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THE INFLUENCE OF RAPQ STRATEGY TOWARD STUDENTS READING COMPREHENSION ABILITY IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 1 KALIREJO CENTRAL LAMPUNG

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THE INFLUENCE OF RAPQ STRATEGY TOWARD STUDENTS READING COMPREHENSION ABILITY IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 1 KALIREJO CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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THE INFLUENCE OF RAPQ STRATEGY TOWARD STUDENTS READING COMPREHENSION ABILITY IN NARRATIVE TEXT AT THE TENTH GRADE OF SMA NEGERI 1 KALIREJO CENTRAL LAMPUNG

ABSTRACT

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Reading as one of the English skills, that is about understanding written texts. It is a complex activity involves both perception and thought, then it consists of two related process: word recognition and comprehension. Although it has been taught since in junior school, but there are still many students who are confused about what have they read.

The objectives of this research is to find out whether there is any significant influence of students reading comprehension ability in narrative text by using RAPQ Strategy; This research is a quantitative research. The design of this research is true experimental design that involves the experiment and control group design, and involves of 64 students as the samples. Experimental group is taught through RAPQ Strategy and control group taught through common strategy. In collecting the data, the researcher used test and documentation, meanwhile the data analysis technique that the researcher used t-test.

The result of the analysis showed that "$t_{observed}$"= 5.835 was higher than "t_{table}"=1.990 in 5% and "t_{table}"= 2.6385 in 1 %. Based on the result, it can be inferred that H_a is accepted and H_o is rejected. It means that RAPQ strategy is influence for the students' reading comprehension ability at the tenth grade of SMA Negeri 1 Kalirejo Central Lampung.

PENGARUH DARI RAP Q STRATEGI TERHADAP KEMAMPUAN PEMAHAMAN MEMBACA SISWA DALAM NARASI TEKS PADA TINGKAT SEPULUH DI SMA NEGERI 1 KALIREJO LAMPUNG TENGAH

ABSTRAK

Oleh:

MUSRIPAH

Membaca sebagai salah satu keterampilan dalam Bahasa Inggris, yaitu tentang memahami teks tertulis. Membaca adalah sebuah kegiatan yang kompleks melibatkan antara persepsi dan pemikiran. Kemudian membaca terdiri dari dua proses terkait: pengenalan kata dan pemahaman. Walaupun hal tersebut telah diajarkan sejak SMP, namun tetap saja masih banyak siswa yang tidak memahami apa yang telah mereka baca.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari kemampuan pemahaman membaca siswa dalam teks narasi dengan menggunakan RAPQ Strategi; Penelitian ini merupakan penelitian kuantitatif. Desain penelitian ini adalah desain eksperimental, yang terdiri dari desain kelompok kontrol dan kelompok eksperimen, dan terdiri dari 64 siswa sebagai sampelnya. Kelompok eksperimen diajarkan dengan RAPQ Strategi dan kelompok kontrol diajarkan melalui strategi yang biasa. Pengumpulan data dalam penelitian menggunakan tes dan dokumentasi, sedangkan tehnik analisis data yang digunakan adalah t-test.

Hasil analisis menunjukkan bahwa "$t_{observed}$"= 5.835 adalah lebih tinggi dari pada "t_{table}"= 1.990 pada 5% dan "t_{table}"= 2.6385 pada 1 %. Berdasarkan hasil tersebut, bisa disimpulkan bahwa H_a diterima dan H_o ditolak. Itu berarti bahwa strategi RAPQ mempengaruhi dalam kemampuan pemahaman membaca siswa tingkat sepuluh SMA Negeri 1 Kalirejo Lampung Tengah.

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It has been agreed, so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

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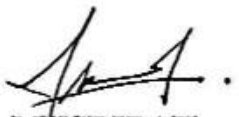
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DEDICATION PAGE

The under graduate thesis is made as the researcher's testimonial for my beloved family who always pray and give me support and guidance to be successful. Thank for all of the person whom support to finish this research and for my beloved almamater, State Islamic Collesge (STAIN) Jurai Siwo Metro

MOTTO

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

Who is the best among you are those who want to learn the holy Qur'an and teach it. (HR.Bukhori)

"The whole world opened to me when I learned to read"

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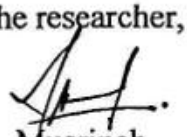
Glory is to Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that I could accomplish this undergraduate thesis. May peace will not stop to be upon our idol, the one perfect human, Prophet Muhammad SAW, his family and his companions.

This undergraduate thesis entitles "The Influence of RAPQ (Read, Ask, Put and Question) Strategy Toward Students' Reading Comprehension Ability in Narrative Text at the Tenth Grade of SMA Negeri 1 Kalirejo Central Lampung". The research will be conducted to State Islamic College of Jurai Siwo Metro. In this research, the researcher focused to using of RAPQ (Read, Ask, Put and Question) Strategy toward Students' Reading Comprehension Ability in Narrative Text at the Tenth Grade of SMA Negeri 1 Kalirejo Central Lampung.

The researcher can't stand alone, there were many persons who contributed their meaningful hands in accomplishing this research undergraduate thesis that the researcher could not mention one by one. The researcher also would like to Dra. Umi Yawisah, M.Hum and Ahmad Subhan Roza, M.Pd as sponsor and co-sponsor who have given evaluable guidance in directing and motivating.

As human being, the researcher completely realizes that this research undergraduate thesis still richly needs many corrections. The researcher do apologizes for all mistakes that was made in writing and presentation items. All constructive coments and suggestions are extremely recieve to lighten up the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful for the researcher especially and all readers generally.

Metro, August 2014
The researcher,



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CHAPTER I

INTRODUCTION

A. Background of Study

English becomes more important nowadays, especially in facing globalization era. We need an access to the international means of communication. English is very important and has many interrelationships with various aspects of life owned by human being. With gets its amends science and technology, requirement to mastery English for Indonesian people especially for students, be visible more real. It is caused by status or English position in world nowdays.

In Indonesia, English is a foreign language that should be learnt and mastered by Indonesian students. Indonesia Education Department has declared that English is a foreign language should be taught from junior high school until university or other higher Education Institution.

School-based curriculum has been conducted in most of schools. The curriculum introduces the concepts of some type of English texts where the students are expected to be able to understand and to comprehend a reading text in the form of narrative text, recount text, descriptive text, report text, explanation text, analytical exposition, hortatory exposition and so on.

The curriculum states that Senior High School students should be able to use the language in informational level. It means that the students are expected to be able to access knowledge and information from the target language (English) by their language skill. Four skills in English should be mastered are listening, speaking, writing and reading.

Although reading as one of the English skills that has been taught since Junior High School, but there are still many students who are confused about what have they read, even when they are in Senior High School. Based on the researcher's pre-observation at tenth grade of SMA Negeri 1 Kalirejo Central Lampung, the students still have difficulties in finding the main idea and the supporting details, making inferences and drawing conclusion. It can be seen from their daily score in reading.

