 45, 5 items for meaning with score 25. The result of students' reading achievement based on indicator of reading comprehension in cycle 2 could be seen in table below:

Table 12.Students' Achievement for Indicator in Cycle 2

No	Indicator	Description
1	Topic	The students were mostly could identify the topic of the

		text.
		There were 6 students could answer all item for topic correctly.
2	Main idea	The students could determine which one main idea of the text after reading it
		There were 19 students answer all items for main idea correctly.
3	Needed information	The students easily find the specific information in the text by using strategy.
		There were 3 students answer all items for needed information correctly. 8 students answer 8 items correctly from 9 items.
4	meaning	The students were easy to get meaning of the text (word/sentence) in the text, caused by their vocabulary and looked for variations of word that had same meaning.
		There was one student answer all item correctly, 15 students answer 4 item from 5 items meaning.

From the table above, the students were mostly difficult to identify all indicators as shown by the score of each indicator. Most of the students showed the good improvement in reading comprehension. Indicators were; topic, main idea, needed information and meaning of the word or sentence. It could be seen from char below:

Chart 2. Test Result Based on Indicator in Cycle 2
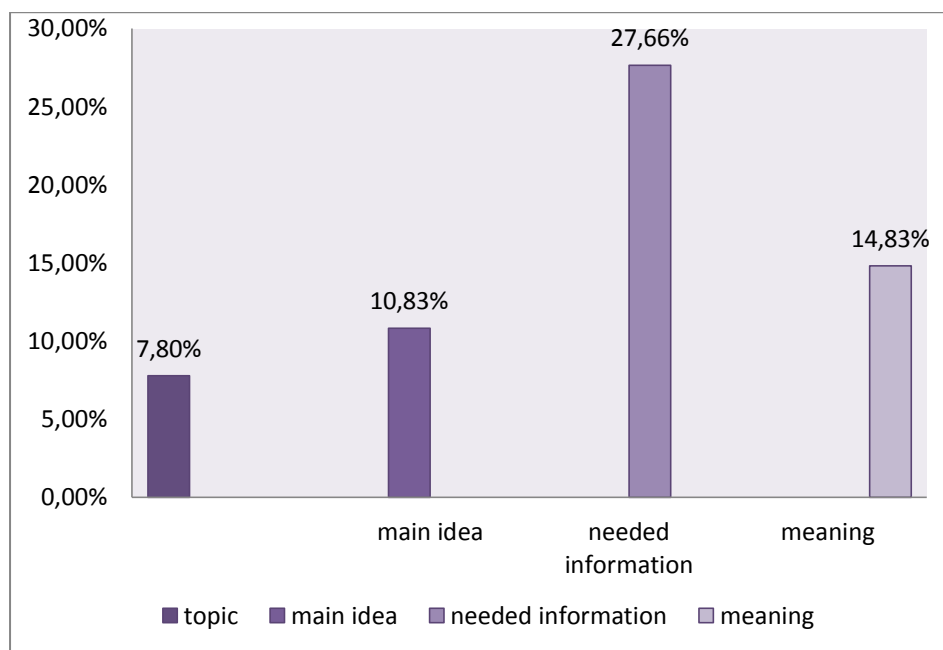
From the chart above can be seen the students' ability for each indicator of reading comprehension. After getting students' reading comprehension scores in the second cycle, the researcher found the students' achievement in all indicators. It meant that the students who had some problems in reading comprehension in the first cycle were improved and the first cycle were solved.

2. The Comparative Result in Cycle 1 and Cycle 2

The researcher used some steps to compare the learning process and students' achievement between first cycle and second cycle. The steps were calculating the students mean score, calculating the percentage students' improvement score from first cycle and second cycle. Based on the first cycle and second test, it could be concluded that students' reading comprehension had improved by using Read Ask put Strategy.

The result of the test in first cycle were four students got score 50,three students got score 55, 4 students got score 60, two students got score 65, nine students

got score 75, one student got score 80. It could be concluded that from 23 students at grade X MIA 2, there were 10 students passed the Minimum Mastery Criteria (KKM) 75. Meanwhile, there were 13 students did not pass the Minimum Mastery Criteria (KKM) 75 score. In analyzing the data of first test, first step was calculating the mean score of the class. It was calculated as following:

$$X = \frac{\Sigma f x}{N} \times 100 \%$$

$$X = \frac{1495}{23} \times 100 \%$$

$$X = 65$$

Based on the calculation, the mean score of class in first cycle was 65. It showed that students' reading comprehension was categorized into enough categories. The second step to know the percentage of the students' score who passed the Minimum Mastery Criteria (KKM) 75. It was calculated as following:

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

$$P = \frac{10}{23} \text{ x } 100\%$$

$$P = 43.47\%$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from the first test result. There were two students got score 60, two students got score 65, two students got score 70, five students got score 75, four students got score 80, six students got score 85, one student got score 90 and one student got score 95.

