CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is one thing that is very important in social life. Most people assume language is one of the cultures that are inherent and cannot be separated from human life and through the use of language every individual can carry out activities well. With language, people understand each other and communicate well with each other as part of society. There are many languages used in this world, such as Indonesia, Japanese, Chines, French, Arabic, English, Spanish, Greek, and many others. One of the languages used in this world is the English language, and now all people know English becomes a language is spoken all around the world.

English is not a foreign language in Indonesia, According to Bailey in (Nunan, 2017), English has become the first foreign language learned in Indonesia, Because many Indonesians do not speak or utilize English in their daily lives, this is the case. In the education aspect, the teacher hopes that students can understand English so that they can face the rapid development of technology in the world. So, English is very important in our life to do communication every time, everywhere, and everything.

In English, the four skills are listening, reading, speaking, and writing. Receptive skills include listening and reading. Speaking and writing are useful abilities. Reading is important to do in our daily lives. Through reading, students can find out various information, and also through reading,

students can train their brain's ability to store new information. Thus, through reading, humans can reconstruct ideas and goals from the information they read.

One of the receptive skills in English is reading, according to (Harmer, 2003) there are four language abilities are intertwined. The ability to read English-language materials is essential for understanding textbooks. Students who continue their education in high schools and universities must be able to read and comprehend a large number of books written in English. To get the meaning of the text for some purposes the reader must have the reading ability which is called reading comprehension.

In this research place, there are still many students of class VII SMP who are very difficult reading comprehension from the types of texts that have been taught in this research area. Students had difficulties understanding the meaning of a text, and the average score of students' achievement in reading English was low. This low score can be influenced by several problems such as First, in English students have difficulty understanding words, phrases, and sentences they have just heard. Second, the text is not interesting because they are difficult to find the main idea and the purpose of the text. And lastly, the teacher couldn't use interesting learning because the teacher used a monotonous strategy in teaching so that students are bored and not interested.

From the test given by the researcher about the text that has been taught. The writer found that some students scored below the KKM. The standard score of the Minimum Character Criteria (KKM) according to the

Minister of Education and Culture and the school where I did PPL is 75. From the facts, it was found that some students got scores that did not meet the KKM standard.

Based on the writer's experience when doing field experience practice PPL), the researcher gets that students still do not understand the content of the text. There are some students whose scores are lower than the KKM, where the average score they get is 58, while the minimum score (KKM) they must achieve is 75.

To solve the challenges, a new strategy for improving students' reading comprehension is required. In light of the foregoing, the researcher is interested in adopting the read, ask, and put (RAP) strategy to increase reading comprehension in VII students in class SMP N.1 Parmonangan in the academic year 2022.

The RAP strategy challenges students to read small chunks of material in their own words, including important concepts and detailed details (Reid & Hagaman, 2008). This method also aids kids in remembering essential knowledge. In addition, students must also be able to summarize and write their vocabulary from the texts they read without direction from the teacher. (Reid, 2008) make the following statement: "RAP is a simple strategy that does not take time away from critical content instruction and is easily incorporated into the applicable curriculum". In addition, The RAP strategy is a reading comprehension strategy that can be used to help students improve their reading comprehension. It can be used for whole education, such as

elementary school, middle, and high school students in a variety of subject areas.

According to the explanation, it is necessary to investigate the implementation of the Read, Ask, Put (RAP) strategy in English subjects to see whether there was any significant improvement in reading comprehension achievement of VII grade students at SMP N.1 Parmonangan who were taught using the RAP strategy.

1.2 The Problem of the Study

The following is the writer's formulation of the research problem based on the study's background: Does the read, ask, and put (RAP) strategy improve the reading comprehension of seventh-grade students at SMP N.1 PARMONANGAN?

1.3 The Objective of the Study

The study's objective is to determine whether or not students' reading comprehension can be improved after being taught the read, ask, and put (RAP) strategy in seventh grade at SMP N. 1 PARMONANGAN.

1.4 The Scope of the Study

Students must master four skills when learning English: reading, listening, writing, and speaking. The scope of this study is reading, with a particular emphasis on reading comprehension. A test can be divided into several categories, including argumentative, narrative, procedure, and descriptive. The author will go over how to understand the descriptive text.