Furthermore, from the data pre-survey at tenth grade of SMA Negeri 1 Kalirejo Central Lampung, in academic year of 2013/2014. The data that shown as follows:

Table 1
The Students' Reading Comprehension Result at Class X MIA 3

Class Interval	Predicate	Frequency	Percentage %	Category
91 – 100	A	-	-	Excellent
81 – 90	A-	1	3	
76 – 80	B+	3	9	Good
71 – 75	B	2	6	
66 – 70	B-	6	18	

61 – 65	C+	10	30	Fair
56 – 60	C	4	12	
51 – 55	C-	7	22	
46 – 50	D+	-	-	Poor
≤ 45	D	-	-	
Total		33	100	

Source: Document of English reading score of the tenth grade of SMA Negeri 1 Kalirejo Central Lampung.

From the data above, it can be assumed there are students who got excellent achievement levels, good, fair and also poor level. The measurement of achievement are classified as excellent is 81-100, classified as good is 66 – 80, classified as fair is 51 = 65, then classified as poor is ≤ 45 = 50.

The data had been showed that the 82% achievement of students reading comprehension is low and it must be increased. It is assumed that the teacher can do some strategies in teaching reading comprehension in order to motivate students to read all texts, so they can get the useful information. There are some strategies which can be practically applied in the classroom such as identifying the purpose in reading, skim the text for main ideas, scan the text for specific information, use semantic mapping or clustering, RAPQ (Read, Ask, Put, Question) and so on.

The teacher can apply a certain strategies to improve the students reading comprehension. The effective strategy that can be use to teach reading comprehension with the purpose to improve the students reading comprehension of narrative text is RAPQ (Read, Ask, Put, Question) strategy.

RAPQ strategy is based on a strategy which presented by Schumaker J.B, Denton P. Deshler & D.D, that RAPQ is an active comprehension requires self monitoring and self regulation.[1] It means that this strategy is support the students in monitoring their reading and comprehension.

Moreover, this strategy can be classified into four parts:[2] R-Read (reading a paragraph); A-Ask (asking about main idea); P-Put (putting main idea into students own word by paraphrasing); Q-Question (making question based on main idea of each paragraph). After reading a text, students are asked to mention main ideas, and then paraphrase the ideas into their own language and the last, they are asked to make questions based on the main idea of each paragraph.

Therefore, the researcher have done the research entitle "The influence of RAPQ strategy toward students reading comprehension ability in narrative text at the tenth grade of SMA Negeri 1 Kalirejo Central Lampung".

B. Problem Identification

Based on the background above, the researcher identified the problems as follows:

1. The students are low in reading comprehension ability.

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[1] Charles MacArthur, *The Teaching Excellent in Adult Literacy,* (America: AIR 2011.), p. 2.

[2] Lawrence, KS, *Institute for Research on Learning Disabilities*, (University of Kansas, 2010), p. 94

2. The students had some difficulties in comprehend the reading of narrative text.
3. The students had difficulties in finding the main idea, making inferences and recognize the generic structure of narrative.
4. The strategy in reading comprehension is not variety yet.

C. Problem Limitation

In this research, the researcher had been limited the problem only on students reading comprehension ability of narrative text by using RAPQ strategy.

D. Problem Formulation

Concerning the background of the study the researcher, formulate the problem of the study is there any influence of using RAPQ strategy toward students' reading comprehension ability at the tenth grade of SMA Negeri 1 Kalirejo Central Lampung?

E. Research Objective and Benefit of Study

Based on the problem, the researcher formulates the objective is to know whether there is any influence of using RAPQ strategy toward students reading comprehension ability in narrative text at the tenth grade of SMA Negeri 1 Kalirejo Central Lampung.

The research benefits are:

1. Theoretically, the result of this research is expected to confirm and clarify the previous theories about teaching reading comprehension ability by using this strategy.
2. Practically, the result of this research hopeful can be used such as:
   a. For the students

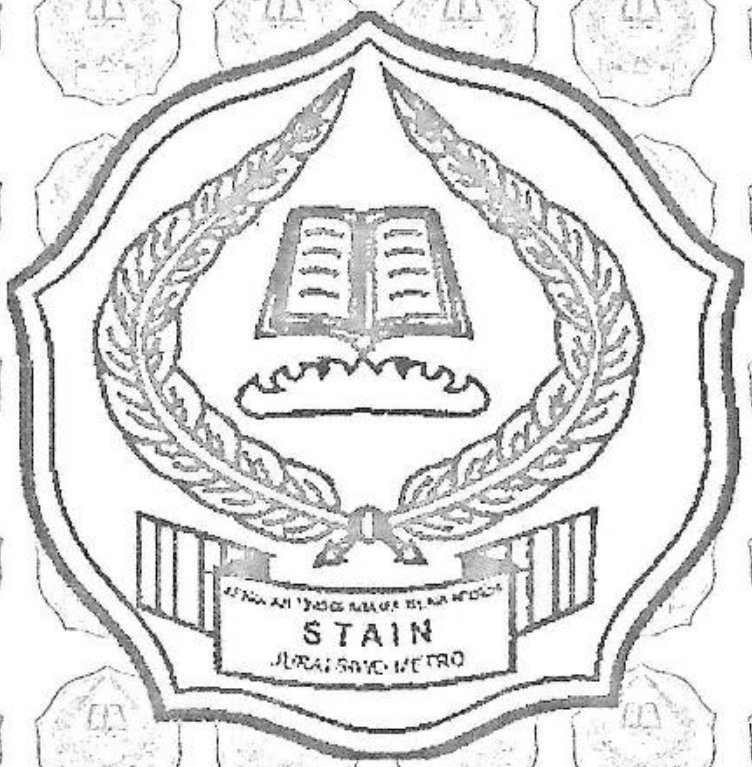
      To motivate the students to master about reading strategy, enrich their knowledge and improve their reading comprehension ability.

   b. For the researcher

      The researcher known about the students' reading especially by finding out their reading comprehension ability by using RAPQ Strategy.

   c. For the teachers

      To give information for the English teacher, especially at the tenth grade of senior high school to know more about reading strategies and to design strategy to improve students' reading comprehension ability.


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CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. The Concept of Reading

There are four skills in English must be mastered, they are: listening, speaking, writing and reading. Reading is an active process. The students worked intensively, interactively, with the text in order to create meaningfulness discourse. In the early 1917 reading has been sometimes is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to analyze a writers' idea or writing style.[1] It can be inferred that reading is an activity that use to get the information, to analyze the idea that is wrote by the writers'.

Meanwhile, reading is about understanding written texts. A complex activity involves both perception and thought. Reading consists of two related process: word recognition and comprehension.[2] It means that reading is a result of the interaction between the perceptions represents language and the reader's language skills. In this process, the reader tries to recreate the meaning intended by the writer.

