

JOURNAL

***THE INFLUENCE OF RAP STRATEGY ON STUDENTS' READING
COMPREHENSION IN SMA PAWYATAN DAHA KEDIRI
ACADEMIC YEAR 2016/2017***



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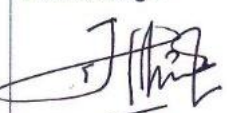
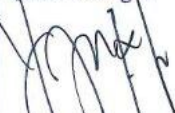

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ABSTRACT

Reading is one of important skills in learning English. The goal of reading is comprehension. The students cannot achieve their academic success without comprehending what they read. In fact, senior high school students still found difficulties in comprehending the English text. In order to help the students get the better comprehension of the text, the researcher proposed Read Ask Paraphrase strategy that can be used in teaching reading especially narrative text. The problems of this research are (1) Is there any significant influence of RAP on students' Reading Comprehension of SMA Pawyatan Daha Kediri in the academic year 2016/2017? This research is a quantitative and use experimental design. This research was carried out in SMA Pawyatan Daha Kediri. The researcher chose eleventh grade students. In collecting the data, the researcher observed by using pretest, treatment and posttest. Then data is analyzed using T-test. The sample of the research was class XI IPA 1 consisting of 32 students. This research was held in two meetings involved pre-test, treatment, and post-test. After collecting the data, the next step was analyzing them by using SPSS VS 21 to know the influence of teaching reading comprehension using Read Ask Paraphrase. The result of post test showed the students' reading comprehension increased after being taught influence Read Ask Paraphrase strategy. It was proven by the mean after being taught influence Read Ask Paraphrase strategy (87,81) was higher than the mean score before being taught influence Read Ask Paraphrase strategy (79,69). The result reports that the t-test was higher than t-table ($7,588 > 2,039$) it means that H_0 was rejected and H_a was accepted. It can be concluded that Read Ask Paraphrase was influence on students' reading comprehension. The researcher suggest to the English Teacher should teach the students using Read Ask Paraphrase because it was suitable technique which makes the students more easy to comprehend the text such us find of the topic of the text, the main idea of the text, the specific information of the text, the detailed information, the explicit information of the text, the implicit information of the text, the reference of words and the meaning of the words.

KEYWORD : reading comprehension, RAP strategy

I. BACKGROUND

Reading is a learning way for students to enrich their ability and knowledge because reading is the process of deriving meaning from text (King and Johnston : 2006). By reading the students can get information and knowledge because reading has a deriving process that makes readers easy to get idea. Moreover, Cline (2006: 2) defines reading as decoding and understanding text for particular reader purposes. There is no doubt that reading is important as the other three language skills. Thus, because they read in order to acquire information and also to enhance the other language skills they have. Moreover, it is expected that students gain broader knowledge and enrich their vocabulary.

Having a good reading comprehension is really important for students. In relation to teaching learning of English at school, Mikulecky and Jeffries (1996: 87) stated that reading is one important way which can improve the students' general language skills in English. Reading can improve vocabulary, writing and the speaking skills and also finding out the new ideas, facts and experiences. However, in fact there are so many problems in comprehending the text because the students lack vocabulary, structure and process of understanding the main idea in a text. To be able to properly

comprehend, students are often required to make connections with what is being read to their own lives and experiences. If a student has not had many experiences or comes from a background that is very different from what is being read in the story, understanding is going to be a very difficult task. Another problem is the students can get bored easily when they get reading passage because the teacher do not have strategy to motivate them in reading also they find so many difficult words. Mostly, the students cannot get the main idea from the reseacher because their vocabulary is limit. The students also cannot answer explicit and implicit question from the passage.

As well as the insufficient ability of the eleventh grade students at SMA Pawyatan Daha Kediri in reading English is influenced by several issues. 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. Third, students are not accustomed to practice reading in the classroom and everyday life. Last, teachers can not find the right method or strategy to provide materials for students to learn and understanding the material quickly. That is why a new strategy or method to improve students' reading skill is needed to overcome the problems. RAP is one of

strategy that suitable to solve students' reading comprehension problem. Based on Lebzelter and Nowacek (1999: 212) the RAP strategy teaches students to recall main ideas and facts from their reading materials. The strategy requires students to read short passages of materials and rephrase the content, including the main ideas and specific details, in their own words. This strategy helps students improve their recall of important information. Research has shown that students' comprehension and retention scores increase in proportion to the quality and quantity of the paraphrase statements they make while reading a passage.