It could be calculated from 23 students at grade X MIA 2 SMA Negeri 3 Panyabungan there were 18 students passed the Minimum Mastery Criteria (KKM) 75 score. Meanwhile, there was 5 students did not pass the Minimum Mastery Criteria

(KKM) 75 score. In analyzing the data of second test, first step was calculating the mean score of the class. It was calculated as following:

$$X = \frac{\Sigma fx}{N} \times 100 \text{ \%}$$

$$X = \frac{1780}{23} \times 100 \text{ \%}$$

$$X = 77.39$$

Based on the calculation, the mean score of class in second cycle was 77.39. It showed that students' reading comprehension was categorized into enough categories. The second step to know the percentage of the students' score who passed the Minimum Mastery Criteria (KKM) 75. It was calculated as following:

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

$$P = \frac{18}{23} \text{ x } 100\%$$

$$P = 78.26\%$$

Based on explanation above, it could be concluded that the mean score and the percentage of the second test had improved than the first test. In the first test, the mean score was 65 and the percentage was 43.47%. It included into enough category. Meanwhile, mean score in second test was 78.26and percentage was 78.26%. It include into good category. So, the mean score improved about 12.39and the percentage improved about 34.79%

The improvement of students' reading comprehension from first cycle to second cycle could be seen in the table below:

Table 13.Comparison of Students' Achievement in Reading Comprehension in Cycle 1 and Cycle 2

No	Students' initial	Cycle 1	Cycle 2	State
1	AB	55	85*	Improved
2	ARN	75	75*	Improved
3	AM	55	70	Improved
4	BSN	75*	80*	Improved

5	EGH	60	70	Improved
6	FZ	75*	85*	Improved
7	FHP	50	75*	Improved
8	HS	50	60	Improved
9	JLK	75*	75*	Improved
10	MA	80*	95*	Improved
11	NA	60	75*	Improved
12	NAH	75*	80*	Improved
13	RFH	75*	85*	Improved
14	RA	55	65	Improved
15	SMD	75*	85*	Improved
16	SF	60	90*	Improved
17	SM	75*	85*	Improved
18	**SAN**	**65**	**60**	**Declined**
19	SMH	75*	85*	Improved
20	SB	60	75*	Improved
21	SHM	65	80*	Improved
22	US	55	65	Improved
23	WA	50	80*	Improved
		1495	**1780**	
		65	**77.39%**	
		43.47%	**78.26**	

*NB: * The students who passed the KKM (75) in cycle 1 and cycle 2*
Bold name that did not pass the KKM (75) and declined from cycle 1 to cycle 2

Based on the table, 22 students got improvement and one student got declined on their score. In summary, the comparison of students mean score could be seen in the following:

Chart 3.The Comparison Students' Mean Score between Cycle 1 and Cycle 2

The Comparison Cycle 1 and Cycle 2

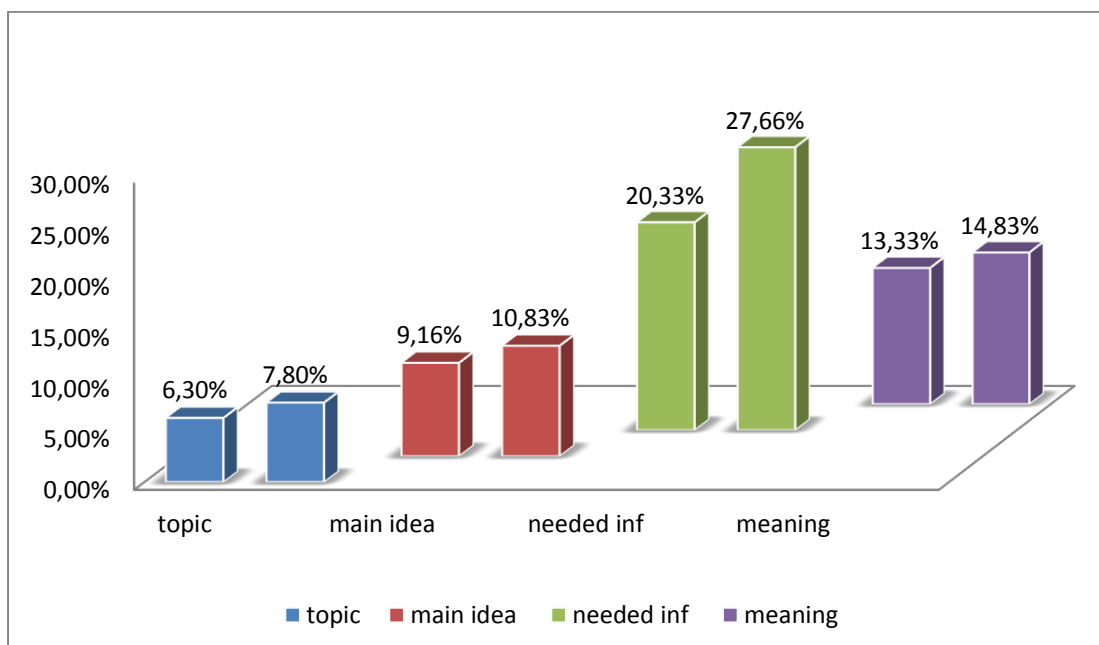|	cycle 1	cycle 2
■ cycle 2		77,39
■ cycle 1	65	
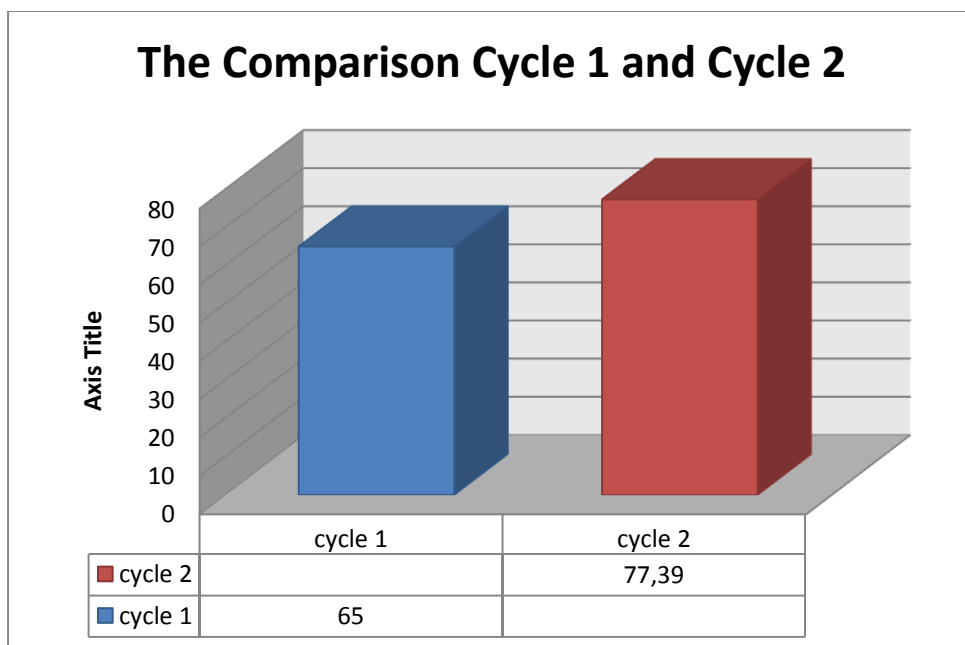
In the second cycle of the research, the students showed better understanding of the material. Those who had difficulty in the previous meeting in identifying topic, main idea, needed information and meaning of the text had shown improvement. They were able to give correct response to the reading comprehension question. It meant that students' reading comprehension were improved and better than the previous cycle. It could be looked from the table below:

Table 14. The Comparison of Students' Achievement for Indicator

No	Indicator	Description	
		Cycle 2	**Cycle 2**
1	Topic	The students were mostly could not identify the topic of the text. There were only two students could answer all item for topic	The students were mostly could identify the topic of the text. There were 6 students could answer all item for topic correctly.
2	Main idea	The students could not determine which one main idea of the text after reading	The students could determine which one main idea of the text after reading it

		it.	There were 19 students
		There were three students could answer all items for main idea correctly	answer all items for main idea correctly.
3	Needed informatio n	The students did not to find the specific information in the text. There were 12 students could answer 6 item needed information correctly from 7 items.	The students easily find the specific information in the text by using strategy. There were 3 students answer all items for needed information correctly. 8 students answer 8 items correctly from 9 items.
4	Meaning	The students were difficult to get meaning of the text (word/ sentence) in the text, caused by their limitation on vocabulary and looked for variation of words that had some meaning. There was one student could answer 5 item correctly from 6 items.	The students were easy to get meaning of the text (word/sentence) in the text, caused by their vocabulary and looked for variations of word that had same meaning. There was one student answer all item correctly, 15 students answer 4 items from 5 items meaning.

Chart 4.The Comparative of Indicator Scores Between Cycle 1 and Cycle 2

The highest improvement of indicator was needed information from 20.33% in cycle 1 become 27.66% in cycle 2 and the lowest improvement of indicator were topic from 6.30% in cycle 1 become 7.80% in cycle 2

As the result of test in cycle 1 and cycle 2, the observation sheet showed the improvement students in reading comprehension while learning process. Students' problem while teaching learning process has been solved. The explanation above could be explained briefly in table below:

Table 15.1 Students' Observation Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
A few of students were active during teaching learning process. They did not want to ask the teacher when they had difficulty.	Mostly the students were more active during teaching learning process. They were not ashamed and afraid again to ask the teacher if they had difficulty. Even, students confidences also improve when they were asked to answer the question.
Some students seemed do the useless activity during the reading lesson, such as making the noise, cheating with their friends, and moving to another chair.	Most of students paid attention while learning process. The students were less of talking when teaching and learning had begun. Therefore, the processed of teaching and learning become more effective because almost all the students were focused following the lesson.
Some of the students asked	No students asked permission to the

permission during teaching learning process. After getting permission from the teacher, they were very long to return to the classroom.	teacher during teaching learning process.

From the table above, it could be seen the students' activities has improvement by using RAP Strategy (see appendix). The students were more active in the next meeting and there were less of students who cheated, made a noisy, moved to another chair, and ask permission.

Based on the list of teacher indicators in teaching learning process, the teacher still had weakness in cycle 1. After getting the suggestion from the observer, the researcher gained a better understanding about teaching process. It could be seen in the following table:

Table 15.2 Teacher's Observation Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
The researcher performances in teaching reading comprehension by using RAP Strategy still had weakness. The researcher did not write face to students when writing the material in whiteboard. Also, the researcher's writing was not nice and readable. That's why the researcher writing could not be read clearly by the students from all side. Then, researcher did not write and explain the material integrated, the researcher could not control the noise in the classroom. Last, researcher did not do celebration.	the researcher performance in teaching reading comprehension by using RAP Strategy was done well. All of the activities were improved by the researcher.