---

[1] Brown, H. Douglas, *Teaching by Principles An Interactive Approach to Language Pedagogy* (Sanfransisco: Longman, 2001), p. 218

[2] Pang, et. al, *Teaching Reading*, (Internal Academy of Education.Chicago, 2003), p.6

The National Capital Language Resource Center stated that reading is an interactive process that goes on between the reader and the text resulting in comprehension.[3] The text presents letters, words, sentences, and paragraphs that encode meaning. It has been known that the reader uses knowledge, skills, and strategies to determine what that meaning is.

The receptive written language skill is called reading. It is the skill of a reader or group of reader to interpret information transferred by a writer. This skill is also realized the ability of the readers to identify the rules of the language used by the writer to transfer the information he puts in the language or he is writing. The ability he has includes the identification of all the correct grammatical aspects of the language the writer is writing, the types of the information he is transferring, and the rhetoric he is conducting in communicative event.[4] It can be explained that reading is a skill that will empower everyone who learnt in, they will be able to benefit from the store of knowledge in printed materials and contribute to that knowledge.

From the theories above, it can be concluded that reading is a process to convey the message of information. By reading the reader will know what they read and challenged to response the ideas of the author. In order to recreate the meaning intended by the writer, to make the message or

---

[3] Anonim. *The National Capital Language Resource Centre*. taken November 5th 2013

[4] Sanggam Siahaan, *The English Paragraph*:(Yogyakarta:Graham Ilmu. 2007), p. 3

information that comes from the author can be understood and can be comprehended easily by the reader.

2. The Concept of Reading Comprehension

Before going to the concept of reading comprehension, it important to defend that comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text it involves word knowledge (vocabulary). Therefore, comprehension is not a passive process, but an active one.[5] It can be explained that comprehension occurs when the readers are able to understand, remember and communicate with others about what they have read.

These comprehension ability categories are cumulative in that one is built on the other. As it was argued by Brown, especially in reading there are some criteria that are commonly used in measuring students reading comprehension ability. They are: (1) main idea/topic; (2) expressions/idiom//phrases in context; (3) inference/implied detail; (4) grammatical features; (5) detail/scanning for a specially stated detail; (6) supporting idea; (7) vocabulary in context.[6]

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[5] Pang, et. al. *Op.cit*, p. 14

[6] Brown, H. Douglas, *Language Assessment Principles and Classroom Practice* (Sanfransisco: Pearson Education Longman, 2010), p. 185

Referring to the definition, reading comprehension in this research is defined as the process of getting message from the author through a written text. The message may be an idea, a fact, a feeling, an argument, etc. Reading is not simply making sound of the text, but it is about comprehending the idea of the text itself.

In the other words, it can be stated that there will be no reading without comprehension. Because comprehension is occurs when the readers are able to understand, remember, retell, and discuss with others about what they have read.

3. The Concept of Teaching Reading Comprehension

The good rubric to keep in mind for teaching reading is the following three-part[7]:

a. Before reading (pre-activities)

Spend some time introducing a topic, encouraging skimming, scanning. Students can bring the best of their knowledge and skills to a text when they have been given a chance to "ease into" the passage. During pre-reading, the teacher should:

1) Assess the students' background knowledge the topic and linguistic content of the text.

[7] Brown, H. Douglas, *Op. ci,*.p. 315

2) Give the students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess.
3) Clarify any cultural information that may be necessary to comprehend the passage.
4) Make the students aware the type of the text they will be reading and the purposes for reading.

b. While reading (while-activities)

Not all reading is simply extensive or global reading. There may be certain facts or theoretical devises that students should take note of while they read. In while-reading activities, students check their comprehension as they read.

In while-activities, the teacher should:

1) Remind the students, do they obtain the information they are looking for when they are reading for the specific information?
2) Ask the students whether they understand the story-line/ sequence of ideas well enough to enjoy reading the text?
3) When they read for through understanding (intensive reading), ask them, do they understand each main idea and how the author supports it?

To check comprehension in this situation, students may:

1) Stop at the end of each section to review and check their predictions, restate the main idea and summarize the section.
2) Use the comprehension questions as guides to the text, stopping to answer them as they read.

c. After reading (post-activities)

Comprehension questions are just one form of activity appropriate for post reading. In post-activities, the students are:

Consider vocabulary study, identifying the author's purpose, discussion the author's line of reasoning, examining grammatical structures, then follow up writing exercise.

4. The Measurement of Reading

Reading is like listening comprehension, is totally unobservable, it means that it is important in reading as it is in listening to be able to accurately assess students' reading comprehension and development of skills. Consider some of the following overt responses that indicate comprehension:[8]

a. Doing, the student responds physically to a command.

[8] *Ibid*., p. 316

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a. Doing, the student responds physically to a command.

[8] *Ibid*., p. 316

b. Transferring, the student summarizes orally what is read.

c. Answering, the student answer the question about the passage.

d. Condensing, the student takes notes on a passage.

e. Duplicating, the student translate the message into their language.

f. Conversing, the student engages in a conversation that indicates appropriate processing of information.

Based on the characteristic above, the researcher conclude that in fact at the students senior high school has not been using those measurements. In primary schools survey to measure students' reading comprehension, the teacher gives the students the text and questions, then the results used as the measurement values to the reading comprehension. Meanwhile for Indonesian students who learn English as one of foreign language that is taught in school, they have limited words that they know or understand of the text. So, their achievement of reading comprehension is poor. Therefore, if they use the measuremen of reading comprehension, their achievement of reading comprehension is excellent.

5. The Concept of Narrative Text

A narrative is a construct created in a constructive format (written, spoken) that describes a sequence of fictional or non-fictional events.[9] Narrative prefer showing to telling and that the power of narrative the reader

[9] Sanggam Siahaan, *Op.cit.*, p. 110

will feel as his show by their self what happen in the text. Actually, narrative can be fiction such as short story or novel and non-fiction.[10] It can be explained that a narrative text is texts to amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events that lead to a crisis or turning point of some kind that in turn finds a resolution.

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. The generic structure of narrative text is focused on a series of actions:[11]

a. Orientation (introduction) in which characters, setting and time of the story are established
b. Complication or problem, usually involves the main characters
c. Resolution

Narrative is a text focusing specific participants. It is social function is to tell stories or past events and entertain the readers. The language features are focus on specific and usually individualized participants, use of material processes behavioral and verbal processes, use of temporal conjunctions and temporal circumstance, and use of past tense. Based on the definition, it can

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[10] Depdiknas.*Curriculum English of SMA*,2006. p.27
[11] Rudi Hartono,S.S,M,Pd ,.*Genres of the Text* (Semarang: Unnes, 2005), p.7

be inferred that narrative text is a kind of text, which tells about series and provides the problem that happen in the past.

B. The RAPQ Theories

1. The Concept of RAPQ Strategy

RAPQ strategy is based on a strategy which presented by Schumaker J.B, Denton P. & Deshler D.D, that RAPQ is an active comprehension requires self monitoring and self regulation.[12] It means that this strategy is support the students in monitoring their reading and comprehension.

