THE EFFECT OF USING READ, ASK AND PARAPHRASE (RAP) STRATEGY ON STUDENTS' READING COMPREHENSION AT SMPN 35 MAKASSAR

SKRIPSI

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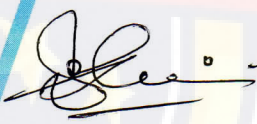
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "The Effect of Using Read, Ask and Paraphrase (RAP) Strategy on Studens' Reading Comprehension at *SMPN 35 Makassar*". beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 2 mei 2014

Yang membuat pernyataan.

Sunarti S.

ABSTRAK

Sunarti S. 2014. *The Effect of Using Read, Ask and Paraphras (RAP) Strategy on Studens' Reading Komprehension at SMPN 35 Makassar.* (dibimbing oleh : Herman Mustafa, M.Pd dan Hj. St. Haliah Batau S, S. M. Hum)

Penelitian ini bertujuan untuk meningkatkan kemampuan membaca siswa kelas VIII SMPN 35 Makassar dengan memnggunakan strategy read, ask, and paraphrase (RAP) strategy. Hasi penelitian ini diharapkan dapat efektif bagi siswa dalam meningkatkan kemampuan membaca dan memahami isi bacaan dengan benar dan tepat.

Penelitian ini merupakan penelitian eksperimen dengan subjek penelitian adalah siswa SMPN 35 Makassar kelas VIII yang berjumlah 360 siswa.Sampel penelitian ini adalah siswa kelas VIII - 9 yang berjumlah 40 siswa. Sampel yang diambil terdiri dari 20 siswa.

Hasil penelitian menunjukkan bahwa penggunaan Read, Ask And Paraphrase *strategi* ternyata cukup berhasil dalam meningkatkan kemampuan membaca pemahaman siswa kelas VIII *SMPN 35 Makassar*. hal ini dapat dilihat dengan meningkatnya kemampuan bahasa Inggris siswa, khususnya dalam meningkatnya kemampuan membaca siswa dan memahami isi bacaan yang semula masih rendah menjadi lebih baik.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
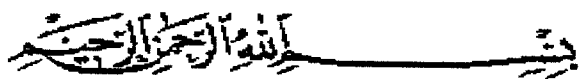
By reciting Bismillahi Rahmani Rahim, the researcher started the process of this activity including the primarily observation, literature review, writing process, getting research, and consultation. Therefore, the very gratefulness is adhered to almighty God (Allah SWT) and his messenger Muhammad SAW, who has given me the best everything to complete the whole process of this research. Therefore, the writer would like to express her great gratitude and appreciation, expecially to :

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The writer would like to express the most appreciation toher big family especially her beloved father Samsu Tompo and her beloved mother Bakkasa Sangka, and my brother is Suardi S. who always prepare
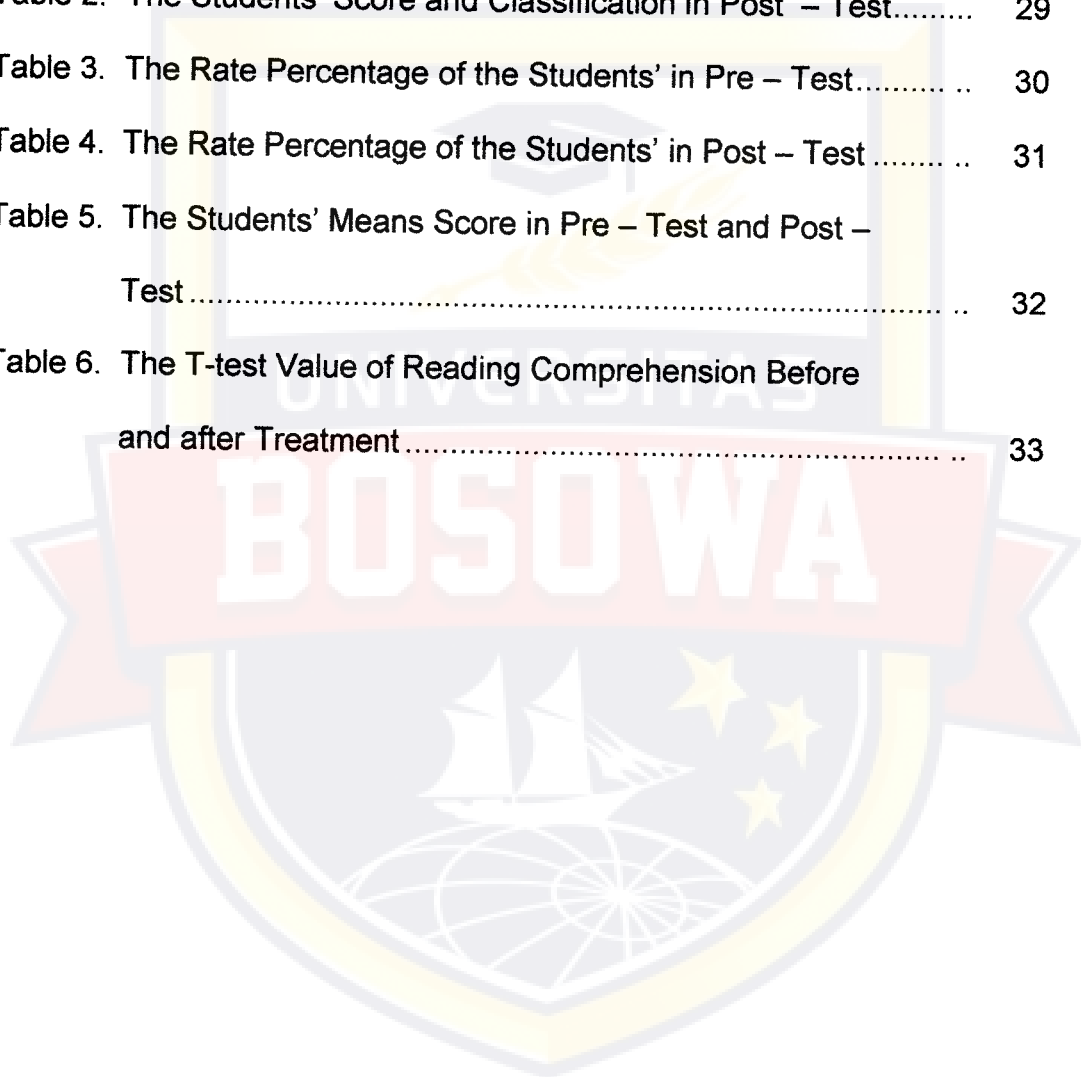
v

TABLE OF CONTENTS

Page

LIST OF TABLE

LIST OF APPENDICES

Page

CHAPTER I

INTRODUCTON

This chapter presents background, pproblem sstatement, objective, of the research, significance of the research and scope of the research.

A. Background

The main goal of teaching English is to enable students to uses English for communication and for reading book and reference written in English. In Indonesia, English as a foreign language functions to support the development of knowledge and technology, culture and art. There are four skills that we have already known in English, namely listening, speaking, reading, and writing. The skills should be master well because each skill has general or specific function in communication. We can not many that reading is the most important one for asking information and conversely for delivering information. Byreading students can get more knowledge, new vocabularies, comprehend ideas, learn how the words are used and get pleasure.

McWorhs, (1966 : 107) says that reading is an active process of identifying important ideas, comparing, evaluating, and applying them; therefore in reading paragraph we have to try to comprehend. Without comprehending the paragraph, it will be very difficult to understand what students have read or what the writers have written in reading material.Through this statement, people have to realize how important

reading is with comprehension to increase our mind and our perspective.

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend the material.It means that the teacher has to choose method how to understand the material easily and make students interested in reading it.

The writers has found similar problem in SMPN 35 Makassarwhere the students find difficulties to comprehend reading text. They do not understand the content of the materials, what the text is about, and it is difficult for them to find the main idea of every paragraph. The students' achievement in reading is still low and belowthe standard of reading in curriculum that is 70, it is successful minimal criteria (KKM) of that school.

Based on the problem above, the researcher would like to introduce a strategy that could be used by the teacher to facilitate their teaching activity in teaching English (especially in reading comprehension) and could help the students to have better understanding in learning Reading Comprehension, which called RAP Strategy. It stands for

Read, Ask, Paraphrase. Schumaker (1984 : 205) states that RAP is a quick andeasily learned reading strategy that really leanson a students' skill in paraphrasing. The strategy requires students to engage in reading materials through questioning and paraphrasing to increase their comprehension of the material. Beside that paraphrasing helps students make connections with prior knowledge, demonstrate comprehension, and remember what they have read. Through careful explanation and through modeling by the teacher in this lesson, students learn to use paraphrasing to monitor their comprehension and acquire new information. By this opportunity the researcher will try to conduct quasi-experimental research design to see the influence of RAP stategy in student's reading comprehension.

Based on the explanation above, the rwriter is interested to conduct. the research entitled"The Effectiveness Studens' Reading Comprehension of the Second Year Students at SMPN 35 Makassar Using Read, Ask, and Paraphrase (RAP) Strategy.

B. Problem Statement

Based on the problem statement above the writer formulates the research questions as: Does theuse of RAP strategy improve reading comprehension of the second year students at SMPN 35 Makassar ?

C. Objective of the Research

The research is aim to find out whether or not the use of RAP strategy significantly improves the students' reading comprehensionof the second year students of SMPN 35 Makassar.

D. The Significances of the Research

The results of the research are expected to give contribution in English instruction in particular for improving reading comprehension of students through RAP strategy in teaching learning process, and expect to give a detail description toward students'motivation in reading text through RAP strategy, especially for the teacher and students who are involved in English reading class.

E. The Scope of the Research

By discipline, this research is under applied linguistics. By content, this research deals with the use of RAP strategy to improve the reading comprehension of the second year students at SMPN 35 Makassar, which includes literal and interpretative comprehension of narrative text. By activity, the students will read, ask, and paraphrase the narrative texts.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the previous related research findings, pertinent ideas, theoretical framework and hypothesis.

A. Previous Related Research Findings

There are many researches who have conducted studies about reading comprehension. Their findings are cited below:

Warni (2011:15) concluded that the use of PSQ5R is effective in improving reading comprehension the studentsof SMPIT Wahdah Islamiyah. It is proved by t-test value, which is higher than the t-table value.PSQ5Ris one technique in learning English in which the students will frequently become able to perform tasks more quickly. In this research, the researcher will focus on RAP as a quick and easily learned strategy that learns on students' skill in paraphrasing.

Sari (1995: 28) concluded that the use of picture as learning media could significantly improve the ability of students of SMP Darul Hikmah Ujung Pandang in answering questions in reading materials.This findings relates to this research, they have the same purposes that is to improve the students' reading comprehension and the researcher agree with this finding because of the students likes to read with picture as supporting material. RAP can help students to understand the main ideas of what they read.