From the observation above, the researcher performance in teaching reading comprehension by using RAP Strategy was done well in cycle 2. All of indicators were improved by the researcher.

3. **Influencing Factors**

From the description of students' achievement in the first cycle, it could be concluded that the students problem in learning process had been resolved and it had improved in the second cycle. There were two factors could be influenced students' reading comprehension, they were internal factors and internal factors. It would be explained below:

a. **Internal Factors**

Internal factors in this research referred to semantic and syntactic abilities. Semantic abilities related to the knowledge of word meaning. Syntactic abilities related to knowledge of the sentences structures as topic, main idea, and needed information.

1) Topic

There were three items topic in reading comprehension test in cycle 1. There 23 students in the classroom, 10 students answered 1 item correctly, 11 students answered 2 items correctly, 2 students answered 3 items correctly. The percentage students' score of this indicator was 6.30% from maximal percentage 15%.

Based on interview had done in the class, AM, RA, SAN, US, and SF said that they were difficult to identify the topic in the text, caused by their

lack of knowledge about parts of text. There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were, the researcher motivated them to read text clearly and explain more about how to find the topic of the text.

As a result, students' achievement in this indicator was improved. There were three items detail information in reading comprehension test of cycle 2. From 23 students in the classroom, 4 students answered 1 item correctly, 14 students answered 2 items correctly, 5 students answered 3 items correctly. The percentage students' score of this indicator was 7.8% from maximal percentage 15%.

2) Main Idea

There were four items main idea in reading comprehension test in cycle 1. There were 23 students in the classroom, 2 students answered 1 item correctly, 12 students answered 2 items correctly, 6 students answered 3 items correctly, 3 students answered 4 item correctly. The percentage students' score of this indicators was 9.16% from maximal percentage 20%.

The researcher and co-teacher had found students who had difficulty in dealing with the question of identifying main idea in English text. Based on the interview had done in the class, AB, AM, and FHP admitted that they confused in identifying main idea because they could not determine which one main idea of the text after reading it. They thought main idea just their opinion about the text. In conclusion, students who had difficulty in dealing with the questions of identifying main idea in English text caused due to their lack of understanding to identify main idea in English text.

There were some action conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher gave example to the students how to identify main idea, the main idea of a paragraph is commonly found in the first sentence and also could be found in the last sentence of paragraph or text. Students must analyzed important idea that the author develops throughout paragraph or text.

As a result, students' achievement in this indicator was improved. There were three items main idea in reading comprehension test of cycle 2. 4 students answered 2 items correctly, 19 students answered 3 items correctly. The percentage students' score of this indicator was 10.83% from maximal percentage 15%.

3) Needed Information

There were 7 items specific information in reading comprehension test in cycle 1. From 23 students in the classroom, 5 students answered 4 items correctly, 6 students answered 5 items correctly, 12 students answered 6 items correctly. The percentage students; score of this indicators was 20.30% from maximal percentage 35%.

Based interview had done in the class, AM, NA and RA said that they did not know how to find the needed information in the text, caused by their lack of specific reading technique for locating certain information rapidly. There were some actins conducted by the researcher in cycle 2 to solve the concerning problems. They were, the researcher advised the students to find the needed information develops the topic sentence by giving definition and example.

As a result, students' achievement in this indicator was improved. There were 9 items needed information in reading comprehension test of cycle 2. From 23 students in the classroom, 5 students answered 4 items correctly, 6 students answered 5 items correctly, 12 students answered 6 items correctly. The percentage students' score of this indicator was 27.66% from maximal percentage 45%.

4) Meaning

There were six items to get meaning of the text (word/ sentence) in reading comprehension test in cycle 1. From 23 students in the classroom, 2 students answered 2 items correctly, 9 students answered 3 items correctly, 3 students answered 4 items correctly, 4 students answered 5 items correctly. The percentage student' score of this indicator was 13.33% from maximal percentage 30%.

Based interview had done in the class, AB, FHP, and JLK said that they were difficult to get meaning of the text in the text, caused by their limitation on vocabulary and looked for variations of words that had same meaning. There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher asked the students to bring the complete dictionary because certain word was not available in the "less general" dictionary the students had, and was only available in the "more complete" ones; and researcher gave methods to memorize unfamiliar words such as using list of synonym words and using key words that could be predicted by them in the school or in their house.

As a result, students' achievement in this indicator was improved. There were five items to get meaning of the text in reading comprehension test

of cycle 2. From 23 students in the classroom, 2 students answered 2 items correctly, 9 students answered 3items correctly, 11 students answered 4items correctly, 1 student answered 5 items correctly. The percentage students' score of this indicator was 14.83% from percentage 25%.

b. External factors

By the observation notes, the researcher and co- teacher as observer had a duty to monitor all activities through RAP Strategy in the classroom. It was about class situation, students' activities and teacher's activities in teaching learning process in the classroom. There were some external factors that influenced students' reading comprehension besides internal factors. In short, there were other factor influenced students' problem that happened in the classroom.

1) Students' Interest

Students' interest was the one of external factors in the first cycle. There were just 7 students be active in asking and answering about learning material during teaching learning process in cycle 1 or it could be said 16 students un-active during teaching learning process. They were not interest to share and report their ideas when the researcher gave them chance to share their ideas about learning material, especially in asking and answering question for whole of class. It made them were low attention to the material, and still confused about RAP procedures. So, some of students cheated the answer from their friends when teacher gave some task to them.