(Richard & Schmidt, 2010) distinguishes four types of reading levels: literal comprehension, inferential comprehension, critical comprehension, and appreciative comprehension; however, the writer focuses solely on literal reading.

The most important level of reading comprehension is literal comprehension. Students are expected to understand the facts in the reading while reading. Furthermore, in literal reading comprehension skills, assess students' ability to identify and comprehend the information obtained. Students should be able to directly state the idea in a text based on the information they have read. Clymer supports this notion, stating that literal comprehension necessitates the reader's ability to narrate or remember facts or information from a text.

The read, ask, and put (RAP) strategy used to improve VII Reading comprehension of students at SMP Negeri 1 Parmonangan in this study.

1.5 The Significances of the Study

This study's findings are expected to be applied both theoretically and practically:

1. Theoretically

   1. This study is expected to be a new perspective on teaching reading strategy on Seventh grade SMP N.1 Parmonangan.

   2. The study's findings will lead to the development of a new strategy for analyzing students' comprehension of reading English by using the read, ask, and put (RAP) strategy.

2. Practically

The study's findings are expected to be beneficial for:

1. English teacher, to help the teacher to apply a read, ask, and put (RAP) strategy for English reading comprehension.

2. The students, to help students to practice English and motivate them to read English every day.

3. Other researchers, who want to further study.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

The writer discuss several concepts related to reading comprehension and the Read, Ask, and Put strategy while conducting this research. The goal is to provide a clear description of reading comprehension and the Read, Ask, and Put strategies to avoid miscommunication between the writer and the reader In this regard, describing some of the glossaries listed below for research purposes is critical.

2.2 Reading

2.2.1 Reading Definition

Reading is a type of reading ability where the reader can grasp the essence of the text simply through the following two components: word reading (decoding) and language comprehension (Deccant, 2000).

(Healy, 2002) has a suggestion that Reading is an active comprehension that students must master, where the reader should be able to understand what the writer saying about the message of the text made by the writer. Reading is one of the difficult activities for some students because this activity expects students to be able to analyze, understand and be able to define the writer's intent. Besides, students must also be able to make a summary of what they read and be able to determine the main idea of each they read.

Reading is a skill that can be used to understand the content of written texts that can increase knowledge. The point is that this reading activity

involves students' affective and cognitive which requires students to be able to pronounce and know the meaning of the words, sentences, or paragraphs they read. In addition, readers are should be able to stimulate their brains through reading to be more open to receiving opinions and knowledge from others.

There are two interrelated processes when carrying out reading activities, namely as follows:

1. Recognition of Words

The process of understanding the symbols, alphabets, and words in a text is known as word recognition. This means that novice readers must read a large amount of text to understand the true meaning of the symbols and alphabets in the text.

Through this word recognition, readers must be able to translate the words they read. This process aims to improve word analysis and improve word recognition skills. In addition, word recognition also refers to the process of receiving messages that are seen by the eyes of the text that is read and then conveyed into the brain of the reader.

2. Understanding

Comprehension is the process by which students think and learn to understand and know the meaning or purpose of the text they are reading. When students read a procedural text, for example, they must be able to extract the message from the text. Readers are also expected to be able to retell the meaning of the text read in their own words.

Another expert, (Nuttal, 2000) considers reading as understanding the concept or meaning of the text being read so that the reader does not misunderstand the author. As a result, when reading, the reader must be able to comprehend the writer's message. The reader must be able to create or create their meaning from the text read in this process, but they must not run away from what the author creates.

Reading is a critical skill for students to master, according to the explanation above. Then, learners should be able to reconstruct both the ideas contained in a text/writing and the information initiated by the author.

2.2.2 Reading Types

According to Patel and Praveen (2008), reading types that can be used to improve reading comprehension include intensive reading, extensive reading, aloud reading, and silent reading.

1. Intensive Reading

Intensive reading is a type of reading that requires students to read a text carefully and specifically to find out new vocabulary, ideas and messages conveyed in the text. For example: If a student reads a procedure text then the student must know what the main message of the text is.

2. Extensive Reading

Extensive Reading is a type of reading the text as a whole in a short time, but students must still understand the meaning of the text is read. This activity is carried out by reading various types of books such as newspapers, comics, and articles. This type of reading aims to develop reading and also for the personal enjoyment of the reader.