> Read a paragraph or a section of the material you are working on, don't read long section because you may not be able to understand the material if you don't break it up into smaller parts. Ask yourself what the main ideas are, try to find the sentences that give the important ideas in the section that you read. Put the main ideas in your own words, it's when you put the material that you have to read into your own words. Make sure you try to think of other words to say the same thing as in the book. Questions about the reading, based on your paraphrasing of the main ideas, write a question and an answer on the back of a note card so that you can use this for studying.[13]

Ellis, E.S., & Lenz, B.K. stated RAPQ is a component analysis of effective learning strategies.[14]It means that reading comprehension strategy utilizes a paraphrasing technique to enhance reading comprehension.

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[12] Charles MacArthur, *The Teaching Excellent in Adult Literacy,* (America: AIR 2011.), p. 2
[13] *Ibid.,* p. 3
[14] Ellis, E.S., & Lenz, B.K. *Learning Disabilities Focus,* 2010, p. 107

According to Everely, RAPQ is a strategy to help you stay focused on the main idea of what you read.[15] It can be inferred that this strategy help the students to understand the main idea of what they read.

In other hand, Minskoff stated that RAPQ is a skill or technique to improving questioning strategies.[16] It has been noted that by using RAPQ the students are taught how to read a paragraph, ask themselves key questions about the information and then put the information into students own words.

The steps of RAPQ strategy are:[17]

a. Reading
    1) Read smaller parts of the whole
    2) Instead of reading, entire chapter break it up into section or even paragraphs
    3) Reading smaller section gives less to think about at one time and less to get confused about it

b. Asking
    1) Ask yourself what the main ideas are
    2) Try to find what the most important information is within the text

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[15] Everly, Maria, *RAP-Q*, learningtoolbox taken November 5th 2013
[16] Minskoff E, *Learning Disabilities Practice,* (University of South Florida, 2008), p. 108
[17] Lawrence, KS: *Institute for Research on Learning Disabilities*, (University of Kansas, 2010), p. 94

c. Putting

1) Use the other words that is already in the book

2) Put what you have read into your own words

d. Questioning

1) Write a question about what you have read

2) Your question should be based on the main idea and what you have paraphrased

3) Don't forget to write down an answer

4) You can compare both your questions and answers to previous section to see how the information line up together.

The following is an example of this strategy:

a) First, the students read a paragraph.

Al Qaeda and the Jihadis[18]

The Al Qaeda that most Americans imagine does not exist. It is largely a figment of our imaginations and fears, a phantom that never existed in the way that many of us imagine. Al Qaeda is not an "organization" in the Western sense of the word. It is a movement, a historical phenomenon and a set of ideas offered to Muslims across the world. This does not mean that there are not violent and dangerous Jihadi terrorists in the world. There

[18] Lang, P, *Al Qaeda and the Jihadis*. (America:2006), p. 20-21.

are, but they are not members of a sprawling and tightly organized secret "army" of Islamists who operate in obedience to orders from Osama bin Laden. There is no cave in the Pakistan/Afghanistan border country that has a sign in Arabic over the door that reads "Jihadi World Headquarters, Osama bin Laden, Commanding." There is no central command for the Jihadis.

b) The second step is to ask what the main idea is.

(1). The Al Qaeda is not the evil force that we all believe.

(2). Not all Jihadis are bad but there are some very violent terrorist.

c) The third step is to put the section into their own words.

This article discusses how the Al Qaeda that we all perceive does not really exist. The Al Qaeda is a movement or set of ideas for all Muslims. The article emphasizes that although there are some very violent Jihadi terrorists out in the world there is no central command center for them in a cave.

d) The last step is to write a question about what they have read.

Question: What is the Al Qaeda?

Answer: It is a movement, a historical phenomenon and a set of ideas offered to Muslims across the world.

From the explanation above, it can be concluded that RAPQ is reading strategy that help the students to improve students' reading strategy by using some steps; Reading, Asking, Putting main ideas (by paraphrasing) and Questioning.

2. The advantages and disadvantages of RAPQ strategy

There are some advantages of RAPQ strategy, i.e.:

a. The students are able to focus on the main idea.[19] By this strategy, the students are asked to mention the main idea of each paragraph or the text they read.

b. The students are able to improve their questioning strategies.[20] RAPQ strategy provides questioning activity that can improve their ability to make an answer questions related to the text.

c. The students are able to find the gist of the text after they know the line story of the text. It can help the students to comprehend the text easily.

d. The students are able to increase their paraphrasing ability because RAPQ strategy also provides the stages where the students will be

[19] Everly, *Op.cit. RAP-Q*. learningtoolbox taken November 5th 2013
[20] Minskoff, *Op.cit*, p. 108

accustomed to paraphrasing a sentence. By paraphrasing activity, the students are asked to paraphrase main idea into their own words after they find the main idea of the text.

Like other strategies in learning, RAPQ strategy has some disadvantages, i.e.:

a. It takes a long time to implement the RAPQ strategy in the classroom because RAPQ provides some rules to do by the students in a meeting.
b. It is no effective to use this strategy in a group, because when the students work in pair or group, only some of them are active during the reading session.

C. The Procedure of Teaching Reading Through RAPQ Strategy

RAPQ is an active comprehension requires self-monitoring and self-regulation. This strategy, researched adolescents (Hagaman, Luschen and Reid, 2010; Schumaker, Denton, and Deschler) supports learners in monitoring their reading and comprehension. Explain to students that means Read, Ask, and Put or paraphrase in your own words, as in the following: *Read* a paragraph or passage. *Ask* yourself, "What the topic?" "What is the most important thing it tells me about that topic?" "What are the most important details?" *Put* or *paraphrasing* it in your own words.[21]

It can be inferred that it start by introduction the paragraph. After the students have mastered identifying the main idea and important details at the paragraph level, you can increase the amount of the text. Students will vary in

[21] Charles MacArthur, *Opcit* p.3

how much practice they need. All students should practice with a variety of types of text, increasing challenge, to identify topics in passage where main ideas are not explicitly stated.

In the *Ask* step, the student first identifies the topic. Prompt to check their thinking by asking whether they think that the whole paragraph is about the topic, ask them to determine the main idea, what the author wanted to say about the topic. Then, ask them to determine details that are essential to capture the important information. Next, ask the students to describe their understanding of the passage in their own words. Finally, encourage the student to write the question.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

The researcher thinks that RAPQ strategy is influence in student's reading comprehension ability of narrative text. It means that the students can use RAPQ strategy as a strategy in their reading. By using RAPQ strategy, the students make their reading be more active and enjoyable. They can find out the main idea and details of each paragraph. They are also can make and answer question based on the text since this strategy have purpose to get the readers look for the main idea and questions based on the text. The most important of using RAPQ strategy are the students know what they