Students need to be encouraged and taught how to look at words in context and to then talk about them, as comprehension depends on processing at a word/sentence level. In Hagaman and Reid's study (2008: 222) suggest that this three-step strategy can improve the reading comprehension of students with and without disabilities and is extremely flexible. It can be used for elementary, middle, and high school students across many different content areas. The previous study that conducted by Yunita Dwi (2015) research at SMP Negeri 15 Yogyakarta in the academic year of 2014/2015. In her research, the implementation of the RAP strategy could improve the eight grade students' reading comprehension. The students got better

understanding through the three steps of this simple strategy which are reading the text, asking the main idea and then paraphrasing the main idea and supporting details of the texts.

The differences from previous research, here the researcher want to find out the influence of RAP to the eleventh grade students' reading comprehension. In this research the researcher just focused on reading narrative text. Therefore, it is necessary to do research because the application of RAP strategy on English subjects is having purpose to help the students improve reading comprehension. Beside that, this research also has purpose to give the teacher reference about strategy that can motivate the students to improve their reading comprehension in eleventh grade of SMA Pawyatan Daha Kediri academic year 2016/2017.

II. RESEARCH METHOD

The approach of the research used quantitative approach, and the strategy is experimental research using one - group pretest - posttest design. In this design the researcher manipulates the independent variable, while the dependent variable is controlled by the purpose of determining the effect of the independent variable on the dependent variable. This research was conducted in SMA Pawyatan Daha Kediri

academic year 2016/2017. The subject of the study was XI IPA 2 class as the sample of the research. There are 32 students in this class, with 11 male and 21 female. The researcher used clustering sampling because the school had classified the students into some classes in the same level of ability. The researcher conducted the technique of collecting data by using test distributed into pre-test and post-test. The test was intended to know the influence of RAP strategy.

In this research, the researcher use quantitative data try to find out the data of the influence of RAP strategy in reading comprehension. The data will be gotten by gathering data from pre-test and post-test phase. After the researcher got the data, the researcher will analyze them by using this formula:

$$t = \frac{Md}{\sqrt{\sum D^2 - \frac{\sum x^2 d}{N(N-1)}}}$$

t : t-test of non-independent data

Md : Mean of difference between posttest and pre test

D : the distance between posttest and pre test

N : the number of students

III. RESEARCH FINDINGS AND DISCUSSION

Based on the data that has been analyzed by using SPSS version 21, the purpose of the researcher was to find out the answer of question study that is the students' reading comprehension before and after being taught using RAP strategy is and whether there is significant influence of RAP strategy on students' reading comprehension at the eleventh grade students of SMA Pawyatan Daha Kediri.

The first finding shows the result of students' reading comprehension increased after being taught using RAP strategy. It is proven by the mean of post-test (87,81) which is higher than the mean of pre-test (79,69). From the data analysis above it can also be concluded that there is significant influence of RAP strategy on students' reading comprehension. This result is in line with the theory propose by the RAP strategy is based on a theory that identifies paraphrasing as a key skill to help improve students' memory of main ideas and details in text. One specific cognitive strategy that can be taught to students is a paraphrasing strategy, which consists of three steps: (a) Read a paragraph, (b) Ask myself, "What is the main idea and two details?" and (c) Put the main idea in my own words or Paraphrase (Schumaker, Denton, and Deschler, 1984).

The second finding shows there is very significant effect of using RAP strategy on students' reading comprehension to be used in teaching reading. It is proven by the result of t-score (7,588) is higher than t-table in the level of significance 5% (2,039) and P value t-test is lower than level of significance of 5% ($0,000 < 0,05$). This result is in line with the results of the previous research conducted by Dwi Yunitasari (2015: 90) that also showed the increasing of mean score appeared in reading assessments. The mean score of reading assessments increased from 78.33 in Cycle 1 to 85.69 in Cycle 2. The students mean score gained for 7.36. It proved that the implementation of RAP strategy was successful to improve students' reading comprehension in the process teaching reading. This result also relevant with the theory of Hagaman and Reid (2008: 29), this 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.

According to research finding and the data supported above, it can be concluded students' reading comprehension before being taught using

RAP strategy was low, and students' reading comprehension before being taught using RAP strategy was increased and also there was significant influence of RAP strategy on students' reading comprehension.

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