3. Aloud Reading

Aloud reading is reading a text aloud and aloud which can help students focus on the text they are reading. Aloud reading can build reading skills through sound recognition, intonation, and listening skills and increase students' courage.

4. Silent Reading

Silent reading is a type of text reading where students read silently. The purpose of silent reading is to make students more focused on the main purpose of the text they are reading.

2.2.3 The Purposes of Reading

When we read a text, we must comprehend the main idea of the text. As a result, there are numerous reasons to read. Rivers and Temperly in Nunan (1999:251) identify seven primary purposes for reading:

1. When we read the main purpose we will achieve is To get the latest information to expand our knowledge or because we are curious about a topic;

2. The purpose of reading is also to find out how to make something for our work in daily life (for example, knowing how to make special fried rice);

3. Reading aims to learn about what researchers do. So, through the reading we can role-play, and answer riddles that we don't understand;

4. Obtaining more appropriate information for the wealth of adequate reading   material;

5. To know when or where something will happen or what is available;

6. To find out what happened or has happened in the reading;

7. For pleasure or joy.

2.3 Reading Comprehension

To begin, Wainwright (2007:37) defines reading comprehension as a process in which the reader selects linguistic symbols and reconstructs them into the meaningful whole intended by the writer. Reading comprehension is simply a term that refers to reading skills in which the important thing is understanding rather than pronouncing or loading reading. This reading comprehension is something important whose purpose is not only to understand the text but to learn other things widely, including work and success in education.

Reading comprehension, according to (Healy, 2002) is the understanding of the written word, the comprehension of the content being read, and the construction of textual meanings. Students should not only know every word of the text they read, but they should also understand the text itself (Healy, 2002). However, while reading a text, students are also expected to be entertained by the text for it to make them happy.

Meanwhile, reading comprehension, according (Klingner & Vaughn, 2007), is the process of constructing meaning by coordinating several complex processes such as word reading, word and word knowledge, and fluency. Students must comprehend the meanings and concepts read and

relate the ideas in the text to what they already know to demonstrate correct comprehension. It also entails students recalling what they have read. In other words, comprehension refers to what students think about while reading.

To become better readers, students must be aware of how they are reading and what they can do to improve their comprehension when reading a text, one of which is having a reading strategy. According to (McNamara, 2007:34), reading strategies are essential for comprehension success. The reader can also be taught some strategies to help them understand what they're reading.

As previously stated, Reading comprehension is an advanced and powerful skill that usually requires active interaction between text elements and the reader. Readers are active participants with text, and they understand how ideas derived from the text relate to one another in an interpretative manner, as well as the interaction of what the reader learns from the text and what the reader already knows. This statement clearly states that comprehension is the most important aspect of reading. Because the ultimate goal of reading is to comprehend the text. The comprehension process is critical in the study of reading.

2.3.1 Levels of Reading Comprehension

Reading comprehension requires the ability to process the meaning of the material being read as well as the ability to comprehend the writer's message. According to (Richard & Schmidt, 2010) there are three levels of

comprehension in reading comprehension. The following are three levels of understanding that are important and need to be fostered.

2.3.1.1 Literal Comprehension

Literal comprehension is the most important level of reading comprehension. At the time of reading, students are expected to understand the facts in the reading. In addition, Students' literal reading comprehension skills are tested to see how well they can recognize and comprehend the material they are given. Based on the information read, students should be able to directly state the idea in a text. Clymer supports this idea, stating that literal comprehension necessitates the ability of a reader to recount or retain facts or information from a text.

2.3.1.2 Inferential Comprehension

Inferential understanding is the students' reasoning ability to understand the information implied in the text. In this case, students must think critically so that the main idea of any existing information can be understood.

2.3.1.3 Critical Comprehension

Critical comprehension necessitates readers' making judgments about what they've read. The point is that students must be able to determine whether something is true or false. From the preceding statement, it is clear that when teaching reading, the understanding of the material must be based on the students' levels. By taking this level

into account, the teacher can determine the students' ability to understand the text.

