

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes about research finding that includes about the description of data, hypothesis testing, and the discussion based on the results of the study.

A. The Description of Data

In this section, the researcher presents the students' achievement of reading comprehension before and after taught by using RAP (Read, Ask, and Put) as a strategy in the teaching reading. To know students' achievement of reading comprehension, the researcher gave pre-test and post-test in order to know whether there is different score of the students before and after being taught by using RAP (Read, Ask, and Put) strategy. The researcher used three steps: pre-test, treatment using RAP (Read, Ask, and Put) strategy and post-test. Pre-test was given to students. They had to answer the questions about narrative text. The test in the form of multiple choice which consists of 15 items. The questions of pretest given by the researcher consist of 3 stories. In multiple choice test, every items has five choice, there was A, B, C, D and E. There were 31 students as respondents or subjects of the research. The test was conducted by the researcher before teaching using RAP (Read, Ask, and Put) strategy. This test was to know the students' reading achievement before students got treatment.

After the researcher got scores from pretest, the researcher gave treatment to the students by using RAP (Read, Ask, and Put) strategy. The researcher asked the students to read the story about narrative text. After that, the researcher asked the students to paraphrase the main idea in the each paragraph into their own words.

When treatment had finished, the researcher gave post-test to know students achievement after being taught using RAP (Read, Ask, and Put) strategy. There are 31 students as respondents or subjects of this research. The questions were 15 items in the form of multiple choice. In multiple choice test, every items has five choice, there was A, B, C, D and E. The questions of post-test were about narrative text which consisted of 3 stories. The result of post-test showed that the students reading achievement improved significantly. The data of the students' achievement before and after being taught by using RAP (Read, Ask, and Put) strategy can be seen at table below.

The data of students pre-test and post-test can be arranged in the form of frequency and percentage through scoring criteria and it is divided into five criteria, those are: excellent, good, average, poor and very poor.

Table 4.1 Table of criteria students' score

No	Grade	Criteria	Range Score
1.	A	Excellent	100 – 85
2.	B	Good	84 – 70
3.	C	Average	69 – 55
4.	D	Poor	54 – 50

5.	E	Very Poor	49 – 0
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Then, the presentation of the data is as follows:

1. Students' Reading Achievement before taught by using RAP (Read, Ask, and Put) strategy (pre-test score).

Table 4.2 The students' Reading achievement before taught by using RAP (Read, Ask, and Put) strategy.

No.	Subject	Pre-test score
1.	AR	64
2.	ASM	70
3.	ASP	58
4.	AV	64
5.	AF	58
6.	BAS	46
7.	CWA	52
8.	CLP	64
9.	DZR	58
10.	DTTH	82
11.	DT	64
12.	ELD	58
13.	FK	64
14.	IY	58
15.	IAN	58
16.	IDR	70
17.	MBS	52
18.	MRF	46
19.	NMD	64
20.	NEM	82
21.	NA	70
22.	PP	64
23.	QTSA	76
24.	RSK	64
25.	SNA	70

26.	SECD	64
27.	TN	76
28.	TA	58
29.	URR	82
30.	WW	70
31.	YAJP	70

This test was intended to know the basic competence of the students reading comprehension before giving the treatment. The pre-test was administered on 11th of May 2015. There are 31 students as subjects or respondents of the research. The highest score of pre-test is 82 and the lowest score is 46.

Table 4.3 Descriptive Statistic of Pre-test

Statistics

VAR00001

N	Valid	31
	Missing	0
Mean		64.3871
Median		64.0000
Mode		64.00
Std. Deviation		9.41516

Based on the table 4.3 above can conclude that consist of 31 students. It shown that mean score 64.3871, is mean that the average of 31 students are got 64. Based on the criteria of student score 64 is average/enough score. The median score is 64 and the mode score is 64. The mode is simply that value which has the highest frequency. And the standard deviation is 9.41516.

Table 4.4 Frequency of Pre-test**VAR00001**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	2	6.5	6.5	6.5
	52	2	6.5	6.5	12.9
	58	7	22.6	22.6	35.5
	64	9	29.0	29.0	64.5
	70	6	19.4	19.4	83.9
	76	2	6.5	6.5	90.3
	82	3	9.7	9.7	100.0
	Total	31	100.0	100.0	

Based on the table 4.4 can see that two students got score 46, it means that the ability of students' reading comprehension is very poor. The students score 52 are two students has poor ability in reading comprehension. Then seven students got score 58 it means that the students have average ability in reading comprehension. The students got score 64 are nine students, it means the many students have average criteria of score. The students got score 70 are six students it means that the students have good criteria in reading comprehension. The students got score 76 are two students, it means the students have good ability in reading comprehension. The students got score 82 are three students, it means the students have good criteria in reading comprehension also.