Saiful Nur (2003) concluded that there is a siginificant difference between the reading comprehension students of SMU Negeri 1 Makassar before and after using PQRST Technique. In another word, the PQRST technique can improve the student's reading comprehension.By this research the researcher will give a reading text to the students to recite all the important points. RAP strategy is employed by activating the background knowledge and the purpose of reading comprehension and creative thinking to relate and interpret what the students already know and what they want to know.

From the findings above, the researcher may infer that RAP strategy can be an educational tool in order to improving the students' reading comprehension because the concept of RAP strategy is enjoyable.

B. Some Pertinent Ideas

1. Concept of Reading

a. Definition of Reading

Reading is a complex process, every writer gives reason in his or her establish meaning, Charles, (2009: 13) stated that reading is a transmitting of information process where the author is regarded as the informant and reader on the other hand is receiver during reading process the readers interact with the author directly.

According to Richards (2009: 23) stated that reading are perceiving a written text aloud (oral reading) this can be done with or without an understanding of the contents. From the definition above reading are included in two types they are: Reading comprehension and oral comprehension. Reading comprehension is know through the written text by understanding is lexical meaning. Besides that, oral reading is reading without the written text about.

According to Burns (1984: 40) reading is a product is the consequence of utilizing a certain aspect of a process in appropriate sequence. The product of reading is the communication of thought and emotion by the reader and writer through printed material. And then Jeremy, (1992: 33) defines reading as an exercise which is dominated by the eyes and the brain. The eyes receive the message in the printed page and the brain then has to work out or process the significance of the message.

Robert, (1992: 80) state that normally reading is a silent and individually activity, since the writer's expectation was what the text would be reading aloud activity.

According to Law, (1982: 21) says that reading is ability to recognize and understand words, phrases, sentence, and paragraphs.

b. Definition of Reading Comprehension

Before dealing with the defenition of reading comprehension it is necessary to defined the word reading and comprehension. Hornby (1974:711) state that reading is the act of one who reads knowledge of books the ways in which something is interpreted, while comprehension is the act of understanding, the ability of the mind to understand.

Turner in Alexander et.al (1998: 159-160) states that reading comprehension involves taking meaning to a text in order to obtain meaning from that text. Comprehension is a special thinking process. The readers comprehend by actively constructing meaning internally for interacting with the material that is read.

By looking over those definitions above, it can be concluded that reading is an active process where the readers try to gain the information given by the author and understand what actually the purpose of the author is.

Tinker (2007:91) states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentences, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but can not understand the content of the passages, it means he/she fails in comprehending the passage.

Ophelia (1986: 118) states that reading comprehension is understanding evaluating and utilizing of information between author and reader. It sounds like the outhor and the reader can communicate one other. It means that the reader in this case, tries to understand what he is saying.

Harris and Smith (1980: 223) states that comprehension comes from the readers relating their own background of experiences to the two words of the writer. The printed page itself contains no meaning "it just ink on paper" meaning comes from the mind of the reader. A comprehensive reading program provided for instruction in reading to accomplish the following below:

1. Get the main idea of sentence, paragraph, or no longer selection.

2. Select important details.

3. Follow directions.

4. Draw inferences.

5. Anticipates meaning and predict outcomes and conclusions.

6. Summarize what has been read.

7. Discriminate between fact and opinion.

c. Reading process

There are two main models of reading, process, namely bottom-up and top-down model.Grauberg (1997: 192) states that

bootom-up is the reader thought to start from the text (the bottom), and construct meaning from words, phrases and sentences.

'top-down' models conception of reading assume that reader is actively involve in hypothesis as she/he moves through any given text. Proficient reading consist in constructing meaning from the text with the least amount of time and effort, selectively using construct meaning (Goodman and Gollasch in Michael 1996: 156).

Nunan (1989: 33) states that the bottom-up is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences). In order words, we use strategies to decode written forms in order to arrive at meaning.

Top-down model deals with the general notion of reading as the reconstruction of meaning base on a skillful sampling of the text and such as specific notions as the use of linguistic redundancy, the crucial rule of prior knowledge in prediction and the necessity for a reading at a reasonable rate, in large, more meaningful. This model involves an interaction between thought and language.

Refer to the models above, the researcher are going to apply top-down model as reading process because it relates to the use of RAP strategy.

d. Strategies for Improving Reading Comprehension

Brown (1994: 290) points out some strategies for improving reading comprehension as follows:

1) Identify the purpose in reading

Efficient reading consist of clearly identify the purpose in reading something. By doing so, you know what you're looking for.

2) Use grapheme rules and patterns to aid in bottom-up decoding (for beginning level learners)

In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling convention.

3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advance level)

If you teaching beginning level students, this struggling with the control of a limite vocabulary and grammatical patterns.

4) Skimming

Skimming consist of quickly running ones' eyes across a whole text (an essay, article, or chapter, for example) to get the gist.

5) Scanning

The second in the most valuable categories is sxanning or quickly searching for some particular piece information in text.

6) Semantic mapping or clustering

Readers can easily be overwhelmed by along of ideas or events. The strategy of semantic m,apping or grouping ideas into meaningful cluster helps the reader to provide some order to the chaos.

7) Guessing

Learner can use guessing to their advantage to:

a) Guess the meaning of a word

b) Guess a grammatical relationship

c) Guess a discourse relationship

d) Infer implied meaning

e) Guess about a cultural reference

f) Guess content message

8) Vocabulary analysis

One way for learners to makes guessing pay off when they don't immediately recognize a word is to analyse it in term of what they know about it.

9) Distinguish between literal and implified meanings

This requires the application of sophisticated top-down processing skill. The fact that not all language can be interprete appropliately by attending to its literal, syntatic surface structure makes special demands readers.

10) Capitalize on discourse markers to process relationship

There are many markers in English that signal relationship amomg ideas as expressthrough phrases, clauses, and sentences. A clear comprehension of a sentences can greatly enhance leraners' reading efficiency.

e. Level of Comprehension

Comprehension is the mind's act, so comprehension is an active thinking process that not only depends on comprehension but also on the students experience and prior knowledge. There is various level of comprehension higher level of comprehension would obviously include higher level of thinking. Smith (1973) divides the comprehension into four levels of skills. They are literal reading, interpretative reading, critical reading and creative reading. Each of these skills could be explained as follows.

1) Literal Reading

Literal comprehension represents the ability of understanding with information that is explicitly stated in the print and illustration. The students can recall, identify, classify, and sequence detail, fact and stated main ideas form a variety of written materials, and can interpret directions this level of comprehension involves surface meaning.

2) Interpretative Reading

Interpretative reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. This level demands higher level of thinking ability because the questions in the category of interpretation are concerned with answer that are not directly stated in the text but are suggested or implied. Smith (1973) states that in interpretation readers read between the lines, make connections among individuals stated ideas, make inference, draw conclusions, read between the lines to get inferences, or implied meaning from the text.

3) Critical reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standards drawing conclusion about their accuracy, appropriateness and timelines. Critical reading compares previous experiences to elements in the new material such as content, style, expression, information, and idea or values of the author.

In this level reader must be an active reader questioning, searching for fact and suspending judgment until he or she has considered all of the materials.

4) Creative reading

Creative reading involves going beyond the material presented by the author. Creative reading requires reader to think as they read just as critical reading and it requires the reader to use their imagination. In creative reading, the reader tries to propose new alternative solutions to those by the writer.

Refer to the levels above, the researcher are going to apply Literal Reading, Interpretative Reading,because it relates to the use of RAP strategy.

2. Read, Ask, Paraphrase (RAP) Srategy

1) What is RAP Strategy ?

Schumaker (1984 : 203) stated that RAP is a quick and easily learned reading strategy that really leans on a student's skill in paraphrasing. The strategy requires students to engage in reading materials through questioning and paraphrasing to increase their comprehension of the material. From the questioning and paraphrasing, students process information for better understanding of what they read These three-step strategies 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 (Hagaman & Reid, 2008).

Each strategy has multiple parts that students remember with the aid of a mnemonic. For example, in the Paraphrasing Strategy (Schumaker, Denton, & Deshler, 1984) students learn a reading comprehension strategy that is remembered by the acronym RAP:

READ: the text needs to be broken into small sections, like paragraphs and then read one section at a time.

ASK: after one section the reader has to ask him/herself what the main idea of the section is and what details support this.

PARAPHRASE: the main idea and details are turn into words familiar to the reader and written down.

If students need to learn prerequisite skills, such as finding main ideas and details, the researcher will teach them before teaching the strategy, and reinforce student mastery of those skills during strategy instruction.

By using this strategy, the student will frequently become able to perform tasks more quickly as the R.A.P. strategy becomes a natural part of his or her thought processes. Once a student is proficient with the R.A.P. strategy, he or she can use this strategy in other classes. Eventually, many students engage in met cognition, or "thinking about their thinking," and use this to reach their academic goals. For using the paraphrasing strategy,

Bauman (1984) suggested to write out the paraphrases by write a short summary of the passage.

2) Concept of RAP Strategy

Reading

With the knowledge structure in mind, read the assignment one section at a time for content. Instead of focusing on isolated details, search for relationship among the main ideas and their supporting details. Search information that answers the predict questions, and take note of unexpected ideas.

The reader is advised to refrain from highlighting the text while reading because it may distract her/ him from the content of the text. A better approach is to jot down brief notes in the margins or to indicate the question numbers next to the portions of text that provides the answers.

Asking

The second step of RAP strategy involves predicting questions that maybe answered by the material. The questions are elaborations of the material map developed in the reading sections, and they serve as an individualize knowledge framework to template to which details maybe add later.

By actively engaging one's attention and curiosity, asking provides the reader with a purpose and makes important ideas more obvious. The student creates main ides him/ herself. Comprehension is aided by finding the main idea when reading as well as by locating important information not covered by the main idea.

PARAPHRASING

For the reading comprehension the researcher chose RAP, a paraphrasing strategy, which has been design to help students deal more effectively with complex readings. Paraphrasing 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. Researcher will show that students' comprehension and retention scores increase in proportion to the quality and quantity of the paraphrase statements which will be make while reading a passage.

To begin this strategy, the researcher will design a reading survey and administer it to students, and divide them into each group. The groups will be divided by attendance list.

To help understand the main ideas of what the researcher read, the strategy will be as follows:

1) Read a paragraph or a section of the material is working on.

2) Do not read long sections because they may not be able to understand the material if they don't break it up into smaller parts.

3) Ask the students what the main ideas are.

4) Try to find the sentence or sentences that give the most important ideas in the section that they read.

5) Put the main ideas in your own words.

6) Paraphrasing is when they put material that they read into their own words.

7) When they paraphrase the main ideas, make sure they try to think of other words to say the same thing as in the book.

By using this strategy, the student will frequently become able to perform tasks more quickly as the R.A.P. strategy becomes a natural part of his or her thought processes.