By these problems, in the second cycle the researcher explained the RAP Strategy twice to make them more understand; motivated them to be active in reading comprehension activity because they need it for long time whether in reading English book or others; answered and explained the

question slowly to make them understand easily. In summary, in the second cycle there were most of them more active during teaching learning process and there were only three students who cheated their friends answer.

2) Disturbance

In the first cycle there were 4 students (US, JLK, HS, AM) who were noisy in the class where they sometimes could not be forbidden to chat with their friends about a topic that did not relate with learning material. It meant, they did not pay attention to teacher's explanation. There was 2 students who moved to another chairs, they were (RA and SF). He always move from his chair to another chairs. Both of these conditions made other students disturbed and lost their focus on learning.

By these problems, in the second cycle the researcher gave punishment to students who made noise and who moved to another chairs that did not allow to follow teaching learning activities. As the result, the situation in the classroom during teaching learning process more conductive and most of them became focused to follow the teaching learning activities and made them easy to understand the material.

3) Asking permission

For asking permission, in the first cycle there were two students (NA and SMD) asked permission to toiled that made them missed the material taught by the researcher. The researcher solved these problems by limiting them to ask permission whether to the toiled or the outdoor only one time. They could accept the role of the asking permission to the toilet. The reward would be given after the class was finished. Finally, there were not students who asked permission in the cycle 2.

Finally, the problem solving for all indicators could be seen as the following table:

Table 16.1.Problem and Solution of Internal factors

No.	Internal Factor	Problems	Solution
1	Topic	The students could not identify the topic of the text. The students did not know how to get the topic	The researcher gave more explanation about how to identify the topic well based on the table. The researcher gave some examples how to take the topic from another text.
2	Main idea	The students could not determine which one main idea of the text after reading it The students thought main idea just their opinion about the text.	The researcher gave the example to the students how to identify main idea commonly found in the first sentence and also could be found in the last sentence of paragraph or text. The researcher ordered students must analyze important idea that the author develops throughout paragraph or text.
3	Needed information	The students did not know to find the specific information in the text, caused by their lack of specific reading technique for locating certain information rapidly.	The researcher advised to identify that specific information develops the topic sentence by giving definition and example.
4	Meaning	The students were difficult to get meaning (word/ sentence) in the text, caused by their limitation on vocabulary and looked for variations of words that had same meaning.	The researcher asked students to bring the complete dictionary because certain word was not available in the the " less general" dictionary the students had, and was only available in the " more complete" ones; and researcher gave methods to memorize

			unfamiliar words such as using list of synonym words, and using key words that could be predicted by them.

Table 16.2.Problem and Solution of External Factors

No	External Factor	Problems	Solution
1	Students' interest	The students did not active asking and answering about learning material during teaching learning process because were not interest to share and report their ideas about learning material, especially in asking and answering question. The students who cheated the answer from their friends when the researcher gave them task.	The researcher explained the question RAP strategy twice to make them more understand; motivated them to be active in reading comprehension activity because they need it for long time whether in reading English book or others. The researcher answered and explained the question slowly to make them understand easily.
2	Disturbance	The students who were noisy in the class where they sometimes could not be forbidden to chat with their friend about a topic that did not relate with learning material. It meant they did not pay attention to teacher's explanation. The students who moved to another chair that made other students disturbed and lost their focus on learning.	The researcher gave punishment to students who made noisy and who moved to another chairs that did not allow to follow teaching learning activities.
3	Asking permission	The students who asked permission to toilet that made them missed the material taught by the researcher	The researcher limited their time to toilet or the outdoor only one time. The researcher also gave the reward to students who never asking permission to the toilet.

B. Discussion

Based on theory Hagaman and Reid[1] stated RAP strategy can improve students' reading comprehension. This was proven in this research that the RAP strategy could improve students' reading comprehension at grade X SMA Negeri 3 Panyabungan.

What has been found by Nur Tiala,[2] which indicated the implementation Read Ask Put (RAP) Strategy was successful since the criteria of success was achieved. The finding showed that from the first cycle 58.57% to second cycle 78.85% of students had already achieved the target score.

Then, Fatimah Zahra,[3] found that Read Ask and Paraphrase (RAP) in the process of teaching reading comprehension at senior high school students. This strategy encourages students to improve attention and enthusiasm in learning English, especially in reading comprehension.

Moreover, Retanisa Mentari[4] also found that there was a statistically significant difference of the students' reading comprehension achievement the students were taught through RAP strategy. The result showed that there was a statistically significant difference students' reading comprehension with the significant level 0.05 this suggests that RAP strategy facilitates the students to improve their achievement in reading comprehension.

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[1] J.L Hagaman and R and Reid, "The Effect Ofin Reading the Paraphrasing Strategy on the Reading Comprehension of Middle Shcool Students at Risk for Failure," *Remedial and Special Educational* 4 (2008): 222–34, http://ejournal.unp.ac.id/.

[2] Nur Tiala, "Improving Students' Reading Comprehension through Read,Ask,Put (RAP) Strategy at the Second Grade Students of MTsN Belopa" (State Islamic University of Makassar, 2017), https://www.google.com/url?sa=t&source=web&rct=j&url=http://repositori.uin-alauddin.ac.id/7558/1/NURTIALA.