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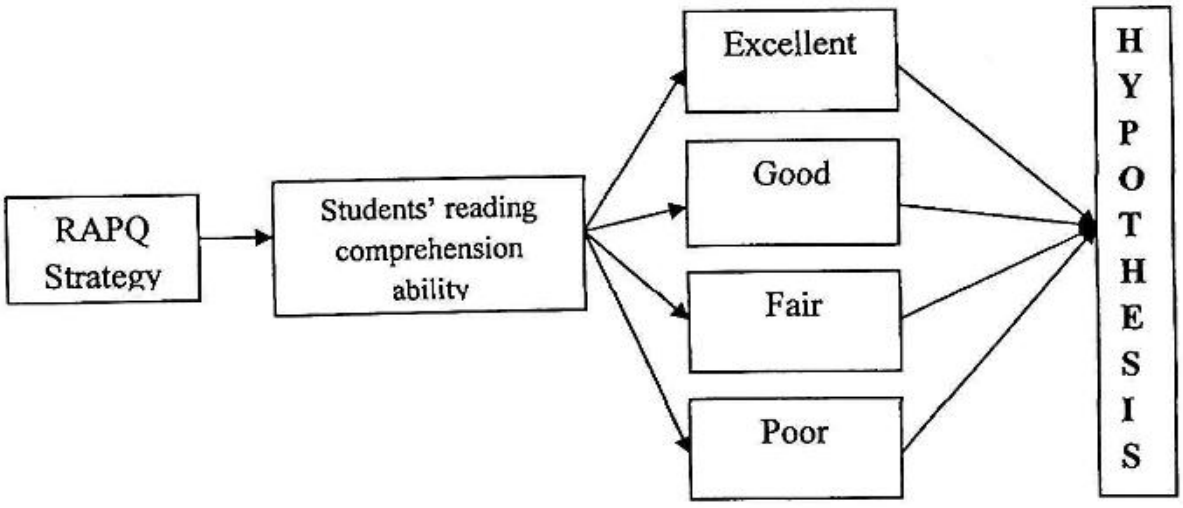
have read, they know the purpose of reading, main idea, and details of the text. Therefore, they can comprehend the text well.

There are two variables in this research. They are independent variable (X) and the dependent variable (Y). The independent variable (X) is RAPQ Strategy and the dependent variable (Y) is the students reading comprehension ability.

2. Paradigm

According to Sugiyono, paradigm is the pattern of correlated the variables.[22] It means that the pattern shows the relationship between the variables in the research. Based on the theoretical framework above the researcher describes the paradigm as following:

Figure 1
The Paradigm of RAPQ Strategy and students' reading comprehension ability at the tenth grade of SMA Negeri 1 Kalirejo Central Lampung



[22] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta. 2011.p.42

Theoretical framework in this research is if using RAPQ strategy is influence, the score of students' reading comprehension ability is excellent. Therefore, there is influence of RAPQ strategy toward students reading comprehension ability. However, if using RAPQ strategy is not influence, the score of students' reading comprehension ability is poor. It means that there is no influence of RAPQ strategy toward students reading comprehension ability.

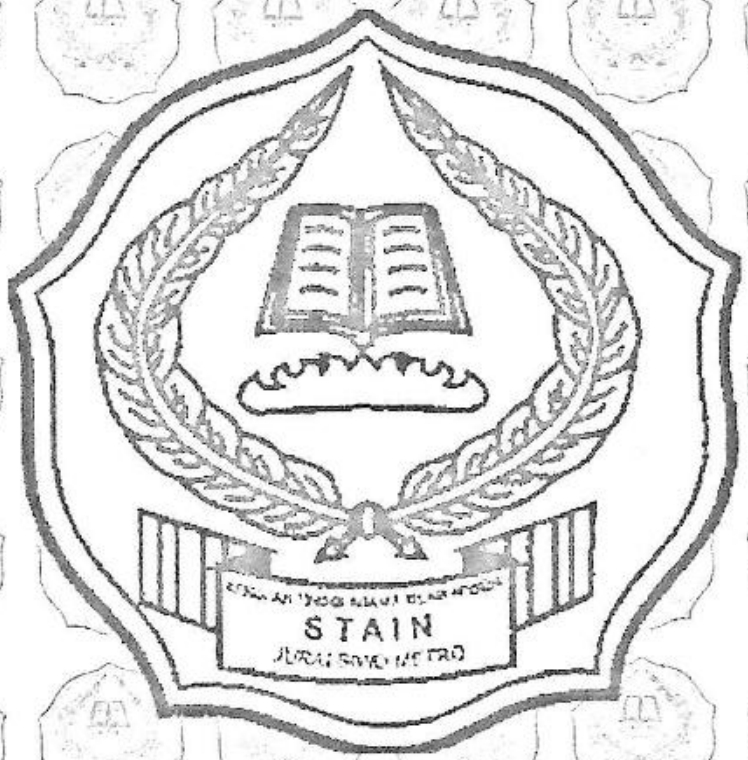
E. The Hypothesis

According to John W. Creswell state hypotheses are the predictions the research holds about the relationship among variables.[23] It means that hypotheses of the research are the statement about the distribution of variables that was researched.

Based on the theoretical framework above, the researcher formulated the hypothesis that there is any positive and significant influence of using RAPQ Strategy toward students' reading comprehension ability in narrative text at the tenth grade of SMA Negeri 1 Kalirejo Central Lampung.

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[23] John W. Creswell, *Research Design,* (University of Nebraska: SAGE Publication, 2003), p.108


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CHAPTER III

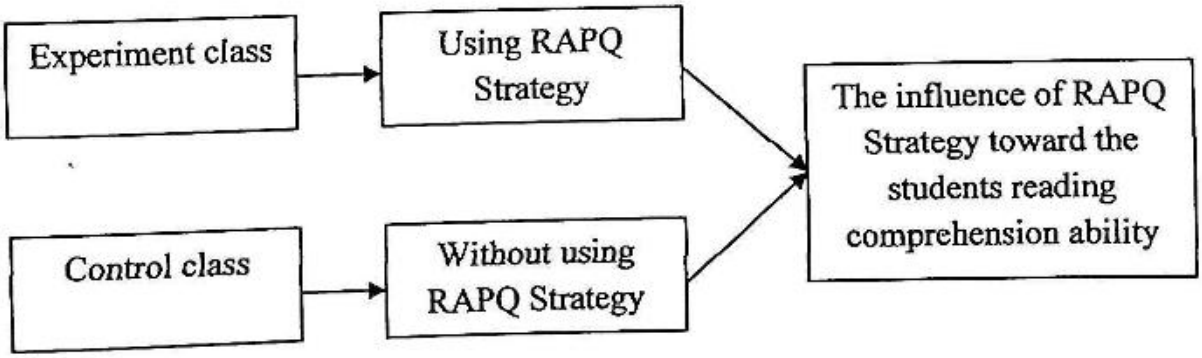
RESEARCH METHODOLOGY

A. Research design

This research used a quantitative research. Quantitative research is the research by which numeric data that used to find knowledge. It means the researcher describes about RAPQ strategy and it used to investigate whether there is any significant influence in students' reading comprehension ability after received the treatment.

In this research, the researcher used true experimental design especially the pretest-posttest control group design that is intended to see the student's reading comprehension ability after using RAPQ Strategy. In this research, the researcher used two classes, the first as an experimental class that received the special treatments that is reading comprehension ability by using RAPQ strategy, and then other one is as the control class that does not received the treatment.