2. Students' reading achievement after taught by using RAP (Read, Ask, and Put) strategy (post-test score)

Table 4.5 The students' Reading achievement after taught by using RAP (Read, Ask, and Put) strategy.

No.	Subject	Post-test score
1.	AR	70
2.	ASM	88
3.	ASP	76
4.	AV	82
5.	AF	70
6.	BAS	76
7.	CWA	82
8.	CLP	82
9.	DZR	70
10.	DTTH	82
11.	DT	76
12.	ELD	76
13.	FK	82
14.	IY	76
15.	IAN	82
16.	IDR	88
17.	MBS	76
18.	MRF	76
19.	NMD	82
20.	NEM	94
21.	NA	76
22.	PP	70
23.	QTSA	82
24.	RSK	76
25.	SNA	70
26.	SECD	70
27.	TN	82
28.	TA	76
29.	URR	88

30.	WW	70
31.	YAJP	76

This test was intended to know the result or the effect of treatment toward students reading achievement. The post-test was administered at 22nd of May 2015. There are 31 students as subjects or respondents of the research. The highest score of post-test is 94 and the lowest score is 70.

Table 4.6 Descriptive Statistic of Post-test

Statistics

VAR00002

N	Valid	31
	Missing	0
Mean		78.1290
Median		76.0000
Mode		76.00
Std. Deviation		6.30207

Based on the table 4.6 above can conclude that consist of 31 students. It shown that mean score 78.1290, is mean that the average of 31 students are got 78. Based on the criteria of student score 78 is good score. The median score is 76 and the mode score is 76. The mode is simply that value which has the highest frequency. And the standard deviation is 6.30207.

Table 4.7 Frequency of Post –test**VAR00002**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	7	22.6	22.6	22.6
	76	11	35.5	35.5	58.1
	82	9	29.0	29.0	87.1
	88	3	9.7	9.7	96.8
	94	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Based on the table 4.7 above can see that seven students got score 70, it means that the ability of students' reading comprehension is good. Then eleven students got score 76 it means that the students have good ability in reading comprehension. The students got score 82 are nine students, it means the many students have good criteria of score. The students got score 88 are three students, it means the students have excellent ability in reading comprehension. And only one student got score 94, it's the highest score and it means the student have excellent ability in reading comprehension also.

Therefore, there are differences of data presentation between before and after taught by using RAP (Read, Ask, and Put) strategy in reading comprehension. The data present that the score after taught by using RAP (Read, Ask, and Put) strategy is better and higher than before taught by using RAP (Read, Ask, and Put) strategy.

3. The significance different of students' reading achievement before and after taught by using RAP (Read, Ask, and Put) strategy.

After the researcher got the data in the form of score of pre-test and post-test, then the researcher analyzed the data to get the value of t-count which then it was be compared with the value of t-table to know the significances. In this research, the researcher used statistical test using computation paired sample T-test by SPSS 16.00. It is used to know the effectiveness of using RAP (Read, Ask, and Put) strategy in reading comprehension. These subjects are referred to as paired or dependent because they are drawn dependently from same subject. The result is as follow:

Table 4.8 Paired Sample Statistics

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error
Pair 1 VAR00001	64.3871	31	9.41516	1.69101
VAR00002	78.1290	31	6.30207	1.13189

Based on the table 4.8, the data presented are the performance scores of the members of one group which the students who were taught before and after using RAP (Read, Ask, and Put) strategy in reading comprehension. Output paired sample statistics shows that there are mean scores differences between pre-test and post-test. The mean score of pre-test is 64.38 and the mean score of post-test

is 78.12. So, the mean score of post-test is higher than the mean score of pre-test.

The number of subjects or respondents of each sample (N) is 31 students.

Meanwhile, standard deviation of pre-test is 9.41 and standard deviation of post-test is 6.30. Mean standard error for pre-test is 1.69, while mean standard error for post-test is 1.13. So, we can conclude that the value increases after being taught using RAP (Read, Ask, and Put) strategy in reading comprehension.