2.3.2 Reading Comprehension Assessment

According to (Caldwell, 20008:3), assessment consists of four steps: identifying what should be assessed, gathering evidence, analyzing evidence, and making decisions. There are four objectives of reading assessment, namely the first to identify areas of weakness, the second to determine the student's reading level, and the last to determine the student's progress. Psychometric and cognitive aspects are aspects used to assess students' ability in reading comprehension. To assess students' reading comprehension skills in psychometrics, they will be asked to read a text.

The following factors will be considered: speed, speech, intonation, and spelling. A test was used to assess the students' cognitive reading ability. The test given to students must be able to assess the level of student understanding expected.

Students must master the following stages of comprehension: literal reading, interpretive reading, critical reading, and creative reading. Because literal reading is the primary level of reading, students must be able to master skills such as obtaining information and recognizing the main ideas expressed in details, cause and effect, and sequence in the text. Students must be able to master the ability to conclude, detect, and draw conclusions in interpretive. Students must be able to evaluate their reading in critical reading.

2.4 Strategy for Teaching Reading

The teaching and learning process is two interdependent interactions, where teaching is done by the teacher and learning is done by the students. Teachers must use effective strategies to engage students in the teacwhing and learning process. As we know, strategy is a method that must be applied in the teaching process to achieve learning objectives. Strategy is also a way to provide learning materials and also to achieve one or more goals Welan (2003).

Another statement is according to (Nunan, 1999:171), a strategy is a method that has been provided long before it is applied in a lesson, where this strategy must involve mental and information delivery procedures properly that readers use to learn and use the information they get from a book text. This means that the strategy requires mental procedures and interactions to pay attention to the target, especially in reading because

Reading strategy is required for readers to consider and comprehend the author's message. The reading strategy's goal is to help students understand the text's content and to help students become expert readers in an easy-to-understand manner, so they can achieve independence and develop their way of thinking and understanding a text they read and put it into writing using words they said themselves. According to (Wikipedia, 2017), strategy is the science or art of planning and directing large military movements and operations. It refers to a series of actions taken to achieve a specific goal.

In reading comprehension, there are seven strategies, according to (Zimmermann & Moreillon, 2007:11) which are as follows:

1. Activating or expanding prior knowledge.

The main strategy that needs to be done by the teacher is to find out what the background knowledge of students is. The background of the reader's knowledge has an important influence and role in the reader's ability to understand the text to be read.

According to Cooper (2000:12), the reader must connect the new information presented by the writer with the old information stored in the reader's heart and mind during the understanding process. Background knowledge is used to understand new information when the reader can relate what he is reading to something he already knows or understands; Making Connections is another name for this strategy. The teacher's strategy must assist students in exploring the main ideas they derive from the text.

2. Making use of sensory images

Sensory ability is a strategy in which students use their senses to send information to the part of the brain in charge of processing stimuli and achieving understanding. Students use this strategy to reflect on their experiences and store them in their memories. This is known as the ability to imagine. Through memory, learners should be able to encourage themselves to use their brains and take pictures of what they read. Then, learners are also expected to be able to convey messages from the texts they read to others using their language without changing the meaning of the text they read.

3. Questioning

The questioning strategy encourages learners to practice creating questions and answers on their own. The questions that must be asked are

those that arise from the text read and can heighten their awareness of what they have read. From this strategy, we can see whether students have comprehended the text they read.

4. Making predictions and inferences

Before we do something it's good we first predict it. In terms of teaching, expertise is also needed to predict the essence of the lesson. When students read a text they can predict the gist of the title because sometimes the title also provides clues about the content of the text.

5. Determine the main idea

As we know the main idea is the core of information. The main idea is usually located at the beginning and end of the text. Students must be able to distinguish which parts of the text are most important to grasp the main idea. Usually, the main idea of a text is more detailed than other sentences.

6. Using the fix-up option

fixing up is one strategy that readers can use where this strategy has the aim of helping students improve their way of thinking in translating a new word or sentence that they find in a text. In other words, this strategy is a way to find the background of the text they read.

7. Synthesis

Synthesis is a strategy used to bring together all the existing information. In other words, readers can create a new text using their own words that have the same meaning as the text they are reading.