3) How to learn by RAP strategy

a. Preparation

The researcher will give students a piece of text. It will give slow steps. They know they will be given a grade for evidence that they use a strategy. The researcher will be looking for the highlighting and marks. It will not be scored right or wrong answers each time, but rather giving grades for evidence of using the test strategy. If nothing else, the researcher will have

more struggling the students slowing down to think while they read.

b. Before the students read

Let the students to highlight the title and then skim through the whole piece. Does this look like information or a story, a play, invitation, recipe, etc ? After that they will write down kind of the passage.

c. During the reading

As they read the passage, they will make notes and write down the sentence and sentences that gives the most important ideas in the section that they read. They can read repeat until they get the points. The students will encourage checking that the sentences still maintain the original meaning and main ideas.

d. After they read

Finally, the researcher will require the students to incorporate the skills and knowledge taught to paraphrase one or two paragraph of a narrative text. At the end of all sessions the students will asked to reflect on their learning and articulate their understanding and thoughts.

3. Definition of Directed Reading Activity (DRA)

Betts (1946) states that directed reading activity (DRA) is a strategy that provides students with instructional support before,

during, and after reading. The teacher takes an active role as he or she prepares students to read the text by pre teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading. During reading, the teacher asks individual students questions about the text to monitor their comprehension. After reading, the teacher engages students in a discussion focusing on the purpose for reading, and follow-up activities that focus on the content of the text and the specific skill that students learned to use.

Hullas (1959) argues that to begin a DRA one must start by eliciting prior knowledge. Eliciting prior knowledge helps students to connect their lives, their knowledge, to the central theme that the lesson is exploring. When asking students prior knowledge questions, there are different types of knowledge that we are trying to elicit. The three different types of connections teachers are trying to elicit from their text-to-self; Connections between the text and the reader's experiences and memories

4. Theoretical Framework

The theoretical framework underlying this research is presented in the following diagrm.

```
┌─────────────────────────────────────────┐
│                 INPUT                     │
│ ───────────────────────────────────────  │
│   Students' prior knowledge of reading    │
│         comprehension ability             │
└─────────────────────────────────────────┘
                    ⇓
┌─────────────────────────────────────────┐
│                PROCESS                    │
└─────────────────────────────────────────┘
                    ⇓
        ┌───────────────────────┐
        │   Experimental class   │
        └───────────────────────┘
                    ⇓
        ┌───────────────────────┐
        │     Read, Ask and      │
        │  Paraphrase strategy   │
        └───────────────────────┘
                    ⇓
┌─────────────────────────────────────────┐
│                OUTPUT                     │
│ ───────────────────────────────────────  │
│        The Students' Reading              │
│           Comprehension                   │
└─────────────────────────────────────────┘
```
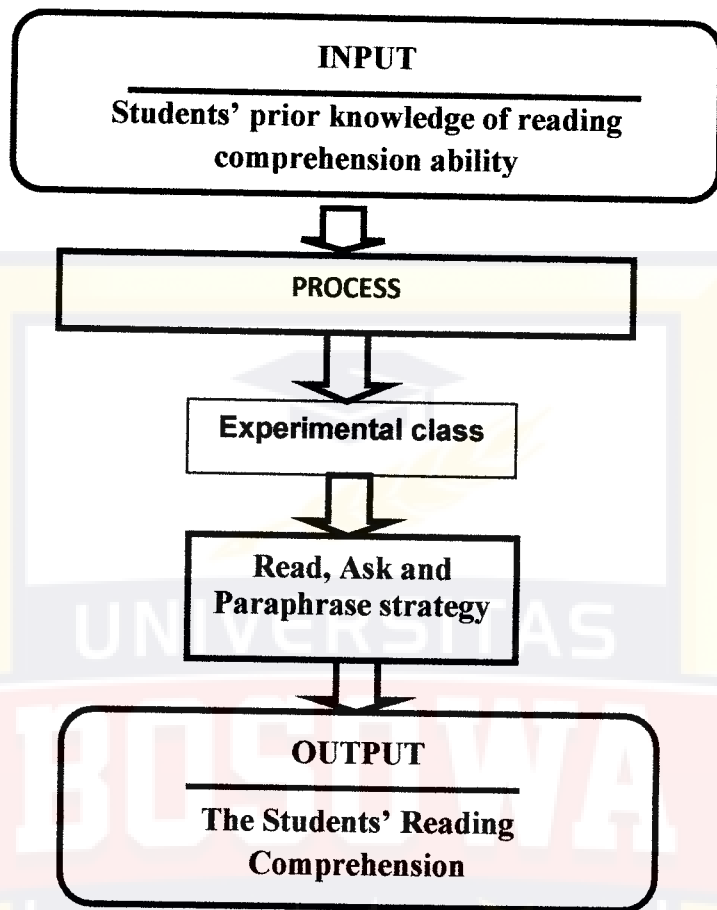
5. Hypothesis

This research presents the Null Hypothesis (Ho): the use of RAP Strategy does not significantly improve the reading comprehension of the second year students at SMPN 35 Makassar.

The Alternative hypothesis (H1): the use of RAP Strategy improves significantly the reading comprehension of the second year students at SMPN 35 Makassar.

CHAPTER III

RESEARCH METHOD

This chapter presents the description about research method, population and sample, instrument of the research, variables, procedure of data collection, and technique of data analysis.

A. Research Design

In this research, the writer applied pre-experimental. desighit focused to the effectiveness students' reading comprehension of the second year students at SMPN 35 Makassar by using Read, Ask and Paraphase (RAP) strategy. This research appliedpre-test (T1), treatment (X) and post-test (T2).

The Design can be illustrated as follows :

Pre-test	Treatment	Post-test
T1	X	T2

(Gay, 1981:331)

B. Variable of the Research

1. Variable

There are two variables in this research. The first is independent variable and second is dependent variable. Independent variable was

teaching reading by using Read, Ask, and Paraphrase (RAP) Strategy and dependent variabel is the students' reading comprehension acluivement.

C. Population and Sample

1. Population

The population of the writer was the eight class at SMPN 35 Makassar in 2013/2014 academic year. The total of population are 360 students which consist of eight classes. Each class consist of 40 students.

2. Sample

The sampling technique in this writer was purposive sampling. The purposive sampling mean that the writer choose directly which one of the sample class to make the writer. The writer took one class of the eight classes at SMPN 35 Makassar, namely class VIII-9. The total samples 20 were students.

D. Instrument of the Research

The test gave to students and focused on reading. The writer used a reading test as the instrument of the research for both pre-test and post-test. The test consist of 25 items of multiple choices. The aims of the pre-test is to know students' reading comprehension before giving treatment, while pos-test intends to know the students' reading

comprehension achievement after giving treatment by using read, ask, and paraphrase (RAP) sstrategy.

E. Procedures of Collecting Data

1. Pre-test

Before doing treatment, the writer gave pre-test to students by giving the test to know the students basic knowledge in reading. The activities in pre-test were :

a. The write rshared the students' sheet.

b. The writer gave students time to read the reading and answer the questions.

c. The writer collected the students' sheet.

d. The writer did assessment for the students' answer.

2. Treatment

After giving pretest, the researcher gave treatment to the students. The students in experimental were given treatment about five meetings by using RAP strategy.

The procedures of treatment are as follows:

Experimental Class (using RAP)

The first meeting

1) The writerr introduced RAP strategy as one of the reading stategies. It has three steps (read, ask and paraphrase) procedure for making reading more active and improving students understanding of reading assignment.

2) The writer gave the students a chance to ask question about the strategy.

3) The writer explained about steps in RAP strategy to the students.

4) The writer explained about definition and the characteristic of narrative text.

5) The writer distributed the material to the students with title "Cinderella"

6) The writer asked the students to work individually.

7) The writer asked the students to read silently the first paragraph and write down the important point of the paragraph and then stop.

8) After reading the paragraph, the students asked themselves with the question: what is the main idea of this paragraph ? Do they understand or they need to read the paragraph again ?

9) The writer asked the students to write down the main idea of the paragraph.

10) The writer asked each student to read the next paragraph and write down the main idea and important point of the paragraph.

11) The writer asked one of the students to ask questions that will help the other students to identify important information in the passage.

12) The writer asked the students to review the entire passage to reinforce all the information that they got such as: the main idea, factual/detail information.

13) The writer asked the students to paraphrase one paragraph of the text based on the notes that they have written.

14) The students answer the question that has been prepared.

The second meeting

1) The writer reminded the students about the RAP Strategy.

2) The writer asked the students to work individually.

3) The writer distributed the material with title "The Story of Toba Lake".

4) The writer asked the students to work individually.

5) The writer asked the students to read silently the first paragraph and write down the important point of the paragraph and then stop.

6) After reading the paragraph, the students asked themselves with the question: what is the main idea of this paragraph ? Do they understand or they need to read the paragraph again?

7) The writer asked the students write down the main idea of the paragraph

8) The writer asked each student to read the next paragraph and write down the main idea and important point of the paragraph.

9) The researcher asked one of the students to ask questions that will help the other students to identify important information in the passage.

10) The writer asked the students to review the entire passage to reinforce all the information that they got such as: the main idea, factual/detail information.

11) The writer asked the students to paraphrase one paragraph of the text based on the notes that they have written.

12) The students answer the question that has been prepared.

The procedures of the treatment in the third until the five meeting were same as in the second meeting, but the reading texts were different.

3. Post-test

After doing treatment, the writergave post-test by giving the same test with the pre-test. The aims of the post-test is to know the influence of the treatment by using read, ask and paraphrase (RAP) strategy.

F. Technique of Data Analysis.

To collect the data, writer used the procedure as follow :

1. Scoring the students' correct answer of pretest and posttest.

$$\text{Score} = \frac{\text{Students'correct answers}}{\text{Total number of items}} \times 100\%$$

(Sudjana: 2008 : 44)

2. Classifying the score of students' answer into the following scale:

    a. 96-100   =   eexcellent

    b. 86-95   =   very good

    c. 76-85   =   good

    d. 66-75   =   average

    e. 56 – 65   =   fair

    f. 36-55   =   poor

    g. 00-35   =   very poor.

(Depdiknas : 2005: 105)

3. Finding the improvement of the students, the research will compare in this research by using the following way :

The formula of mean score :

$$\overline{X} = \frac{\sum X}{N}$$

Where : $\overline{X}$ = Mean score

$\sum x$ = The sum of the score

N = Total number of students

(Gay, 1981: 330)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts. They are the presentations of the result that was found in field and discussion that explain and interprets the finding in the second section. The research also gave some explanation in discussion to know the result of this research.

A. Findings

This part explaines about the result of the research which focus on developing students' reading comprehension by using read, ask, and paraphrase (RAP).