Table 4.9 Paired Sample Correlations

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 VAR00001 & VAR00002	31	.451	.011

Based on table 4.9 above, output paired samples correlation shows the correlation between both samples is 0.451 and numeral significance is 0.011. For interpretation of decision based on the result of probability achievement that is:

- a. If the probability >0.050 , so the null hypothesis (Ho) accepted
- b. If the probability <0.050 , so the null hypothesis (Ho) rejected

The numeral significant is 0.011 smaller from 0.050 ($0.011 < 0.050$). It means that the null hypothesis (Ho) is rejected. So, there is significant different of students achievement in reading comprehension before and after being taught using RAP (Read, Ask, and Put) strategy at the first grade of SMAN 1 Rejotangan, Tulungagung.

Table 4.10 Paired Samples Test**Paired Samples Test**

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 VAR0001 - VAR0002	-1.37419E1	8.65243	1.55402	-16.91567	-10.56820	-8.843	30	.000	

Based on table 4.10, output paired samples test shows the result of compare analysis with using T-test. The difference mean score of pre-test and post-test is -1.37419. Standard deviation is 8.65243, mean standard error is 1.55402, the lower different is -16.91567, while upper different is -10.56820. The result of t_{count} is -8.843 (symbol minus in this matter ignored) with df is 30 and significance (2-tailed) is 0.000.

The significance value is 0.00 and the significance level is 0.05. It means that the significance value is smaller than significance level ($0.00 < 0.05$). So, the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected.

Then, the researcher interpretation with compare t_{count} with t_{table} where degree of freedom is 30. The researcher looks for the score of t table. At the significance level of 0.05, the score of t_{table} is 2.042. By comparing “t”, the researcher has got the calculation of t_{count} is -8.843 and the value of “t” on the t_{table}

is 2.042. It means that t_{count} is bigger than $t_{\text{table}} = (-8.843 > 2.042)$. So, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

It means that there is significant different of students' achievement in reading comprehension before and after taught by using RAP (Read-Ask-Put) strategy.

B. Hypothesis Testing

From the analysis above, the hypothesis of this study which is use in SPSS 16.0 are:

- a. If t_{count} is bigger than t_{table} , the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means that there is different score of students' achievement in reading before and after taught by using RAP (Read-Ask-Put) strategy. The different is significant.
- b. If t_{count} is smaller than t_{table} , the alternative hypothesis (H_a) is rejected and null hypothesis (H_0) is accepted. It means that there is no different score of students' achievement in reading before and after taught by using RAP (Read-Ask-Put) strategy. The different is not significant.

Based on computing T-test using SPSS 16.0, the researcher gave interpretation toward "t" score with compare t_{count} with t_{table} . The researcher interpretations that t_{count} is -8.843 with the significant value is 0.00. The score of t_{table} is 2.042 with significant level of 0.05 with $df = 30$. It is known that t_{count} is bigger than t_{table} ($-8.843 > 2.042$).

In this research t_{count} is bigger than t_{table} . So, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is significant difference of students' achievement in reading comprehension before and after being taught by using RAP (Read-Ask-Put) strategy of first grade at SMAN 1 Rejotangan Tulungagung.

The research hypothesis states that the students who had been taught by using RAP (Read-Ask-Put) strategy obtain better achievement than before taught by using RAP (Read-Ask-Put) strategy. Thus, it can be concluded that by using RAP (Read-Ask-Put) strategy in teaching reading comprehension of first grade at SMAN 1 Rejotangan Tulungagung is effective.

C. Discussion

Based on research method, teaching and learning process was divided into three steps. First step was giving pre-test for students to know the students reading comprehension before being taught by using RAP (Read-Ask-Put) strategy. This test is given in order to know how far the students' ability in reading comprehension of narrative text. Pre-test was conducted on April 27th, 2015. The form of test is multiple choice which consists of 15 questions. The questions of pretest consist of 3 stories about narrative text. The time allocation was 60 minutes. There were 31 students as respondents or subjects of this research.