2.5 RAP Strategy

2.5.1 The Understanding of RAP Strategy

As we know that in teaching, it is necessary to have the right strategy so that students understand better and are more active when teaching and learning take place. In addition, this strategy is also useful for overcoming problems in reading comprehension. Based on this statement, the authors choose the RAP strategy to overcome the problems that exist in reading because the RAP strategy is a simple strategy that can be used in every learning curriculum, both the old curriculum and the new curriculum.

RAP strategy is a strategy in reading learning. This strategy can help reading to improve their ability to understand the meaning of the text they read and help them remember the meaning so that they can re-tell the text using their own words without changing the meaning of the text (Thesis & Tiala, 2017). To put it another way, the RAP Strategy can help students improve their reading comprehension.

RAP Strategy is an abbreviation for reading, Ask, and Put. The first Read, Read this is the main step in which students read a text. The second is Ask, after students read the text, it is expected that students will then ask themselves whether they have understood the contents of the text. And the last is Put, after the students read and ask themselves, then the learners are expected to be able to find the main idea of the text.

When the teacher teaches reading comprehension there are some kinds of strategies that can be used to improve reading skills such as Questioning, SQ3R, PQRST, Reading Aloud, EVOKER, OK5R, RAP, etc. "RAP

strategies help students understand and remember the main ideas of the texts they read" Lebzelter and Nowacek (1999, p. 212). The main purpose of the RAP strategy is to help students find the main idea conveyed by the author.

The RAP strategy is one of the teaching strategies that can help students understand and be able to put the contents of the text into a new essay without changing the main idea of the reading. Hagaman, Luschen, and Reid state that (2010). The RAP strategy entails reading, asking themselves what they read the main ideas and details or supporting words in the paragraph and paraphrasing it (Klingner & Vaughn, 2007). In teaching reading, the RAP strategy is used as a tool so that students easily understand the content of the text they read.

The RAP strategy is used in reading instruction as a tool to help students understand the content of the text they are reading. (Schumaker et al., 1984; Hagaman et al., 2010) stated that when we want to implement the RAP strategy in the classroom, we need to take several steps, such as:

Step 1: Read the text silently

When we read a text, it helps us first to pay attention to the words in the text. In this step, the teacher plays the role of instructing students so that they think about and understand the meaning of the text they read, especially the meaning of new words found in the text.

Step 2: Ask yourself

The second step is to ask yourself what is the essence and main idea of the reading. In this step the question starts from yourself, then the teacher can

open the students' minds by stating that the main idea is usually located at the end and the beginning of a sentence or paragraph.

Step 3: Write down the main idea in your own words

The final step is to express the main point in your own words. After you finish reading the text you should be able to make a new article about the text without changing its meaning. In addition, you must also be able to tell the details that you remember from the story. This step helps you to remember the gist of the text you are reading.

2.5.2 The Benefits of RAP Strategy

According to (Hagamen & Reid, 2008:29) this strategy can be used to improve students' reading comprehension at all school levels, including elementary, junior high, and high school, and in all fields of study. This RAP strategy focuses on the students as the center of learning.

In addition, this RAP strategy also helps students to improve their reading comprehension through reading the text, asking themselves what the main idea of the text is, and being able to remember the essence and then put it into new writing using their own words. Another expert, Hagaman stated that among young and old, this RAP strategy has proven to be an effective way to improve reading comprehension very well.

2.6 Previous Research

This research is about improving reading comprehension which will be carried out with several studies. In this study, the author took the previous research journal, namely: **"Using RAP (Read, Ask, Put) Strategy to Improve Students' Reading Comprehension Ability at SMP Negeri 2**

Dobo Class VIII2" was done by **Vini Alvionita Wakim (2020)**. This study aims to investigate whether the application of the RAP strategy can improve students' reading comprehension in the field of comprehension. This research was conducted in class VIII. In this study, the author uses tests, observations, and documentation to help students improve reading comprehension in the areas of vocabulary, comprehension, and pronunciation.

The second previous study related to the research written by Dwi Yunitasari (2015), entitled **"Improving Reading Comprehension of the Eighth Grade Student at SMPN 15 Yogyakarta Through RAP Strategy"**. The researcher believes that the RAP strategy can improve reading comprehension skills, especially in junior high schools.