The data canalized about the students' improvement in reading comprehension especially for the second year students at SMPN 35 Makassar by using read, ask, and paraphrase (RAP). The data about the students' improvement also can be described as follows :

1. The students' improvement

Table 1. The Students' Score and Classification in Pre – Test

No	Name of Students	Pre – test	Classification
(1)	(3)	(4)	(5)
1	Zainal	1	Very Poor
2	Ulfa	2	Poor
3	Wisnu Tri Indrawan	3	Fair
4	Alfian sHasbi	1	Very Poo

continuation

5	Riana	4	Average
6	Zulkifli Anugrah	5	Poor
7	Suci Wahyuni	3	Fair
8	Siswahyuni	2	Poor
9	Zidane	4	Average
10	Nurul Fadhillah	1	Very Poor
11	Widyaninrum	2	Very Poor
12	Dilfa	1	Very Poor
13	Willyam Herdianto	2	Poor
14	Wahyu Anugerah	3	Fair
15	Sahrul	2	Poor
16	Yusril Ramadandy	1	Very Poor
17	Fadli	3	Fair
18	Yonas Alexander	3	Fair
19	Zujal Aslam	2	Poor
20	Puspita Sari	2	Poor
Total		53	
Mean Score		2.6	

Source : SMP Negeri 35 Makassar

Based on the table 1 above in pre-test there were 5 students classified as fair, 6 students classified as poor, 2 students classified as average, and 7 students classified as very poor. The table above show that the classification of the students based on the pre-test of

experiment class is 53 and their mean score is 2.6. It show that students' reading comprehension is low before applying read, ask, and paraphrase (RAP) strategy at SMPN 35 Makassar. To know the mean scores analysis for reading comprehension test, the writer was calculated all scores by using formula are as follows :

1. Pre – Test

   $X1 = 53$

   $$\overline{X} = \frac{\sum X}{N}$$

   $$\overline{X} = \frac{53}{20}$$

   $$\overline{X} = \textbf{2,6}$$

Table 2. The Students' Score and Classification in Post - Test

No	Name of Students '	Post – test	Classification
1	Zainal	5	Good
2	Ulfa	5	Good
3	Wisnu Tri Indrawan	6	Very Good
4	Alfian Hasbi	6	Very Good
5	Riana	6	Very Good
6	Zulkifli Anugrah	5	Good
7	Suci Wahyuni	5	Good
8	Siswahyuni	6	Very Good
9	Ziden	6	Very Good
10	Nurul Fadhillah	7	Excellent
11	Widyaninrum	7	Excellent

12	Dilfa	7	Excellent
13	Willyam Herdianto	7	Excellent
14	Wahyu Anugerah	5	Good
15	Sahrul	5	Good
16	Yusril Ramadandy	5	Good
17	Fadli	5	Good
18	Yonas Alexander	5	Good
19	Zujal Aslam	5	Good
20	Puspita Sari	5	Good
	Total	112	
	Mean Score	5.6	

Source : SMP Negeri 35 Makassar

Based on the table 2 at page 29 in post - test, there were 4 students classified as excellent, 5 students classified as very good, 12 students classified as good. The table 2 above shows that the total of students' score in the post–test is 112 and the students' mean score is 5.6. It shows that the students' score in post-test is higher than the students' score in pre-test. it means that the students' reading comprehension especially of the second year students at SMPN 35 Makassar was improving after giving the treatment by using the select method (Read, Ask, and Paraphrase) strategy.

To know the mean score analysis for reading comprehension in post - test, the writer was calculated all scores by using formula are as follows :

2. Post – Test

$X2 = 112$

$\bar{X} = \dfrac{\sum X}{N}$

$\bar{X} = \dfrac{112}{20}$

$\bar{X} = 5.6$

Table 3. The Rate Percentage of Students in Pre - Test

No	Classification	Pre - test	
		X1	%
1	Excellent	-	-
2	Very Good	-	-
3	Good	-	-
4	Average	2	10%
5	Fair	5	25%
6	Poor	6	30%
7	Very Poor	7	35%
	Total	20	100%

Source : SMP Negeri 35 Makassar

Based on table 3 at page 30, before the students gave treatment by using read, ask, dan paraphrase (RAP) strategy at SMPN 35

Makassar, there were 2 students (10%) classified as average, 5 students (25%) classified as fair , 6 students (30%) classified as poor, and 7 students (35%) classified as very poor. The writer made conclusion based on the table above that most of the students at SMPN 35 Makassar low comprehension in reading comprehension text.

Table 4. The Rate Percentage of the Students' in Post - Test

No	Classification	Post – test	
		X2	%
1	Excellent	4	20%
2	Very Good	5	25%
3	Good	11	55%
4	Average	-	-
5	Fair	-	-
6	Poor	-	-
7	Very Poor	-	-
Total		20	100%

Source : SMP Negeri 35 Makassar

Based on the data at table 4 above, after applied read, ask, and paraphrase (RAP) strategy at SMPN 35 Makassar, there were 4 students (20%) classified as excellent, 5 students (25%) classified as very good, 12 students (55%) classified as good, and none of the students classified as fair, poor, avarage and very poor.

The result of the post – test was higher than pre- test after the writer gave the treatment to the sample of the research. The writer concluded that by teaching reading koprehension by using read, ask, and paraphrase (RAP) strategy was effective to the effectiveness students reading comprehension of SMPN 35 Makassar.

Table 5. The Students' Means Score in Pre – Test and Post – Test

Pre - test (XI)	Post - test (X2)	Improvement
2.6	5.6	53%

Based on the table 5 above, the students of the second year at SMPN 35 Makassar have improvement after giving the treatment by using read, ask, and paraphrase strategy. It can be seen by the students' mean score in pre-test and post-test. The table above shows that the students' mean score in pre-test is 2.6 and the students' mean score in post-test is 5.6. it means that the students' mean score in pre-test is lower than the students' mean score in post-test. Because of the students' mean score in post-test is higher than the student' mean score in pre-test, he writer can say that the use of the selected method (of read, ask, and paraphrase (RAP) strategy) can improve the students' reading comprehension. Besides words, the result of the students' mean score indicates that the use of read, ask, and paraphrase (RAP) strategy have a significant influence to the students'

reading comprehension especially for the second year students at SMPN 35 Makassar.

1. To know the percentage of students improvement for reading test, the writer used formula as follows :

$$\% = \frac{X2 - X1}{X1} \ X \ 100$$

$$\% = \frac{5.6 - 2.6}{5.6} \ X \ 100$$

$$= 53\%$$

2. To know the significant different between t-test and t-table for analysis for reading comprehension test, the writer was calculated by using formula as follow :

$$t = \frac{D}{\sqrt{\dfrac{\sum D2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{3,1}{\sqrt{\dfrac{234 - \dfrac{(63)^2}{20}}{20(20-1)}}}$$

$$t = \frac{3,1}{\sqrt{\dfrac{234 - \dfrac{3969}{20}}{20(19)}}}$$

$$t = \frac{3,1}{\sqrt{\dfrac{35,55}{380}}}$$

$$t = \frac{3,1}{\sqrt{0,093}}$$

$$t = \frac{3,1}{0.305}$$

t = 10,16

Table 6. The T-test Value in Reading Comprehension Before and After Treatment

t – test	t-table	Comprehension	Different
10,16	1,833	t-test>t-table	Significant

The result of t-table value in reading test indicated that the t-test value of reading comprehension were greater than t-table value (6.59 > 2.093), this finding used to determine the hypothesis that occurred in this research as it stated that null hypothesis (Ho) is rejected when the value of t-test was greater than the value of t-test, and alternative hypothesis (Hi) was accepted. It means that, in this research, automatically the alternative hypothesis (Hi) was accepted and the null hypothesis (Ho) was rejected.

Based on the result above, finally the writer concluded that by using read, ask, and paraphrase (RAP) strategy of SMPN 35 Makassar in teaching and learning process was effective to improve the students' reading comprehension.

B. Discussions

The description of the data collected through read, ask, and paraphrase (RAP) strategy at SMPN 35 Makassar conducted after the

writer sharing the opinion with English teacher at SMPN 35 Makassar about this strategy. English teacher at SMPN 35 Makassar received this strategy as a new strategy in teaching and learning reading comprehension and it also was a good method as a reference to conduct in other class to achieve the students reading comprehension.

The first part, the writer discussed the result of the student's reading comprehension. The data that have been analyzed above can be discussed in the scope of this research. The result of data analysis show that there was a significance different between pre - test and post - test. It was based on the fact that the average scores of students in the pre - test and post - test were different. Post - test was greater than pre - test. The pre - test acquired means score 2.6, but in the post - test increased to 5.6. Then, the t-value was 10, 16. While the t - table was only 1,833 and the hypothesis was proved. The treatment that given was successful. It can be concluded that the application of read, ask, and paraphrase (RAP) strategy at SMPN 35 Makassar can increase the students' reading comprehension.

Based on the data in the table 4 at page 31, after applied read, ask, and paraphrase (RAP) strategy at SMPN 35 Makassar SMPN 35 Makassar, there were 4 students classified as excellent (20%), 5 students classified as very good (25%), 11 students classified as good (55%), and none of the students classified as fair, average, poor and very poor.

The result of the post – test was higher than pre- test after the writer gave the treatment to the sample of the research. The writer concluded that by using read, ask, and paraphrase (RAP) strategy at SMPN 35 Makassar was effective to improve students readings comprehension of SMPN 35 Makassar.

The mean score of the students obtained had high achievement in learning reading by using read, ask, and paraphrase (RAP) strategy Thus, based on the mean score, it can be inferred that the hypothesis that is stated in chapter I that read, ask, and paraphrase (RAP) strategy as effective to increase the students' reading comprehension of SMPN 35 Makassar. Based on the table 5, it indicates that the students' improvement of the second year students who taught through read, ask paraphrase strategy at SMPN 35 Makassar was successed. The students' improvement of reading comprehension by using read, ask paraphrase strategy at SMPN 35 Makassar was 53 %.

In other words, teaching reading comprehension through read, ask, and paraphrase (RAP) strategy at SMPN 35 Makassar was effective to increase the students' reading comprehension. This was proved by read, ask, and paraphrase (RAP) strategy that was given to the students were interested in learning reading comprehension the second year at SMPN 35 Makassar.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presented conclusion and suggestion based on the data presentation and discussion of the previous chapter.

A. Conclusion

Based on the findings and discussion of the research, It can be concluded that the use of read, ask, and paraphrase (RAP) strategy can improve students' reading comprehension especially the students of the second year at SMPN 35 Makassar.

Most of the students at SMPN 35 Makassar were still poor in reading comprehension . This was proved by the students' score in pre – test. In the post – test most of the students got the good score and the classification was classified as good. This was proved by students' score in post-test.

The students' improvement can also be seen by the students' mean score, rate percentage, and the students' t-test value. Based on the data above, the writer can conclude that the students' score in post test have improved by giving the treatment during the research. It means that, the use of the read, ask, and paraphrase (RAP) strategy can improve students' reading comprehension especially for the second year students at SMPN 35 Makassar.

B.Suggestions

Based on the data analysis and conclusions, the writer proposes some suggestions as follows:

1. The writer suggests the teacher to use RAP Strategy in teaching reading as one alternative among the other teaching techniques to improve students' reading comprehension.