The design as follows:



According Sugiyono *Pretest-Posttest Control Group Design* as follow:

R	O_1	X	O_2
R	O_3		O_4

In the design there are two groups of randomly selected, and then given a pre-test to determine the initial state is the difference between the experimental and control groups. Pretest results are better when the experimental groups did not differ significantly. Treatment effect is $(O_2 - O_1) - (O_4 - O_3)$.[1]

The research was conducted in SMA Negeri 1 Kalirejo Central Lampung. In this research, the researcher was investigating at the tenth grade of SMA Negeri 1 Kalirejo Central Lampung in Academic Year 2014/2015.

B. The Population, Sampling and Technique Sampling

1. The Population

According to Arikunto, he stated that population is the total number of subject research.[2] Moreover, in this research the researcher token the students at the tenth grades of SMA Negeri 1 Kalirejo Central Lampung that have eight classes. The population is 258 students.

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[1] Sugiyono, *Op.cit.*, p. 76

[2] Arikunto,Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek.* (Jakarta: Rineka Cipta, 2010), p. 173

2. The Sample

Sugiono stated that sample is the part of the population.[3] It can be inferred that the sample is the whole of the object research which represent the population. The researcher had taken all of the classes as the sample in this research. The researcher used *simple random sampling* to choose the sample, and X MIA 3 is chosen as the experimental class. The experiment class is the class that received the treatment. Then X ISOS 3 is chosen as the control class, it's the class which not received the treatment. Each class which one as the experimental class consist of 33 students and the other one, as the control class consist of 31 students, so the total number of sample is 64 students.

3. The Sampling Technique

Sugiono pointed that sampling technique is the technique to take the sample.[4] In this research, the researcher used *Simple Random Sampling Technique* because the population in groups and homogenous. The researcher was chosen the classes directly, the first class as an experimental class and the second class as a control class.

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[3] Sugiyono, *Op.cit.*, p. 81
[4] *Ibid.*, p. 81

The researcher used 'drawing a lot' in this research. The name of each class is written in small piece of paper and then papers rolled and put in the box after that the box is shaken, and then the researcher take the pieces of rolled paper. The first class is X MIA 3 as the experimental class and the second class is X ISOS 3 as the control class.

C. The Operational Definition of Variable

According to Nunan, a great deal of research is carried out in order to explore the strength of relationships between variables. A variable, as the term itself suggests is anything that does not remain constant. It may differ among individuals and change overtime.[5] There are two variables that were investigated in this research;

1. Independent Variable (X)

   Independent variable is variable that (probably) cause, influence, of affect outcomes. It is also called treatment, manipulated, antecedent, or predictor variable. It can be explained that independent variable is selected by the researcher to determine their effect or relationship with the dependent variable.[6] Independent variable of this research is RAPQ strategy as the treatment. There are some indicators which indicates the students are able to achieve the objective of this strategy as follows: 1)

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[5] David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press,2000), p. 24-25

[6] John. W. Creswell, *Op.cit.* , p. 94

The students can comprehend what they read based on the text. 2) The students can also answer some questions based on the text that they read. To measure the influence of using RAPQ strategy toward students' reading comprehension ability the researcher used a multiple choice which consists of five choice (a, b, c, d and e). Each number contains one point when the student answer correctly, but if their answer is wrong, it means that they do not get point.

2. Dependent Variable (Y)

Dependent variable is variable that depend on the independent variable. It is the outcome or result of the influence of the independent variable.[7] Dependent variable of this research is reading comprehension ability of narrative text. To measure students' reading comprehension ability, the researcher gave the test which consist of 30 questions in multiple choice base on the text of narrative. Here the indicators of this variable: 1) the students able to mention main idea of each paragraph, 2) the students able to find specific information of the text, 3) the students able to find inference of the text, 4) the students able to find reference of the text and deduce of the meaning (vocabulary). To measure the students' reading comprehension ability in narrative text, test is used in this research. The researcher used multiple-choice test for the pretest and posttest.

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[7] *Ibid.*, p. 94

D. The Data Collecting Method

The important part of research planning is to formulate the instrument of collecting the data based on the problem which is researched.[8] In collecting the data, I used the methods as follows:

1. Test

   Test is amount of questions or statements that are used to measure the skills, knowledge, intelligence or talent, which is possessed by individual of group.[9]

   a. Pre-test. The researcher has been given the pre-test to the students. The purpose of the test is to know how far the students reading comprehension before received the treatment.

   b. Post-test. The researcher administrates the post-test after have been given the treatment to know the result of the research.

2. Documentation

   The researcher also used documentation as the instrument. According to dictionary "Documentation is the documents that are required for something, or that give evidence or proof or something".[10] In executing of documentation method, the researcher was investigated object written like books, magazine, document, regulations, minutes of meeting, daily note,

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[8] James Dean Brown, *Understanding Research in Second Language Learning,* (Cambridge: Cambridge University Press,1988), p. 89

[9] Arikunto, *Op.cit,*. p. 193

[10] Hornby, *Oxford Advanced Learner Dictionary,* (Newyork : University Press, 2000), p. 390

and so on.[11]The researcher would gather the written data from archive of the students at the tenth grade of SMA Negeri 1 Kalirejo Central Lampung.

E. Research Instrument

Arikunto explains " instrument is a tool of the research which is used in each method.[12] It means that instrument is a tool or facilities that are used by the researcher to collect the data completely and systematically. Furthermore, the research instrument involves:

1. Instruement Blueprint

Instrument blueprint is a way to get the data that useful for researcher has done to collect information the field.

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[11] Arikunto, *Op.cit.*, p. 201
[12] *Ibid.*,p.192

Table 2
The research Instrument Blueprint

No	KI	Indicator Narrative text	Number of item	Item Test
1	Responding meaning and rhetorical steps in essay writing using a variety of language accurately, fluently and acceptable in the context of everyday life and to access knowledge in the form of a narrative text.	Finding detailed specific information from the text.	5,10,15,21,23,27	Multiple Choice
		Finding main idea of text.	1,2,7,12, 17, 24,28	
		Finding inference of the text.	3,8,13,18 ,19,25,30	
		Finding reference of the text.	4,9,14,20 ,26	
		Deduce of the meaning (vocabulary)	6,11,16,22,29	

2. Instrument Calibration

" Instrument calibration is a scale of measurement that used in describe the instrument standard that was used. The total score of reading comprehension ability test is 100. The score determined based on the number of correct answer The research instrument which used in this research are:

a. The instruments which used by documentation method are book, note magazine and other.
b. The instruments which used by reading comprehension ability test. In forming multiple choices test and consist of 30 items. Each item consist of five option: A,B,C,D and E.
c. The instrument which used in documentation method is documentation guidance, as follow:
    1. Documentation about condition of the teacher, and officials in the SMA Negeri 1 Kalirejo Central Lampung.
    2. Documentation about the students of SMA Negeri 1 Kalirejo Central Lampung.
    3. Documentation about the organization structure of SMA Negeri 1 Kalirejo Central Lampung.
d. The instrument which used in test in this research is reading comprehension ability using RAPQ strategy.