There is another previous study related to the research written by Firsta A. Sukmawana and Rose Mini A. Prianto, entitled **" The Effectiveness of the RAP (Read, Ask, Put) Strategy to Improve Functional Reading Comprehension for Students with Mild Intellectual Disabilities"**. This study was conducted on students with mild intellectual disabilities at junior high school.

Some previous findings above, it has differences from mine because the research was carried out at VII grade at SMP N. I Parmonangan.
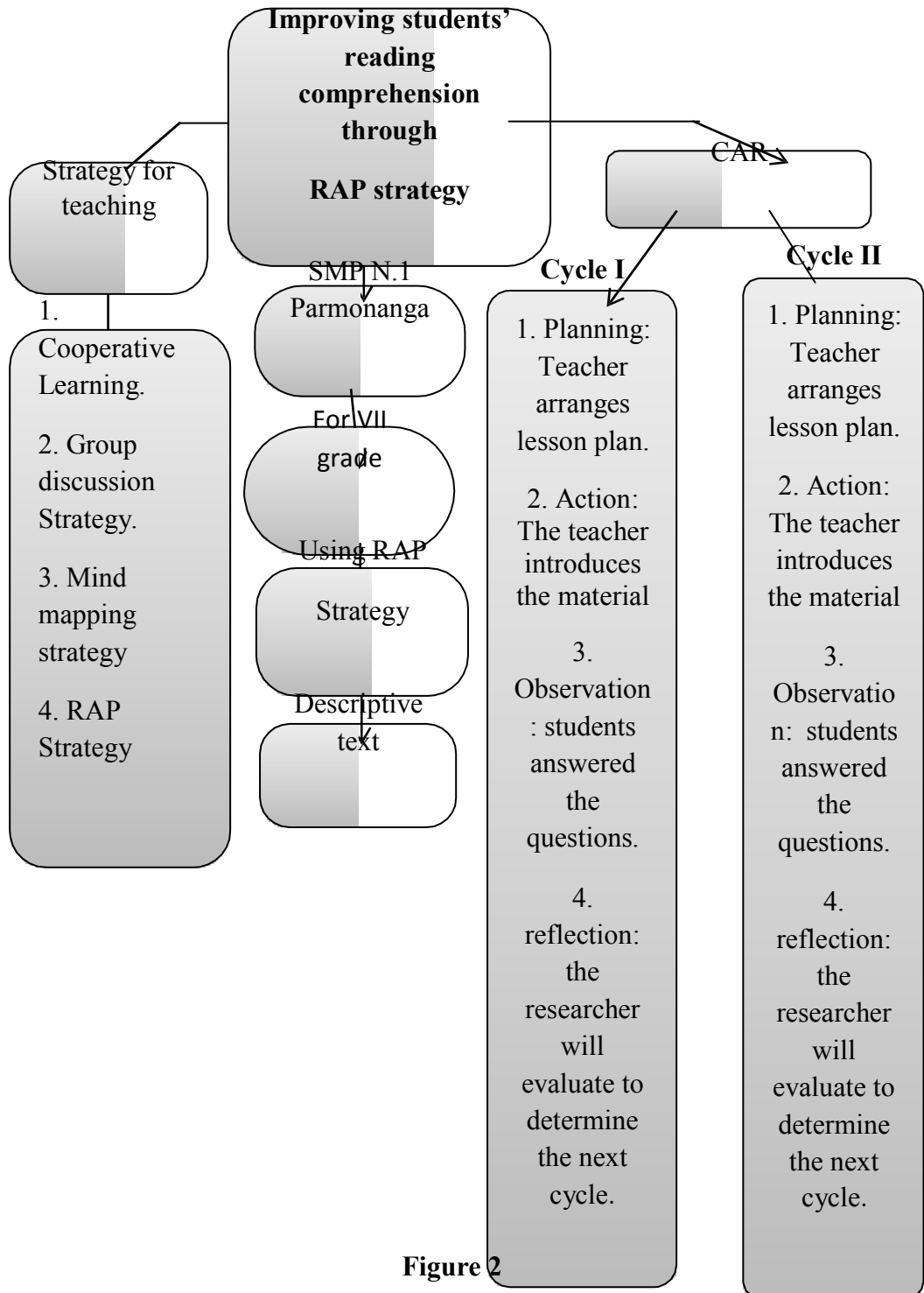
2.7 Conceptual Framework