[3] Fatima Zahra, "Teaching Reading Comprehension by Using Metacognitive Strategy Read, Ask, Paraphrase (RAP) at Senior HighSchool," *JELT* 6, no. 1 (2017), ejoernal.unp.ac.id/index.php/jelt/article/view/7119.

[4] Retanisa Mentari, "The Implementation of RAP Strategy to Improve Students' Reading Comprehension" (Lampung University,) https://wwwgoogle.com/url?sa=t&source=web&rct=j&url=http://enprints.uny.ac.id/23840/1/THESIS.fdf&ve.

The last is Devi Surayatika.[5] The finding showed that RAP strategy was significant in improving the EFL students' reading comprehension achievement. It can be seen from the mean of the pre-test and post-test which shows that there was significant difference in students' reading comprehension after being taught reading by using RAP strategy.

What have been done by them is related to what the researcher found, that is RAP strategy can improve students' reading comprehension. Based on the research result, showed the improvement of students' reading comprehension by using Read Ask Put (RAP) strategy.

C. **Threats of the Research**

The researcher had some threats in the research. They were:

1. This research focused on students' reading comprehension through RAP strategy. The teacher let the students to use reading a loud while reading the text and did not directed the students got the skimming or scanning technique to make easier the students got the information in the text.

2. The implementation the strategy in this research was implemented well. Meanwhile, there was still a weakness on the way to implement the RAP strategy. The material was not really appropriate to the level of English of the students and the topic was not familiar to the students. Beside that, the teacher was not maximal using teaching media to support the success of the using of RAP strategy.

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[5] Desi Surayatika, "The Used of RAP Strategy in Improving Reading Comprehension of EFL Students," Jurnal Bahasa Dan Sastr 7, no. 1 (2018) ejournal.uigm.ac.id/index.php/GE/article/view/522.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the classroom action research had done, it could be concluded that:

1. Read Ask Put (RAP) Strategy can improve the students reading comprehension at grade X SMA Negeri 3 Panyabungan. It could be seen from the students' score from cycle 1 to cycle 2. The mean score of students' reading comprehension in cycle 1 is 65 with the percentage is 43.47% and mean score of students' reading comprehension in cycle 2 is 78.26 with percentage 78.26%. the students' improvement is categorized as good. Based on the result, it mean that there was improvement between students' reading comprehension process result in the first cycle and second cycle.

2. There were two factors that influence the improvements of students' reading comprehension, they were; first internal factors consisted of identifying topic, identifying main idea, needed information and getting the meaning of the text (word/ sentence). Second, external factors consisted of students interest, teacher's appearance, disturbance and asking permission.

B. Suggestion

After conducting an action research and based on the research finding, the research want to propose some suggestion for the English teacher, the students, and other researcher. These suggestion were:

1. English teacher can apply RAP strategy in teaching reading comprehension by looking at the students' problem in reading comprehension, give solution to the students' problem, and looking at the teacher's ways in teaching. English teacher are expected be creative in designing teaching learning process, in explaining learning material, in motivating students, and in controlling the classroom. So, that students' reading comprehension can be improved as very high improvement.

2. Students can use RAP strategy to figure out how to answer question based on a given text and helps students consider both information from the text and information from their own background knowledge.

3. The other researcher can improve students' reading comprehension by using RAP strategy until 100%.the other researcher can used the other creative solution in solving students' reading comprehension and can do research in two or three cycles so that the improvement can be achieved until 100%

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CURICULUM VITAE

1. Identity

   Name   : KHOLIDA SYIAH

   Registration Number : 15 203 00014

   Place/Date of Birth   : Hutarimbaru,, March 17th 1997

   Sex   : Famale

   Religion   : Moslem

   Address   : Roburan Dolok, Kec. Panyabungan Selatan, Kab.
                           Mandailing Natal

2. Parents Name
   1. Father's name   : H.Mukhtar Pohan
   2. Mother's name   : Hj. Ida Suriyani Tanjung

3. Educational background:
   1. Elementary School   : SD N 2 Roburan Dolok   (2009)
   2. Junior High School : SMP Negeri 1 Panyabungan Selatan (2012)
   3. Senior High School : SMA Negeri 3 Panyabungan   (2015)
   4. University   : IAIN Padangsidimpuan   (2019)

DOCUMENTATION

APPENDIX I

Cycle 1 (Siklus 1)

RPP

(Rencana Pelaksanaan Pembelajaran)

Sekolah	: SMA Negeri 3 Panyabungan
Mata Pelajaran	: Bahasa Ingggris
Kelas/ Semester	: X/ Ganjil
Materi Pokok	: Text Narative
Skill	: Reading
Alokasi Waktu	: 4x 40 menit (2 x Pertemuan)

A. Kompetensi Inti:

K.I   : Memahami fungsi sosial, struktur teks, dan unsure kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

B.   Kompetensi Dasar

3. 1: Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fabel, sesuai dengan konteks penggunaannya.

4.1: Menangkap makna teks narrative lisan dan tulis,berbentuk fable pendek dan sederhana penggunaannya.dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indicator Pembelajaran:

1. Peserta didik mampu mengidentifikasi fungsi social dari narative text dalam bentuk fable pendek dan sederhana

2. Peserta didik mampu mengidentifikasi unsur kebahasaan pada narative teks dalam bentuk fables pendek dan sederhana.

3.   Peserta didik mampu membaca narative teks dalam bentuk fable pendek dan sederhana dari contoh tertulis yang telah diberikan.