The second step was given treatment to the students. The treatment was conducted six times. The first treatment was conducted on May 4th, 2015, the second on May 8th, 2015, the third on May 11th, 2015, the fourth on May 15th,

2015, the fifth on May 18th, 2015 and the sixth treatment was conducted on May 22nd, 2015. The researcher did treatment by using RAP (Read-Ask-Put) strategy in teaching reading. At the treatment, the researcher as the teacher explained about the definition, communicative purpose, generic structures, and the example of narrative text. Then, the students were given a text and the exercises about the text. The questions in the form of multiple choice. Firstly, the researcher asked the students to read the text paragraph by paragraph. And then, the researcher asks the students to think what the main idea and supporting detail in each paragraph. Then, the researcher asks the students to paraphrase the main idea of each paragraph using their own word. The students could use the dictionary and asked the teacher to understand the meaning of words or sentences. After the step had done, the researcher asked the students to explain the story one by one of each paragraph. Teacher gave time for the students to understand themselves. The last, the teacher asked the students to do the exercise.

The third step was giving post-test for the students to know the students' achievement in reading comprehension after being taught by using RAP (Read-Ask-Put) strategy. Post-test was conducted on May 25th, 2015. As the pre-test, the test is multiple choice which consists of 15 questions about narrative text. The questions of post-test consist of 3 stories. The time allocation was 60 minutes. There were 31 students as respondents or subjects of this research.

After the data collected, the data analyzed by using SPSS 16.0. The mean score of reading comprehension before being taught using RAP (Read, Ask, and Put) strategy is bad because the mean score is 64.38. After getting treatment, the

mean score is 78.12. It is improved and the mean score of post-test is higher than the mean score of pre-test. After computing T-test, it is found that there is difference of the mean score between pre-test and post-test is -1.37419. In T-test analysis that is used by the researcher, the result of t_{count} is -8.843.

From the finding, it is known that t_{count} is bigger than t_{table} . So, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that there is significant different of students achievement in reading comprehension before and after being taught by using RAP (Read-Ask-Put) strategy at SMAN 1 Rejotangan Tulungagung. The null hypothesis (H_0) states that there is no significant different score of students' achievement in reading before and after being taught by using RAP (Read-Ask-Put) strategy is rejected.

Based on the research finding, by using RAP strategy in teaching reading comprehension ability shows the real effectiveness, because it can help the students to increase their reading comprehension. By using RAP strategy can make the students understand the text easily, and enthusiastic to study reading comprehension. Using this strategy in teaching reading comprehension is an alternative strategy to make the students feel enjoyable and more active.

Regarding on the result of data analysis above, it is strongly related to some advantages served by the use of RAP itself as a strategy in teaching reading. The advantage of RAP in teaching reading is strengthened by the statement stated by Schumaker et al., (1984: 3) that RAP strategy is advantageous for students for a number of reasons. First, it requires that the students actively interact with the material rather than passively reading it. Second, the division of the reading

passage into small units and the alternation of activities (reading, questioning, paraphrasing, reading, etc.) require that the student maintain a high level of attention during the reading activity. In addition, the RAP Strategy requires that students “chunk” the material in a lengthy passage into small units and remember information in these smaller units.

The result of the research was stating that applying RAP strategy in teaching learning is effective. It was proved by the significant difference score of students’ reading comprehension ability between before and after taught by using RAP strategy. So, it meant that the result of this research was verified the theory by Joseph Boyle and David Scanlon (2010: 207) state that the purpose of this strategy is to help students become actively engaged in reading through searching for main ideas and details in paragraph and then transforming that information through paraphrasing to make it personally meaningful. Courtney Blume (2010: 5) also states that the purpose of the RAP strategy is to aid reading comprehension by helping students find the most important information in a given reading selection.

Katims and Harris (1997: 116) found positive results using RAP strategy to increase reading comprehension for students with and without learning disabilities. RAP is an intervention that could be taught in a large group setting, small groups, and/or a one on one setting. Due to the variety of ways RAP can be taught, it can be used in the general education classroom for all students and/or taught with a special education teacher and general education teacher. The process of using RAP strategy to teach was simple and contained easy steps to follow.

Based on theory, RAP strategy can improve students' mastery in reading comprehension. This strategy can encourage students to persist until a text is understood, and help students learn to carry on an internal monologue while they read. RAP strategy is so important to understand the content of the text. The theory above is accepted by the researcher, especially in understanding the reading comprehension at Senior High School.

Based on the result above imply that the use of RAP (Read-Ask-Put) strategy in reading gives positive effect to students' reading comprehension ability. It has been verified by the result of data analysis that there is significant difference between students' reading comprehension ability before and after taught by using RAP (Read-Ask-Put) strategy. Thus, it can be concluded that the use of RAP (Read-Ask-Put) strategy is effective to reading comprehension ability of the first grade students of SMAN 1 Rejotangan Tulungagung.