2. The writer suggests the teacher to create an interesting atmosphere to cope the students' bored during the reading class.
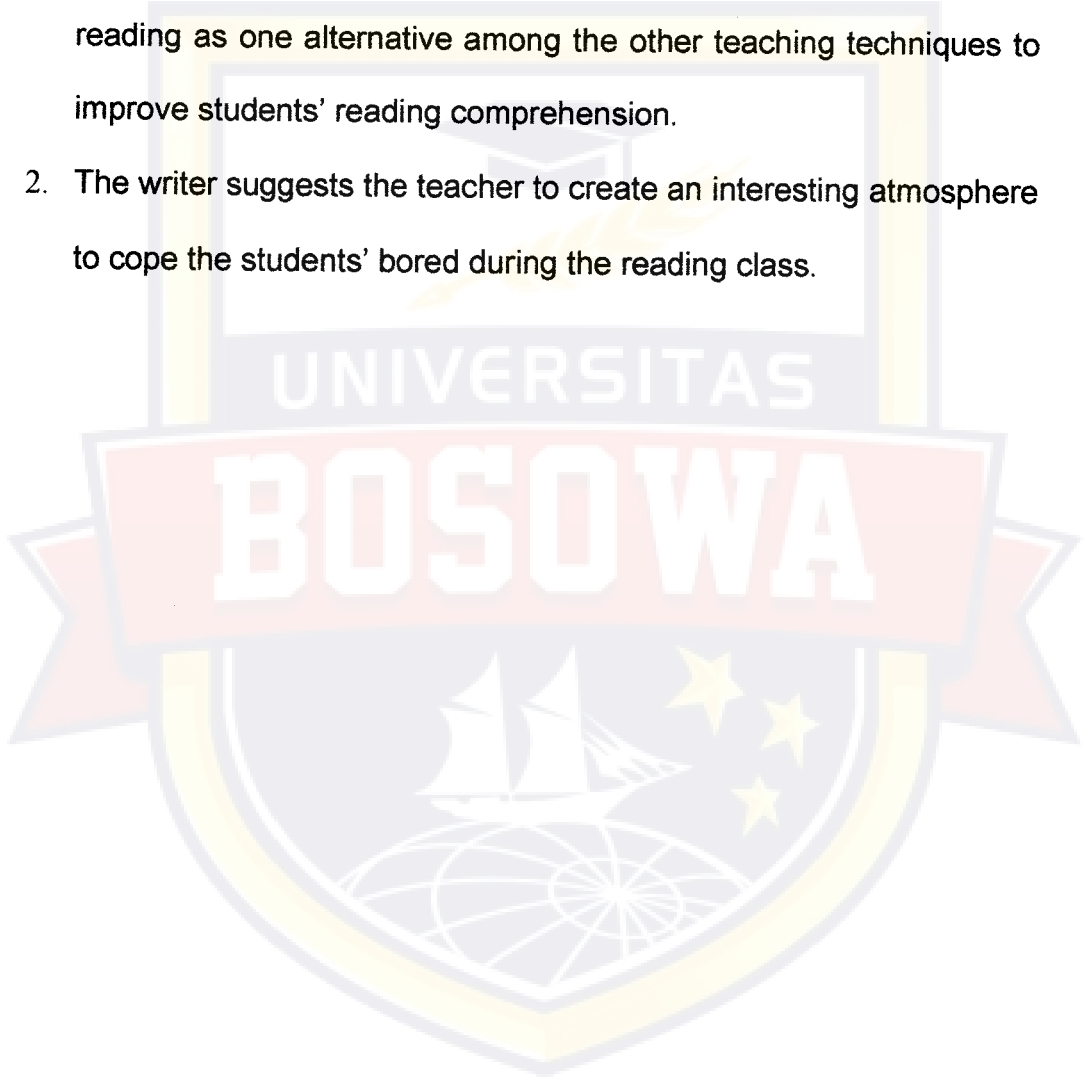
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Appendix 1 : INSTRUMEN PENELITIAN

JUDUL: *The Effect of Using Read, Ask and Paraphras (RAP) Strategy on Studens' Reading Komprehension at SMPN 35 Makassar*

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :...............................

Nis   :................................

Kelas :................................

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.

2. Jawablah dengan jawaban yang benar !

Read the text below to answer question 1 to 10 !

THE BEAUTY AND BEAST

Once upon time, there was a prince. He lived in a castle in France. One day a woman came to his castle. She was old and ugly. The Prince didn't like her and sent her away.

After the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of a mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day, Maurice traveled past the castle. It was raining so he came into the castle. When the Beast saw him, he captured *him*.

Belle was so worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father there. Belle agreed to stay in the castle so that her father could go home.

First, Belle didn't like the Beast because he was mean. Then, slowly he changed. He was not mean anymore. Belle began to like him and after that she fell in love with him. She declared her love to the Beast. Finally the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

Ummi Ahaddiyah: http://www.sekolahoke.com

1. Who is the main character of the story ?

    A. The Prince

    C. The Beast and Belle

    B. The Old woman

    D. Prince and Maurice

2. Where does the story take place ?

    A. In a castle

    C. In a village

    B. In France

    D. In a mountain

3. What is the main idea of paragraph 2 ?

    A. The prince become beast

    B. The old woman become beautiful fairy

    C. The old woman cursed the prince and his castle

    D. The prince could be change when he find a girl who love him

4. What is the character of the prince?

    A. Kind

    C. Bad

    B. Conceited

    D. Patient

5. Who did the Prince live in the castle with?

    A. The wizard

    C. His father

    B. An old woman

    D. The servants

6. Why did Maurice come into the castle on his traveling ? Because ...

    A. He was interested in the castle.

    B. It was a bad weather.

    C. He wanted to make a friend with the beast.

    D. He was tired.

7. Why did Belle agree to stay in the castle ?

    A. Because she want to married with the beast.

    B. Because she want her father back to home.

    C. Because she fall in love with the beast.

    D. Because she was worried her father didn't come back.

8. What did happen when Belle told her love to the Beast ?

    A. The Beast was still alive with the spell.

    B. The Beast got married with Belle.

    C. The Beast and his servants changed into human.

    D. The Beast fell in love with Belle.

9. What is the moral value from the story above ?

    A. Don't judge anyone by his mean characters ever after.

    B. Don't love anyone by his bad performance.

    C. Don't make friends with anyone having bad characters.

    D. Don't judge anyone by his performance.

10. "She turned into a beautiful fairy" the synonym of the underline words is?

    A. Change   C. Glow

    B. Become   D. Arise

Read the text below to answer question 11 to 15 !

The Story of Smart Monkey and Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side ofthe river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stoped in the middle of the riverand said to the monkey, "my father is very sick. He has to eat the heart of the monkey. So he will be healthy again".

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "what's for? Asked the crocodile." Because I don't bring my heart" said the monkey."I left it under a three, near some coconuts in the river bank".

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climb up to the top af a tree.

"where is your heart?" asked the crocodile."You are foolish," said the monkey to the crocodile."Now I am free and I have my heart".

Ummi Ahaddiyah: *http://www.sekolahoke.com*

11. Who was the smartest in the story ?

    A. The crocodile   C. The man

    B. The monkey   D. Father

12. What kind of the text above?

    A. Narrative text   C. Anecdote text

    B. Descriptive text   D. Recount text

13. What is the purpose of the story ?

    A. To persuade the readers

    B. To inform about smart monkey

    C. To entertainment the readers

    D. To explanation about smart monkey

14. What did crocodile want to be ?

    A. He wants the nose of the monkey

    B. He wants the heart of the monkey

    C. He wants the hand of the monkey

    D. He wants the eye of the monkey

15. What is the main idea of the last paragraf ?

    A. Crocrodile very fool   C. Crocrodile very genious

    B. Monkey   D. Monkey is very tired

Read the text below to answer question 16 to 19 !

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from the cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.'

"No, thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?"

Ummi Ahaddiyah: http://www.sekolahoke.com

16. "Aren't you cold up there in the wind ?" The word 'there' refers to …..

    A. A high cliff   C. Grass

    B. A sheltered is   D. Ground

17. What can we learn from the story above ?

    A. Don't look down to other creatures

    B. Don't easily believe in well behaved creatures

    C. Don't judge others by their appearance

    D. Don't easily beat other creatures

18. What can you infer from the story above ?

    A. The goat was very hungry

    B. The wolf was a helpful animal

    C. The wolf was eager to eat the goat

    D. The goat was going to fight with the wolf

19. What is the best title of the text ?

    A. The Wolf and the Goat   C. The fierce wolf

    B.   The smart Goat   D. The tactics of Wolf

Read the text below to answer question 20 to 25 !

One day while a mouse deer was walking in the forest, he saw a big black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took of the mouse deer. He told the mouse deer that he was going to eat him for lunch. "Please don't eat me now," said the mouse deer. "I have something important to do."

"Look," said the mouse deer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mouse deer.

"Oh all right," said the mouse deer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter until the tiger couldn't breathe. The tiger asked the mouse deer to help him. But the mouse deer turned and ran away into the forest.

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20. What the text is about ?

    A. The fierce tiger   C. The black snake

    B. The smart mouse deer   D. The animals in the forest

21. After reading this story, we can learn that …

    A. We have to behave like the mouse deer.

    B. We have to find a way to save ourselves from danger.

    C. Sleeping black snake was a dangerous animal.

    D. We have to be careful with the mouse deers.

22. What is the main idea of the last paragraph ?

    A. Mouse deer very genius

    B. The tiger couldn't breathe

    C. The black snake was twisted the tiger

    D. The mouse deer ran away and leave the tiger.

23. What kind of text is in the story above ?

    A. Narrative Text   C. Report Text.

    B. Recount Text   D. Descriptive Text

24. What is the communicative purpose of this text ?

    A. To inform the readers about activities happened in the past.

    B. To describe something in general.

    C. To give information about the mouse deer.

    D. To entertain the readers.

25. What is the character of the tiger ?

    A. Fierce   C. Naughty

    B. Foolish   D. Kind

Appendix 2 : Students' Result in Pre – test

The Effect of Using Read, Ask and Paraphras (RAP) Strategy on

Studens' Reading Komprehension at SMpn 35 Makassar

JUDUL:

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi

   pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris

   Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini

   dengan jujur.

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : Zainal

Nis :

Kelas : 8.9

$T_1 = T_2 = 2 \quad T_3 = 3 \quad T_4 = 0$

$\dfrac{7}{28} \times 100$

$= 28$

very poor

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.

2. Jawablah dengan jawaban yang benar!

Read the text below to answer question 1 to 10 !

THE BEAUTY AND BEAST

Once upon time, there was a prince. He lived in a castle in France. One day a woman came to his castle. She was old and ugly. The Prince didn't like her and sent her away.

After the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of a mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day, Maurice traveled past the castle. It was raining so he came into the castle. When the Beast saw him, he captured *him*.

Belle was so worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father there. Belle agreed to stay in the castle so that her father could go home.