F. Data analysis technique

To investigate whether there is any the influence of using RAPQ strategy toward students' reading comprehension ability, the result of the pre-test and post-test has been analyzed the data by using T-test. The formula is :

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right)\left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

Note:

M_y :Mean sample experiment

M_x :Mean sample control

N_x :Number study control

N_y :Number study experiment

X :Deviation of each X2 and X1

Y :Deviation of each Y2 and Y1[13]

[13] Suharsimi Arikunto, *Op.Cit.*, p.311 -312


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CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Short History about the Establishment of SMA Negeri 1 Kalirejo Central Lampung in Academic Year 2014/2015

SMA Negeri 1 Kalirejo Central Lampung is located in Sridadi village Kalirejo Centar Lampung. It was established on 1986. Morever SMA Negeri 1 Kalirejo has accreditation status of "A " and had been led by the following principals :

1) Drs. Hadi Suwarno (1986 - 1987)
2) Drs. AM Dharminto (1987 - 1990)
3) Tijarso S. BA (1990 - 2000)
4) Dra. Hj Sripurnamawati (2000 - 2009)
5) Drs. H. Sudiono MM (2009 - 2014)
6) Drs. H. Sabar (2014 - present)

b. Vision and Mission of SMA Negeri 1 Kalirejo Central Lampung in Academic Year 2014/2015

SMA Negeri 1 Kalirejo Central Lampung in Academic Year 2014/2015 has some vision and missions they are:

1) Vision the SMA Negeri 1 Kalirejo Central Lampung

" The realization of independent schools, devoted, knowledgeable, cultured and noble".

2) Missions the SMA Negeri 1 Kalirejo Central Lampung
   a) Increasing the professionalism of teachers
   b) Enhance the average scores of final exam
   c) Creates a situation which transparent, objective and educate
   d) Applying aspirational management by involve all components of the school and the society
   e) Encourage competitive attitudes for students so that they can be developed their competence
   f) Improving the facilities and infrastructure to support the learning process
   g) Improving the welfare of teachers and employees

c. The Buildings of SMA Negeri 1 Kalirejo Central Lampung in Academic Year 2014/2015.

The SMA Negeri 1 Kalirejo Central Lampung has following buildings:

1) 24 classrooms
2) 1 principal's room
3) 1 vice principals room
4) 1 teacher's room
5) 1 administration room
6) 1 library room
7) 1 UKS room
8) 1 OSIS room
9) 1 ceremony yard
10) 2 sport yard
11) 2 parking area
12) 1 laboratory of computer
13) 1 laboratory of chemistry
14) 1 laboratory of physic
15) 1 mosque
16) 1 drum band's room
17) 1 art room

d. The Quantity of SMA Negeri 1 Kalirejo Central Lampung in Academic Year 2014/2015.

The quantity of SMA Negeri 1 Kalirejo Central Lampung, the students in the academic year of 2014/2015 are 748 that can be identified as follows:

Table 3

The quantity of SMA Negeri 1 Kalirejo Central Lampung in Academic Year 2014/2015.

No	Class	Sex		Total
		Male	Female	
1	Class X	97	168	265
2	Class XI	92	166	258
3	Class XII	81	144	225

Source: observation result in SMA Negeri 1 Kalirejo Central Lampung on August 11,2014

2. Research Data

a. Result of Pre-test

The purpose of administering pre-test is to know the students ability in reading comprehension before treatment. The result of pre-test can be identified as follows:

Table 4
The result pre-test of experiment class

No	Students Initial	The score of pre-test
1	AAW	67
2	AI	63
3	AN	70
4	ABS	67
5	AM	70
6	AKW	73
7	AS	63
8	CAW	60
9	DA	67
10	DWS	60
11	DN	67
12	EDC	77
13	HMD	73
14	HYYP	60
15	HA	70
16	IUS	67
17	IY	70
18	IJ	67
19	ILP	67
20	LK	60
21	LR	57
22	LO	77
23	MM	60
24	MR	73
25	MDA	67
26	MRI	57
27	NS	67
28	NI	70
29	OKT	77
30	PW	70
31	RH	67
32	RD	63
33	RA	63
Total		2203
Average		66,75

Based on the table above, the researcher measured the class interval.

R = The highest score – the lowest score

= 77 – 57 = 20

K = 1 + 3,3 log n

= 1 + 3,3 log 33

= 1 + 5.011

= 6

$$P = \frac{R}{K}$$

$$= \frac{20}{6}$$

$$= 3.3 \longrightarrow 3$$

After knowing the class interval, the data was put on the table of frequency and the chart distribution, as follow:

Table 5
Frequency distribution of students' score in pre-test (experiment class)

Class Interval	Frequency	Percentage %
57 – 60	7	21.21
61 – 64	4	12.12
65 – 68	10	30.30
69 – 72	6	18.19
73– 76	3	9.09
77– 80	3	9.09
Total	33	100%

Figure 2
The chart distribution of the table frequency

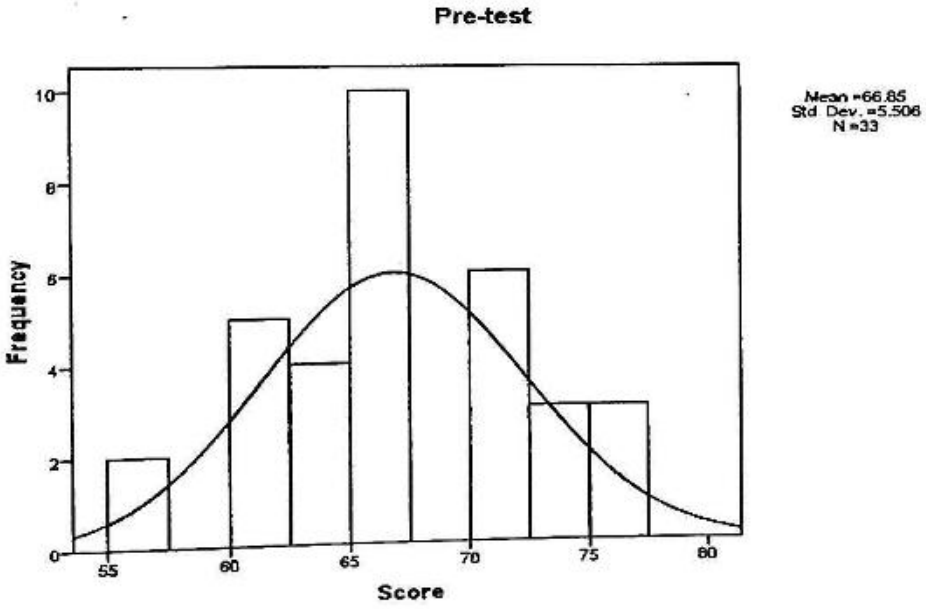


Table and the figure above shows that most of students (30 students) scored lower than 76. The criteria of students who are succesful in mastering the material is the students who get minimum standard (KKM) that is 76.