APPENDIX II

Learning Material Cycle 1

<div align="center">The Ant and the Dove</div>

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Test for Cycle I

Name   :

Class   :

Instruction: choose the correct answer by crossing (X) a, b, c, or d!

Question 1- 10: this text below is for question number 1 up 10. Choose the best answer based on the text.

Text 1

Buggy Races

Once upon a time there lived two best friends, the rabbit and the tortoise. They liked to race against each other, but the hare always won.

One day, the rabbit asked the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The rabbit replied in a kind voice that he felt sorry about it.

But the next day, the rabbit found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

1. What is the main idea of the first paragraph?
    A. Once upon a time there lived two best friend
    B. The rabbit and tortoise is have relationship best friend
    C. The rabbit hate tortoise
    D. The tortoise enemy of rabbit
2. What is the main idea of the second paragraph?
    A. The hare asked the tortoise to race down to the beach.
    B. The tortoise refused the hare idea.
    C. The tortoise loosed the race.

APPENDIX IV

Cycle 2 (Siklus 2)

RPP

(Rencana Pelaksanaan Pembelajaran)

Sekolah   : SMA Negeri 3 Panyabungan

Mata Pelajaran   : Bahasa Ingggris

Kelas/ Semester   : X/ Ganjil

Materi Pokok   : Text Narative

Skill   : Reading

Alokasi Waktu   : 4x 40 menit (2 x Pertemuan)

A. Kompetensi Inti:

K.I   : Memahami fungsi sosial, struktur teks, dan unsure kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

B. Kompetensi Dasar

3. 1: Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fabel, sesuai dengan konteks penggunaannya.

4.1: Menangkap makna teks narrative lisan dan tulis,berbentuk fable pendek dan sederhana penggunaannya.dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dansesuai konteks.

C. Indicator Pembelajaran:

1. Peserta didik mampu mengidentifikasi fungsi social dari narative text dalam bentuk fable pendek dan sederhana

2. Peserta didik mampu mengidentifikasi unsur kebahasaan pada narative teks dalam bentuk fables pendek dan sederhana.

APPENDIX IV

Learning Material Cycle 2

The Ant and the Grasshopper

On a warm summer day, a grasshopper leaped about a field merrily singing. Nearby, an ant toiled hard under the hot sun. One by one, he hoisted heavy karnels of corn onto his shoulders and carried them back to his nest. "Come join me," said the grasshopper. "We'll sing and dance and make beautiful music!"

"I have no time to make music," said the ant. "I'm gathering food for the long winter ahead. I suggest you do the same, if you know what's good for you, "The grasshopper merely laughed. "I have plenty to eat today. Winter is a long time off. Why worry on such a lovely day?"

Summer turned to autumn, autumn to winter. Now the field was covered in snow. The ant was burrowed deep in his nest, warm and content. He had enough food to last the whole winter. But the grasshopper was no longer singing a happy song. "It's freezing," he shivered. "I'm starving. If only I had listened to the ant's advice!"

APPENDIX VI

Test for Cycle 2

Name   :

Class   :

Instruction: choose the correct answer by crossing (X) a, b, c, or d!

Question 1- 10: this text below is for question number 1 up 10. Choose the best answer based on the text.

Text 1

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

Then, they fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

1.   What do we learn from the text?

a. Keeping the promise that have been made.

b. Sufferings bring happiness.

c. Arguing makes you distressed.

d. A good deed deserves a reward.

APPENDIX VII

KEY ANSWER TEST CYCLE 1

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

KEY ANSWER TEST CYCLE 2

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

APPENDIX VIII

Observation Note Sheet

Students' Activity in Learning Process

Classroom Action Research

Subject Matter   : English

Class/ Semester   : X/ ganjil

Cycles   : I

NO.	Activities	Yes	No
A.	Introduction		
1.	Students answered teacher's greeting with smile and showing happy face		√
2.	Students followed teacher's instruction to pray together	√	
3.	Students were quite and listened to teacher's explanation when introducing the next material that would be learnt	√	
4.	Students were quite and listened to teacher's explanation when teacher explained the purpose of learning out come	√	
5.	Students were quite and listened to teacher's explanation when teacher introduce Read Ask Put (RAP) Strategy	√	
B.	Content		
1.	Students were quite when teacher explained the topic and gave response by raising hand and answered teacher's question about the topic		√
2.	Students were quite and listened to teacher's explanation how to identify main idea, generic	√	

APPENDIX IX

Observation Note Sheet

Students' Activity in Learning Process

Classroom Action Research

Subject Matter   : English

Class/ Semester   : X/ ganjil

Cycles   : 2

NO.	Activities	Yes	No
A.	Introduction		
1.	Students answered teacher's greeting with smile and showing happy face	√	
2.	Students followed teacher's instruction to pray together	√	
3.	Students were quite and listened to teacher's explanation when introducing the next material that would be learnt	√	
4.	Students were quite and listened to teacher's explanation when teacher explained the purpose of learning out come	√	
5.	Students were quite and listened to teacher's explanation when teacher introduce Read Ask Put (RAP) Strategy	√	
B.	Content		
1.	Students were quite when teacher explained the topic and gave response by raising hand and answered teacher's question about the topic	√	
2.	Students were quite and listened to teacher's explanation how to identify main idea, generic	√	