First, Belle didn't like the Beast because he was mean. Then, slowly he changed. He was not mean anymore. Belle began to like him and after that she fell in love with him. She declared her love to the Beast. Finally the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

Ummi Ahaddiyah:http://www.sekolahoke.com

1. Who is the main character of the story ?

  A. The Prince   X. The Beast and Belle

  B. The Old woman   D. Prince and Maurice

2. Where does the story take place ?

  A. In a castle   C. In a village

  B. In France   D. In a mountain

3. What is the main idea of paragraph 2 ?

  A. The prince become beast

  B. The old woman become beautiful fairy

  C. The old woman cursed the prince and his castle

  D. The prince could be change when he find a girl who love him

4. What is the character of the prince?

  A. Kind   C. Bad

  B. Conceited   D. Patient

5. Who did the Prince live in the castle with?

  A. The wizard   C. His father

  B. An old woman   D. The servants

6. Why did Maurice come into the castle on his traveling ? Because ...

  A. He was interested in the castle.

  B. It was a bad weather.

  C. He wanted to make a friend with the beast.

  D. He was tired.

7. Why did Belle agree to stay in the castle ?

  A. Because she want to married with the beast.

  B. Because she want her father back to home.

  C. Because she fall in love with the beast.

  D. Because she was worried her father didn't come back.

8. What did happen when Belle told her love to the Beast ?

  A. The Beast was still alive with the spell.

  B. The Beast got married with Belle.

  C. The Beast and his servants changed into human.

  D. The Beast fell in love with Belle.

9. What is the moral value from the story above ?

  A. Don't judge anyone by his mean characters ever after.

  B. Don't love anyone by his bad performance.

  C. Don't make friends with anyone having bad characters.

  D. Don't judge anyone by his performance.

10. "She turned into a beautiful fairy" the synonym of the underline words

  is?

  A. Change   C. Glow

  B. Become   D. Arise

Read the text below to answer question 11 to 15 !

The Story of Smart Monkey and Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side ofthe river. The crocodile agree and told the monkey to jumpon its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stoped in the middle of the riverand said to the monkey, "my father is very sick. He has to eatthe heartof the monkey. So he will be healthy again".

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodileto swim back to the river bank. "what's for? Asked the crocodile." Because I don't bringmy heart" said the monkey."I left it under a three, near some coconuts in the river bank".

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climb up to the top af a tree.

"where is your heart?" asked the crocodile."You are foolish," said the monkey to the crocodile."Now I am free and I have my heart".

Ummi Ahaddiyah:http://www.sekolahoke.com

11 . Who was the smartest in the story ?

A. The crocodile   C. The man

B. The monkey   D. Father

12. What kind of the text above ?

   X A. Narrative text   C. Anecdote text

      B. Descriptive text   D. Recount text

13. What is the purpose of the story ?

      A. To persuade the readers

  ✓ B. To inform about smart monkey

      C. To entertainment the readers

      D. To explanation about smart monkey

14. What did crocodile want to be ?

      A. He wants the nose of the monkey

  X B. He wants the heart of the monkey

      C. He wants the hand of the monkey

      D. He wants the eye of the monkey

15. What is the main idea of the last paragraf ?

      A. Crocrodile very fool   C. Crocrodile very genious

  X B. Monkey   D. Monkey is very tired

Read the text below to answer question 16 to 19 !

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from the cliff? Come down here and graze on this fine

grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.'

"No, thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?"

Ummi Ahaddiyah:http://www.sekolahoke.com

16. "Aren't you cold up there in the wind ?" The word 'there' refers to .....

    A. A high cliff   C. Grass

    B. A sheltered is   D. Ground

17. What can we learn from the story above ?

    A. Don't look down to other creatures

    B. Don't easily believe in well behaved creatures

    C. Don't judge others by their appearance

    D. Don't easily beat other creatures

18. What can you infer from the story above ?

    A. The goat was very hungry

    B. The wolf was a helpful animal

A. The wolf was eager to eat the goat

D. The goat was going to fight with the wolf

19. What is the best title of the text ?

A. The Wolf and the Goat   C. The fierce wolf

B. The smart Goat   D. The tactics of Wolf

Read the text below to answer question 20 to 25 !

One day while a mousedeer was walking in the forest, he saw a big black snake sleeping under the tree. When he saw the snake, the mousedeer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took of the mousedeer. He told the mousedeer that he was going to eat him for lunch. "Please don't eat me now," said the mousedeer. "I have something important to do."

"Look," said the mousedeer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mousedeer.

"Oh all right," said the mousedeer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter until the tiger couldn't breathe. The tiger asked the mousedeer to help him. But the mousedeer turned and ran away into the forest.

Ummi Ahaddiyah:http://www.sekolahoke.com

20. What the text is about ?

   A. The fierce tiger   C. The black snake

   B. The smart mousedeer   D. The animals in the forest

21. After reading this story, we can learn that …

   A. We have to behave like the mousedeer.

   B. We have to find a way to save ourselves from danger.

   C. Sleeping black snake was a dangerous animal.

   D. We have to be careful with the mouse deers.

22. What is the main idea of the last paragraph ?

   A. Mousedeer very genius

   B. The tiger couldn't breathe

   C. The black snake was twisted the tiger

   D. The mousedeer ran away and leave the tiger.

23. What kind of text is in the story above ?

   A. Narrative Text   C. Report Text.

   B. Recount Text   D. Descriptive Text

24. What is the communicative purpose of this text ?

   A. To inform the readers about activities happened in the past.

   B. To describe something in general.

   C. To give information about the mousedeer.

   D. To entertain the readers.

25. What is the character of the tiger ?

   A. Fierce   C. Naughty

   B. Foolish   D. Kind

Students' Result in Pre – test

The Effect of Using Read, Ask and Paraphras (RAP) Strategy on

Studens' Reading Komprehension at SMpn 35 Makassar

JUDUL:

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi

   pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris

   Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini

   dengan jujur.

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : Alfian Hasbi

Nis :

Kelas : 8.9

$T_1 = 8 \quad T_2 = 0 \quad T_3 = 0 \quad T_4 = 5$

$$\frac{10 \times 100}{25} = 40$$

poor

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.

2. Jawablah dengan jawaban yang benar!

Read the text below to answer question 1 to 10 !

THE BEAUTY AND BEAST

Once upon time, there was a prince. He lived in a castle in France. One day a woman came to his castle. She was old and ugly. The Prince didn't like her and sent her away.

After the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of a mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day, Maurice traveled past the castle. It was raining so he came into the castle. When the Beast saw him, he captured *him*.

Belle was so worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father there. Belle agreed to stay in the castle so that her father could go home.

First, Belle didn't like the Beast because he was mean. Then, slowly he changed. He was not mean anymore. Belle began to like him and after that she fell in love with him. She declared her love to the Beast. Finally the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

Ummi Ahaddiyah:<u>http://www.sekolahoke.com</u>

1 . Who is the main character of the story ?

    A. The Prince   C. The Beast and Belle

    B. The Old woman   D. Prince and Maurice

2 . Where does the story take place ?

    A. In a castle   C. In a village

    B. In France   D. In a mountain

3 . What is the main idea of paragraph 2 ?

    A. The prince become beast

    B. The old woman become beautiful fairy

    C. The old woman cursed the prince and his castle

    D. The prince could be change when he find a girl who love him

4 . What is the character of the prince?

    A. Kind   C. Bad

    B. Conceited   D. Patient

5 . Who did the Prince live in the castle with?

    A. The wizard   C. His father

    B. An old woman   D. The servants

6 . Why did Maurice come into the castle on his traveling ? Because ...

    A. He was interested in the castle.

    B. It was a bad weather.

    C. He wanted to make a friend with the beast.

    D. He was tired.

7. Why did Belle agree to stay in the castle ?

   A. Because she want to married with the beast.

   B. Because she want her father back to home.

   C. Because she fall in love with the beast.

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8. What did happen when Belle told her love to the Beast ?

   A. The Beast was still alive with the spell.

   B. The Beast got married with Belle.

   C. The Beast and his servants changed into human.

   D. The Beast fell in love with Belle.

9. What is the moral value from the story above ?

   A. Don't judge anyone by his mean characters ever after.

   B. Don't love anyone by his bad performance.

   C. Don't make friends with anyone having bad characters.

   D. Don't judge anyone by his performance.

10. "She turned into a beautiful fairy" the synonym of the underline words is?

   A. Change   C. Glow

   B. Become   D. Arise

Read the text below to answer question 11 to 15 !

The Story of Smart Monkey and Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jumpon its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stoped in the middle of the riverand said to the monkey, "my father is very sick. He has to eatthe heartof the monkey. So he will be healthy again".

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodileto swim back to the river bank. "what's for? Asked the crocodile." Because I don't bringmy heart" said the monkey."I left it under a three, near some coconuts in the river bank".

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climb up to the top af a tree. "where is your heart?" asked the crocodile."You are foolish," said the monkey to the crocodile."Now I am free and I have my heart".

Ummi Ahaddiyah:http://www.sekolahoke.com

11. Who was the smartest in the story ?

    A. The crocodile   C. The man

    B. The monkey   D. Father

12. What kind of the text above ?

    A. Narrative text   C. Anecdote text

    B. Descriptive text   D. Recount text

13. What is the purpose of the story ?

    A. To persuade the readers

    B. To inform about smart monkey

    C. To entertainment the readers

    D. To explanation about smart monkey

14. What did crocodile want to be ?

    A. He wants the nose of the monkey

    B. He wants the heart of the monkey

    C. He wants the hand of the monkey

    D. He wants the eye of the monkey

15. What is the main idea of the last paragraf ?

    A. Crocrodile very fool   C. Crocrodile very genious

    B. Monkey   D. Monkey is very tired

Read the text below to answer question 16 to 19 !

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from the cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.'

"No, thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?"

Ummi Ahaddiyah:http://www.sekolahoke.com

16. "Aren't you cold up there in the wind ?" The word 'there' refers to .....

   A. A high cliff   C. Grass

   B. A sheltered is   D. Ground

17. What can we learn from the story above ?

   A. Don't look down to other creatures

   B. Don't easily believe in well behaved creatures

   C. Don't judge others by their appearance

   D. Don't easily beat other creatures

18. What can you infer from the story above ?

   A. The goat was very hungry

   B. The wolf was a helpful animal

   C. The wolf was eager to eat the goat

   D. The goat was going to fight with the wolf

19. What is the best title of the text ?

X

    A. The Wolf and the Goat   C. The fierce wolf

    B. The smart Goat   D. The tactics of Wolf

Read the text below to answer question 20 to 25 !

One day while a mousedeer was walking in the forest, he saw a big black snake sleeping under the tree. When he saw the snake, the mousedeer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took of the mousedeer. He told the mousedeer that he was going to eat him for lunch. "Please don't eat me now," said the mousedeer. "I have something important to do."

"Look," said the mousedeer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mousedeer.

"Oh all right," said the mousedeer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter until the tiger couldn't breathe. The tiger asked the mousedeer to help him. But the mousedeer turned and ran away into the forest.