The average score of pretest is 66,75. It shows that the result of the students reading comprehension ability in pretest was not satisfactory. It is one reason why researcher used the RAPQ strategy as an alternative strategy to teach English especially in reading comprehension. It was help the students to improve their reading. The researcher have been done pre-test to the control class too. The result of pre-test can be identified as follows:

Table 6
The result pre-test of the control class

No	Students Initial	The score of pre-test
1	AD	63
2	ATY	73
3	AAK	67
4	ANH	67
5	AP	70
6	CID	63
7	DMS	67
8	DS	53
9	DH	60
10	EP	67
11	EL	57
12	FR	77
13	HBA	60
14	HI	73
15	IK	73
16	KS	70
17	LA	63
18	MRF	67
19	NK	60
20	OAL	67
21	RSW	70
22	RC	60
23	SS	73
24	SK	63
25	STH	57

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8	DS	53
9	DH	60
10	EP	67
11	EL	57
12	FR	77
13	HBA	60
14	HI	73
15	IK	73
16	KS	70
17	LA	63
18	MRF	67
19	NK	60
20	OAL	67
21	RSW	70
22	RC	60
23	SS	73
24	SK	63
25	STH	57

26	SF	67
27	SSL	70
28	TBK	63
29	TFA	70
30	VS	77
31	YI	63
	Total	2050
	Average	66,12903

Furthermore, the researcher measured the class interval

R = The highest score – the lowest score

= 77–53

= 24

K = 1 + 3,3 log n

= 1 + 3,3 log 31

= 1 + 4,9214

= 5,9214 ⟶ 6

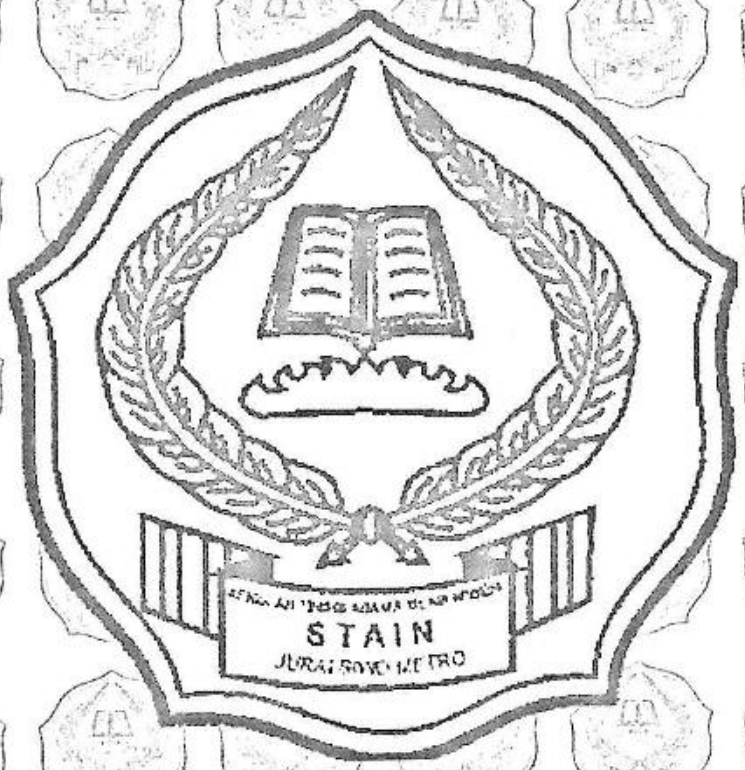
$$P = \frac{R}{K}$$

$$= \frac{24}{6}$$

= 4

After having reading comprehension teaching learning process, the researcher analyzed the student's answer than interpreted them each item number. From the student's scores, the points that can be explained are follows:

1. The majority of the students had difficulties in finding and paraphrasing the text.
2. The result of this research is only available at the tenth grade of SMA Negeri 1 Kalirejo Central Lampung.


STAIN
JURAI SIWO METRO

BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The focus of the study is to explore the use of RAPQ strategy in teaching English at the tenth grade of SMA Negeri 1 Kalirejo Central Lampung. Using of RAPQ strategy in teaching English can improve the students' reading comprehension.

Teaching English through the RAPQ strategy can make the students' reading comprehension ability is rising, so RAPQ strategy making the students enjoy in instruction of reading comprehension with put the main idea of each paragraph into their own language by paraphrasing and make questions based on the lexicon grammatical of narrative text (Who, When. Why, Where and How).

Based on the result of the hypothesis testing, the research concludes that using RAPQ strategy as an alternative strategy is influence in the students' reading comprehension achievement. In the pre-test, the average score of experiment class was 66.75, while in the post-test was 81.33. The mean of the post-test is higher than the pre-test. The average score of post-test 81.33 it means that the students' reading comprehension achievement after treatment by using RAPQ strategy is increase. The students were interest and active during the

treatments, although they faced difficulties paraphrasing and make questions based on the grammatical of narrative text.

Meanwhile, the average of control class in pre-test was 66.13, while in post-test was 71.61. Most of students in the control class 24 students (77.4 %) who don't reach minimum standard yet. It means that the result of experiment class higher than control class.

Finally, The data confirmed that $t_{observed}$ is higher than t_{table} or 5.835 > 1.990(5%), 2.6385 (1%). That proves that there is positive and significant influence of using RAPQ strategy toward the students' reading comprehension ability at the tenth grade of SMA Negeri 1 kalirejo Central Lampung.

B. Suggestions

After the researcher had done the research at the tenth grade of SMA Negeri 1 Kalirejo Central Lampung, the researcher would like to give some suggestion as follows:

1. For the Students
    a. It issuggested to increase their reading comprehension ability.
    b. This strategy can motivate the students in studying English, especially to understand the material that given.

2. For the English Teacher

   a. The English teacher can use RAPQ strategy in English learning in the class.

   b. The teacher should be creative in choosing strategy to teach. It should be prepared by appropriating the level of the students. For example RAPQ strategy it is suitable in tenth grade or advance level.

   c. The teacher should explain as clearly as possible and drill difficult material to the students, so RAPQ strategy can help to understand the given material.

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CURRICULUM VITAE



The researcher Musripah was born in Sangunratu on August 11, 1992. She is the third child out of three children of Samsi and Mahmudah.

She joined elementary school at SD Negeri 1 Sangunratu Indeed, six years had been a long journey to pass in SD Negeri 1 Sangunratu since 1998 – 2004 while she had so many friends to leave. She continued at SMP Negeri 1 Padangratu in three years (2004 – 2007). In line with her focus of the study. Then, she decided to extend his study in SMA Negeri 1 Kalirejo for three years (2007 – 2010). Nevertheless, STAIN JURAI SIWO Metro has become her next direction to go on her study in the academic year 2010/ 2011.

PERPUSTAKAAN STAIN JURAI SIWO METRO METRO