APPENDIX X

Observation Note Sheet
Teachers' Activity in Learning Process
Classroom Action Research

Subject Matter   : English (Narrative Text)
Class/ Semester   : X/ ganjil
Cycles   : I

NO.	Activities	Yes	No
A.	Introduction		
1.	Teacher opened the class by greeting with smile and showing happy face	√	
2.	Teacher asked the students' to pray together	√	
3.	Teacher introduce the next that would be learnt (narrative text)	√	
4.	Teacher explained the purpose of learning out come	√	
5.	Teacher introduce Read Ask Put (RAP) Strategy	√	
B.	Content		
1.	Teacher explained the material (narrative text)		√
2.	Teacher explained how to identify main idea, generic structure and language feature of narrative text	√	
3.	Teacher asked students to open dictionary and taught them to memorize vocabulary	√	
4.	Teacher explained how to identify needed information from the text	√	
5.	Teacher explained how to do the activities by using RAP strategy		√
6.	Teacher asked students weather they did not understand about the explanation	√	
7.	Teacher gave response to students' question about the explanation		√
8.	Teacher presented narrative text with a title topic on the white board	√	
9.	Teacher activated students' background knowledge about the topic and activated students' prior knowledge by asking some question related to the topic	√	

Observation Note Sheet
Teachers' Activity in Learning Process
Classroom Action Research

Subject Matter   : English (Narrative Text)
Class/ Semester   : X/ ganjil
Cycles   : 2

NO.	Activities	Yes	No
A.	Introduction		
1.	Teacher opened the class by greeting with smile and showing happy face	√	
2.	Teacher asked the students' to pray together	√	
3.	Teacher introduce the next that would be learnt (narrative text)	√	
4.	Teacher explained the purpose of learning out come	√	
5.	Teacher introduce Read Ask Put (RAP) Strategy	√	
B.	Content		
1.	Teacher explained the material (narrative text)	√	
2.	Teacher explained how to identify main idea, generic structure and language feature of narrative text	√	
3.	Teacher asked students to open dictionary and taught them to memorize vocabulary	√	
4.	Teacher explained how to identify needed information from the text	√	
5.	Teacher explained how to do the activities by using RAP strategy	√	
6.	Teacher asked students weather they did not understand about the explanation	√	
7.	Teacher gave response to students' question about the explanation	√	
8.	Teacher presented narrative text with a title topic on the white board	√	
9.	Teacher activated students' background knowledge about the topic and activated students' prior knowledge by asking some question related to the topic	√	
10.	Teacher explained how to find main idea in the text	√	
11.	Teacher explained how to make the main idea to their own word	√	
12.	Teacher presented whole narrative text to all students	√	
13.	Teacher asks the students to read the text silently	√	

APPENDIX XII

LIST OF INTERVIEW

Interview to Students

1. Apakah kesulitan Anda dalam mengidentifikasi gagasan utama? Mengapa?

   (What are your difficulties in identifying main idea? Why?)

   Result:

   AB, AM, and FHP admitted that they confused in identifying main idea because they could not determine which one main idea of the text after reading it. Students who had difficulty in dealing with the questions of identifying main idea in English text caused due to their lack of understanding the concept of a paragraph or text main idea. Thus, they could not identify main idea in English text easily.

2. Apakah kesulitan Anda dalam mengidentifikasi informasi dalam sebuah teks? Mengapa?

   (What are your difficulties in identifying specific information in a text? Why?

   Result:

   AM, NA and RA said that they did not know how to find the needed information in the text, caused by their lack of specific reading technique for locating certain information rapidly.

3. Apakah kesulitan Anda dalam memahami makna kalimat atau kata dalam sebuah teks? Mengapa?

   (What are your difficulties in understanding the meaning of the text (word or sentence)? Why?

APPENDIX XIV

Calculation of the formulation $r_{pbi} = \dfrac{M_{p-M_t}}{SD_t}\sqrt{\dfrac{p}{q}}$ in Pre-Test

A. Calculation of Pre-Test

1. **Mean score from score total (M_t)**

$$M_t = \frac{\sum X_t}{N}$$

$$M_t = \frac{221}{25} = 8{,}84$$

2. **Standard Deviation (SD_t)**

$$SD_t = \sqrt{\frac{\sum X_t{}^2}{N} - \left(\frac{\sum X_t}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{2729}{25} - \left(\frac{221}{25}\right)^2}$$

$$SD_t = \sqrt{109{,}16 - 8{,}84^2}$$

$$SD_t = \sqrt{109{,}16 - 78{,}14}$$

$$SD_t = \sqrt{31{,}02} = 5{,}56$$

3. **Mean Score (M_p)**

Item 1

$$M_{pl} = \frac{total\ score\ of\ student\ s'\ score\ that\ true\ item\ answer}{n1}$$

$$M_{pl} = \frac{14+6+12+12+11+3+16+9+3+6+2+6+22}{13}$$

$$M_{pl} = \frac{122}{13} = 9{,}38$$

Item 2

$$M_{pl} = \frac{total\ score\ of\ student\ s'\ score\ that\ true\ item\ answer}{n2}$$

$$M_{pl} = \frac{25+14+13+12+12+11+13+22}{8}$$

$$M_{pl} = \frac{122}{8} = 15{,}25$$