Ummi Ahaddiyah:http://www.sekolahoke.com

20. What the text is about ?

    A. The fierce tiger   C. The black snake

    B. The smart mousedeer   D. The animals in the forest

21. After reading this story, we can learn that …

    A. We have to behave like the mousedeer.

    B. We have to find a way to save ourselves from danger.

    C. Sleeping black snake was a dangerous animal.

    D. We have to be careful with the mouse deers.

22. What is the main idea of the last paragraph ?

    A. Mousedeer very genius

    B. The tiger couldn't breathe

    C. The black snake was twisted the tiger

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23. What kind of text is in the story above ?

    A. Narrative Text   C. Report Text.

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24. What is the communicative purpose of this text ?

    A. To inform the readers about activities happened in the past.

    B. To describe something in general.

    C. To give information about the mousedeer.

    D. To entertain the readers.

25. What is the character of the tiger ?

    A. Fierce   C. Naughty

    B. Foolish   D. Kind

Appendix 3 : Students' Result in Post– test

The Effect of Using Read, Ask and Paraphras (RAP) Strategy on

Studens' Reading Komprehension at SMPN 35 Makassar

JUDUL:

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi

   pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris

   Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini

   dengan jujur.

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : Zainal

Nis :

Kelas : 8. 9

$T_1 = 6 \quad T_2 = 5 \quad T_3 = 3 \quad T_4 = 6$

$$\frac{20 \times 100}{25} = 80$$

very good

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.

2. Jawablah dengan jawaban yang benar!

Read the text below to answer question 1 to 10 !

THE BEAUTY AND BEAST

Once upon time, there was a prince. He lived in a castle in France. One day a woman came to his castle. She was old and ugly. The Prince didn't like her and sent her away.

After the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of a mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day, Maurice traveled past the castle. It was raining so he came into the castle. When the Beast saw him, he captured *him*.

Belle was so worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father there. Belle agreed to stay in the castle so that her father could go home.

First, Belle didn't like the Beast because he was mean. Then, slowly he changed. He was not mean anymore. Belle began to like him and after that she fell in love with him. She declared her love to the Beast. Finally the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

Ummi Ahaddiyah:http://www.sekolahoke.com

1. Who is the main character of the story ?

   A. The Prince   X. The Beast and Belle

   B. The Old woman   D. Prince and Maurice

2. Where does the story take place ?

   A. In a castle   C. In a village

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3. What is the main idea of paragraph 2 ?

   A. The prince become beast

   B. The old woman become beautiful fairy

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   C. He wanted to make a friend with the beast.

   D. He was tired.

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   A. Because she want to married with the beast.

   B. Because she want her father back to home.

   C. Because she fall in love with the beast.

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8. What did happen when Belle told her love to the Beast ?

   A. The Beast was still alive with the spell.

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10. She <u>turned</u> into a beautiful fairythe synonym of the underline words is ?

A. Change

C. Glow

B. Become

D. Arise

Read the text below to answer question 11 to 15 !

THE STORY OF SMART MONKEY AND DULL CROCODILE

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side ofthe river. The crocodile agree and told the monkey to jumpon its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stoped in the middle of the riverand said to the monkey, "my father is very sick. He has to eatthe heartof the monkey. So he will be healthy again".

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodileto swim back to the river bank. "what's for? Asked the crocodile." Because I don't bringmy heart" said the monkey."I left it under a three, near some coconuts in the river bank".

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Ummi Ahaddiyah:http://www.sekolahoke.com

11. Who was the smartest in the story ?
    A. The crocodile   C. The man
    B. The monkey   D. Father

12. What kind of the text above ?
    A. Narrative text   C. Anecdote text
    B. Descriptive text   D. Recount text

13. What is the purpose of the story ?
    A. To persuade the readers
    B. To inform about smart monkey
    C. To entertainment the readers
    D. To explanation about smart monkey

14. What did crocodile want to be ?
    A. He wants the nose of the monkey
    B. He wants the heart of the monkey
    C. He wants the hand of the monkey
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    A. Crocrodile very fool   C. Crocrodile very genious
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Ummi Ahaddiyah:http://www.sekolahoke.com

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C. Don't judge others by their appearance

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B. The wolf was a helpful animal

C. The wolf was eager to eat the goat

D. The goat was going to fight with the wolf

19. What is the best title of the text ?

A. The Wolf and the Goat   C. The fierce wolf

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Read the text below to answer question 20 to 25 !

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    A. To inform the readers about activities happened in the past.

    B. To describe something in general.

    C. To give information about the mousedeer.

    D. To entertain the readers.

25. What is the character of the tiger ?

    A. Fierce   C. Naughty

    B. Foolish   D. Kind

Students' Result in Post– test

JUDUL: *The Effect of Using Read, Ask and Paraphras (RAP) Strategy on Studens' Reading Komprehension at SMPN 35 Makassar*

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.

2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.

3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama : Alfian Hasbi

Nis :

Kelas : 8.9

$T_1 = 10 \quad T_2 = 3 \quad T_3 = 4 \quad T_4 = 3$

$\dfrac{20}{28} \times 100$

280

Very Good

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.

2. Jawablah dengan jawaban yang benar !

Read the text below to answer question 1 to 10 !

THE BEAUTY AND BEAST

Once upon time, there was a prince. He lived in a castle in France. One day a woman came to his castle. She was old and ugly. The Prince didn't like her and sent her away.

After the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of a mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day, Maurice traveled past the castle. It was raining so he came into the castle. When the Beast saw him, he captured *him*.

Belle was so worried because her father didn't come back. She began to look for him. She arrived in the castle and she found her father there. Belle agreed to stay in the castle so that her father could go home.

First, Belle didn't like the Beast because he was mean. Then, slowly he changed. He was not mean anymore. Belle began to like him and after that she fell in love with him. She declared her love to the Beast. Finally the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

Ummi Ahaddiyah:http://www.sekolahoke.com

1. Who is the main character of the story ?

   ✓ A. The Prince   ☒ The Beast and Belle

   B. The Old woman   D. Prince and Maurice

2. Where does the story take place?

   ✓ A. In a castle   C. In a village

   ☒ In France   D. In a mountain

3. What is the main idea of paragraph 2 ?

   A. The prince become beast

   B. The old woman become beautiful fairy

   ✓ ☒ The old woman cursed the prince and his castle

   T. The prince could be change when he find a girl who love him

4. What is the character of the prince ?

   ✓ A. Kind   C. Bad

   ☒ Conceited   D. Patient

5. Who did the Prince live in the castle with ?

   ✓ A. The wizard   C. His father

   B. An old woman   ☒ The servants

6. Why did Maurice come into the castle on his traveling ? Because ...

   A. He was interested in the castle.

   ✓ ☒ It was a bad weather.

   C. He wanted to make a friend with the beast.

   D. He was tired.

7. Why did Belle agree to stay in the castle ?

   A. Because she want to married with the beast.

   ✓ ☒ Because she want her father back to home.

   C. Because she fall in love with the beast.

   D. Because she was worried her father didn't come back.

8. What did happen when Belle told her love to the Beast ?

   A. The Beast was still alive with the spell.

   ✓ B. The Beast got married with Belle.

   ☒ The Beast and his servants changed into human.

D. The Beast fell in love with Belle.

9. What is the moral value from the story above ?

A. Don't judge anyone by his mean characters ever after.

B. Don't love anyone by his bad performance.

C. Don't make friends with anyone having bad characters.

D. Don't judge anyone by his performance.

10. She <u>turned</u> into a beautiful fairythe synonym of the underline words is ?

A. Change   C. Glow

B. Become   D. Arise

Read the text below to answer question 11 to 15 !

THE STORY OF SMART MONKEY AND DULL CROCODILE

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side ofthe river. The crocodile agree and told the monkey to jumpon its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stoped in the middle of the riverand said to the monkey, "my father is very sick. He has to eatthe heartof the monkey. So he will be healthy again".

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodileto swim back to the river bank. "what's for? Asked the crocodile." Because I don't bringmy heart" said the monkey."I left it under a three, near some coconuts in the river bank".

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climb up to the top af a tree. "where is your heart?" asked the crocodile."You are foolish," said the monkey to the crocodile."Now I am free and I have my heart".

Ummi Ahaddiyah:http://www.sekolahoke.com

11. Who was the smartest in the story ?
   A. The crocodile   C. The man
   B. The monkey   D. Father

12. What kind of the text above ?
   A. Narrative text   C. Anecdote text
   B. Descriptive text   D. Recount text

13. What is the purpose of the story?
   A. To persuade the readers
   B. To inform about smart monkey
   C. To entertainment the readers
   D. To explanation about smart monkey

14. What did crocodile want to be ?
   A. He wants the nose of the monkey
   B. He wants the heart of the monkey
   C. He wants the hand of the monkey
   D. He wants the eye of the monkey

15. What is the main idea of the last paragraf ?
   A. Crocrodile very fool   C. Crocrodile very genious
   B. Monkey   D. Monkey is very tired

Read the text below to answer question 16 to 19 !

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from the cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.'

"No, thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is my dinner you are worrying about and not your own?"

Ummi Ahaddiyah:http://www.sekolahoke.com

16. "Aren't you cold up there in the wind?" The word 'there' refers to …..
    A. A high cliff   C. Grass
    B. A sheltered is   D. Ground

17. What can we learn from the story above ?
    A. Don't look down to other creatures
    B. Don't easily believe in well behaved creatures
    C. Don't judge others by their appearance
    D. Don't easily beat other creatures

18. What can you infer from the story above ?
    A. The goat was very hungry

B. The wolf was a helpful animal

C. The wolf was eager to eat the goat

D. The goat was going to fight with the wolf

19. What is the best title of the text ?

A. The Wolf and the Goat   C. The fierce wolf

B. The smart Goat   D. The tactics of Wolf

Read the text below to answer question 20 to 25 !

One day while a mousedeer was walking in the forest, he saw a big black snake sleeping under the tree. When he saw the snake, the mousedeer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took of the mousedeer. He told the mousedeer that he was going to eat him for lunch. "Please don't eat me now," said the mousedeer. "I have something important to do."

"Look," said the mousedeer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mousedeer.

"Oh all right," said the mousedeer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter until the tiger couldn't breathe. The tiger asked the mousedeer to help him. But the mousedeer turned and ran away into the forest.

Ummi Ahaddiyah:http://www.sekolahoke.com

20. What the text is about ?

A. The fierce tiger   C. The black snake

B. The smart mousedeer   D. The animals in the forest

21. After reading this story, we can learn that …

A. We have to behave like the mousedeer.

B. We have to find a way to save ourselves from danger.

C. Sleeping black snake was a dangerous animal.

D. We have to be careful with the mouse deers.

22. What is the main idea of the last paragraph ?

A. Mousedeer very genius

B. The tiger couldn't breathe

C. The black snake was twisted the tiger

D. The mousedeer ran away and leave the tiger.

23. What kind of text is in the story above ?

A. Narrative Text   C. Report Text.

B. Recount Text   D. Descriptive Text

24. What is the communicative purpose of this text ?

A. To inform the readers about activities happened in the past.

B. To describe something in general.

C. To give information about the mousedeer.

D. To entertain the readers.

25. What is the character of the tiger ?

A. Fierce   C. Naughty

B. Foolish   D. Kind

Appendix 4. The Students' Pre-test and Post-test, the gain and the Square of the Gain

No	Name of Students'	Pre – test	Post – test	Gain D	D^2
(1)	(2)	(3)	(4)	(5)	(6)
1	Zainal	1	5	4	16
2	Ulfa	2	5	3	9
3	Wisnu Tri Indrawan	3	6	3	9
4	AlfianHasbi	1	6	5	25
5	Riana	4	6	2	12
6	Zulkifli Anugrah	5	5	0	0
7	Suci Wahyuni	3	5	2	4
8	Siswahyuni	2	6	4	16
9	Zidane	4	6	2	4
10	NurulFadhillah	1	7	6	36
11	Widyaninrum	2	7	5	25
12	Dilfa	1	7	6	36
13	WillyamHerdianto	2	7	5	25
14	Wahyu Anugerah	3	5	2	4
15	Sahrul	2	5	3	9
16	YusrilRamadandy	1	5	4	16
17	Fadli	3	5	2	4
18	Yonas Alexander	3	5	2	4
19	ZujalAslam	2	5	3	9
20	Puspita Sari	5	5	0	0
	Total	53	112	63	234
	Mean Score	2.6	5.6	3.1	11.7

Appendix 5. The Combination of Students' Result in Pre-test and Post-test

No	Students'Name	Pre-test				Pos-test			
		T1	T2	T3	T4	T1	T2	T3	T4
1	Zainal	1	2	3	0	6	5	3	6
2	Ulfa	4	1	3	2	6	5	3	6
3	Wisnu TriIndrawan	3	2	1	4	7	3	4	6
4	Alfian Hasbi	5	0	0	5	10	3	4	3
5	Riana	3	3	3	1	9	4	2	5
6	Zulkifli Anugrah	10	5	0	5	10	3	1	6
7	Suci Wahyuni	5	0	0	0	8	5	3	4
8	Siswahyuni	2	1	1	1	9	4	5	1
9	Zidane	4	4	1	1	1	3	0	1
10	Nurul Fadhillah	1	1	1	2	8	5	2	5
11	Widyaninrum	4	0	0	1	7	5	2	6
12	Dilfa	3	2	0	0	10	5	0	5
13	Willyam Herdianto	2	3	4	1	10	5	4	6
14	Wahyu Anugerah	1	3	0	1	10	5	0	5
15	Sahrul	2	2	0	1	10	3	1	6
16	Yusril Ramadandy	5	0	0	0	10	5	3	2
17	Fadli	2	2	1	0	10	4	0	6
18	Yonas Alexander	0	0	0	5	3	1	1	0
19	Zujal Aslam	4	1	0	0	8	5	2	5
20	Puspita Sari	10	4	2	4	10	4	2	4
Total		72	36	19	34	155	83	40	76

Appendix 6. The Distribution of Critical Values

df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	**1.833**	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725

(1)	(2)	(3)	(4)	(5)	(6)	(7)
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31	1.309	1.695	2.039	2.455	2.746	3.640
32	1.308	1.693	2.036	2.450	2.740	3.638
33	1.307	1.691	2.033	2.449	2.736	3.635
34	1.306	1.659	2.030	2.447	2.730	3.630
35	1.305	1.658	2.029	2.445	2.726	3.625
36	1.304	1.657	2.028	2.440	2.720	3.599
37	1.303	1.656	2.027	2.439	2.718	3.588
38	1.302	1.655	2.025	2.435	2.714	3.576
39	1.301	1.654	2.024	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

http:/www/westga.edu/ distributioncriticalvalue-t/tsid001.htm).

School	: SMPN 35 Makassar
Class / Semester	: VIII (Eight) / 2
Competency Standards	: 11.Understanding the meaning of the short essay simple form of narrative to interact with their surroundings.
Basic Competence	: 11.1 Responding the meaning in simple short functional written text accurately, fluently and acceptable with regard to the environment in the form of narrative text.
Indicator	:-Determine the main idea and important information from reading texts.

- Create a paraphrase of the text that has been read.
- Answering questions based on reading texts that have been read.

Type of text	: Narrative
Topic	: Cinderella
Aspect / Skill	: Reading
Time Allocation	: 2x40 minutes (1 meeting)

1. Learning Objectives

At the end of the lesson, students can;

a. Students can determine the main idea and important information in the passage.
b. Students answer questions based on information in the passage.
c. Students can make a paraphrase based on texts that have been read.

➢ **The character of students who are expected to** : Be reliable (trustwort Respect and attention Diligent

2. Learning Materials:

a. Describes RAP and its strategy the stages of learning

RAP is a strategy that helps the student to write their opinion about the text that they have read into their own words but same meaning. The strategy requires students to engage in reading materials through questioning and paraphrasing to increase of their comprehension of the materials.

In paraphrasing strategy (Schumaker 1984) students learn a reading comprehension strategy that is remembered by the acronym RAP:

Read : the text needs to be broken into small sections, like paragraphs and then read one   section at a time.

Ask   : after one section the reader has to ask him/herself what the main idea of the section is and what details support this.

Paraphrase: the main idea and details turn into words are familiar to the reader and written down.

b. Describes the narrative text

Narrative text is a text that tells the stories that happened in the past that aims to entertain the reader.

The characteristics of narrative text:

In the narrative text, there are a few traits are as follows:

- Use action verbs in the past tense.
- Using specific nouns as pronouns, certain animals and objects in the story.
- Using time connectives and conjunctions to sequence events. For example: then, before, after, soon.
- Use adverbs and adverbial phrases to indicate the location of the incident or event. For example: here, in the mountain.

3. Learning methods: RAP (Read, Ask, Paraphrase) Strategy

4. Activity Steps

- **Initial activities**

a. Greetings the students and self-introduction
b. Checking student attendance
c. Delivering learning objectives

- **Main Activities**

a. The researcher introduced RAP strategy as one of the reading stategies. It has three steps (read, ask and paraphrase) procedure for making reading more active and improving students understanding of reading assignment.
b. The researcher gave the students a chance to ask question about the strategy.
c. The researcher explained about steps in RAP strategy to the students.
d. The researcher explained about definition and the characteristic of narrative text.
e. Apply RAP Strategy:
   1. The researcher distributed the material to the students with title "Cinderella".
   2. The researcher asked the students to work individually.
   3. The researcher asked the students to read silently the first paragraph for 1-3 minute and write down the important point of the paragraph and then stop.
   4. After reading the paragraph, the students asked themselves with the question: what is the main idea of this paragraph? Do they understand or they need to read the paragraph again?
   5. The researcher asked the students to write down the main idea of the paragraph.
   6. The researcher asked each student to read the next paragraph and write down the main idea and important point of the paragraph.

7. The researcher asked one of the students to ask questions that will help the other students to identify important information in the passage.

8. The researcher asked the students to review the entire passage to reinforce all the information that they got such as: the main idea, factual/detail information.

9. The researcher asked the students to paraphrase one paragraph of the text based on the notes that they have written.

10. The students answer the question that has been prepared.

- **The last activity**
  a. Asking the difficulties faced by students
  b. Summing learning materials

5. Learning resources

1. Relevant textbooks.
2. English reading texts from the internet

6. Appraisal

Assessment technique	Instruments Form	Instruments / task
written test	Short answer	Read the text carefully and answer the following questions

a. Instrument:

Read the text carefully

CINDERELLA

Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in her life, Cinderella's father remarries to a woman who has two daughters of her own. Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework.

One day on invitation to the castle come to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would no let her go. Cinderella was sad. The stepsisters went to the hall without her.

Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand, helped prepared Cinderella for the castle. The fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the castle before that.

At the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to dance. He fell in love with her. All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back.

Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Eventually the guardsman reaches the residence of Cinderella, but she is nowhere to be seen. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the guardsman let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

The activities of the students are:
Activity 1

Read the paragraph one by one and then find the main idea, details/important information of each paragraph, after that Paraphrase one paragraph of the text.

Read	Ask	Paraphrase
Read silently the paragraph one by one	Ask yourself about what are the main ideas and details of each paragraph?	Paraphrase one paragraph of the text that you have read based on your notes that you have written.

Activity 2
Answer the following questions.
1. Who are the characters of the story ?
2. What is the main idea of paragraph1 ?
3. What is the main idea of paragraph 2 ?
4. Do you think Cinderella is a good character? How do you know ?
5. What can we learn from the story above ?

b. Rubric Assessment

Contents are true, correct grammar = 3

Contents are true, correct grammar less = 2

Content and lack of proper grammar = 1

c. Guidelines for Assessment

1. For each number, correct answer scores= 3

2. Total score a maximum of 5 x 3 = 15

3. Maximum value = 100

4. Students value =

Makassar, 9 februari 2014

Knowing:
Head of School
Syarifuddin, S.Pd.,M.Pd.
NIK:

The researcher
Sunarti.S
NIM: 4510101097

DINAS PENDIDIKAN
SMP NEGERI 35 MAKASSAR
Alamat: Jl.Telegraf Utama No. 1 Komp. Telkomas ☎ (0411) 4771493 Makassar-90245.

SURAT KETERANGAN PENELITIAN
No : 800/034/SMP 35/ I/2014

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 35 Makassar bahwa :

Nama : Sunarti. S

N I M : 4510101097

FAK/PROG/Jurusan : FKIP/Bahasa Inggris

Pekerjaan : Mahasiswa

Benar yang bersangkutan tersebut diatas telah selesai melakukan penelitian di SMP Negeri 35

Makassar dari tanggal 17 s.d. 24 Januari 2014 dengan Judul Skripsi :

" *IMPROVING STUDENT'S READING COMPREHENSION OF THE SECOND YEAR*

STUDENT'S OF SMP NEGERI 35 MAKASSARBY USING READ, ASK, AND

PARAPHRASE (RAP) STRATEGY ".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana

mestinya.

Makassar, 27 Januari 2014

Kepala Sekolah

Syarifuddin, S.Pd., M.Pd.

Pangkat : Pembina

N I P : 19700627 199803 1 014

BIOGRAPHY

Sunarti S. was born on May 1th 1991 in Balang Erasa, West of Sulawesi. She is the second child in her family. Her father is Samsud Tompo and her beloved mother is Bakkasa Sangka. She has a brother named Suardi S. and her younger sister named Surianti S. She started her study in 1997 at SD Impres Balang Erasa and graduated in 2003.

After that, she continued her study to SMPN 1 Rumbia until 2006. After graduating from Junior High School, she continued her study to SMKN 2 Jeneponto and finished in 2009. In 2010 she decided to continue her study to University 45 Makassar. She took English Education Department, Faculty of Teacher training and Education, and finished in 2014.