Improving students' reading comprehension through RAP strategy

Strategy for teaching

1. Cooperative Learning.

2. Group discussion Strategy.

3. Mind mapping strategy

4. RAP Strategy

SMP N.1 Parmonanga

For VII grade

Using RAP

Strategy

Descriptive text

CAR

Cycle I

1. Planning: Teacher arranges lesson plan.

2. Action: The teacher introduces the material

3. Observation : students answered the questions.

4. reflection: the researcher will evaluate to determine the next cycle.

Cycle II

1. Planning: Teacher arranges lesson plan.

2. Action: The teacher introduces the material

3. Observation: students answered the questions.

4. reflection: the researcher will evaluate to determine the next cycle.

Figure 2

Improving students' reading comprehension through the RAP strategy

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, the researcher employed the Classroom Action Research research design (CAR). This design is divided into four stages: planning, action, observation, and reflection. According to Start (Burns, 2010), teachers as researchers and reflective practices are concepts related to classroom action research. Action research is frequently used to investigate specific issues or problems related to classroom or school life. Furthermore, Burns also said that this classroom follow-up research made students more active in exploring lessons and thinking more critically. This classroom action research aims to get students closer to a confusing problem. In the action of this class researcher, students can also directly investigate the problem. In addition, this classroom action research also has a greater impact so that what is desired in learning can be achieved because the teacher himself has been encouraged to reach solutions to existing problems.

Based on the preceding definitions, the writer concludes that classroom action research is classroom action research that can be carried out by teachers, researchers, and teachers with their colleagues by involving a group of students to improve the teaching and learning process or to increase students' understanding of the lesson.

This study employs data observation and documentation to teach reading comprehension using the RAP strategy. When we conduct research

using CAR we can analyze the data through two cycles in action. The first cycle and the second cycle in this class action are a series of activities that have a close relationship. The difference is that when we realize cycle II we need to re-correct from the implementation of a cycle I and see which areas the students are unable to do. This study focuses on efforts to improve the ability to read English reading comprehension of seventh-grade students of SMP N.1 Parmonangan with the RAP strategy.

3.2 Population and Sample

3.2.1 Population

Before collecting the sample, the researcher should first determine the population. ''Quantitative research entails gathering data to quantify and statistically treat the information to support or refute "alternative knowledge claims'' that a collection of subjects is the main thing in the population determined by the researcher to be studied and then draw conclusions (Creswell, 2003).

This study's population consists of second-year students from the 2022-2023 academic year, who was attend classes in Sisordak Village, Parmonangan sub-district, North Tapanuli district, North Sumatra Province. The population for this study was all of the students in the seventh grade at SMP Negeri 1 Parmonangan, which had three classes with a different number of students in each. In the seventh grade, there are 85 students at SMP Negeri 1 Parmonangan.

3.2.2 Sample

Sample selection is an important step when you want to conduct a study. This sample is part of the population selected to be used as research material. The sample must be chosen properly so that when the researcher is researching, the research can run well. (Arikunto, 2006) suggests that the sample is a selected subject that represents the population. In addition, the sample is a collection of the population (Arikunto, 2006). In this research, the researcher decided to take 1 group from class VII, Specifically, group A, which consists of 25 students as a sample.

3.3 The Data Collection Instrument

This study applies two data collection instruments, namely qualitative and quantitative data. The instrument of data collection in quantitative data is using a reading comprehension test. This test is useful to find out how far the students' reading comprehension is. Meanwhile, to collect qualitative data, the writer uses observation sheets, questionnaires, and documentation which are intended to record all activities that occur during the teaching and learning process. In this case, what is identified are teachers, students, and class conditions. This data collection is to find out whether students give a positive response during the reading learning process and can they accept what the teacher explains to them.

3.3.1 Qualitative Data

In this research design, the writer collect qualitative and quantitative data. "In terms of status, relevance, and methodological rigor, good

qualitative research has equaled, if not surpassed, quantitative research," (Writers, D., 2014). Qualitative data were collected by observing the teaching and learning process. The following are data collection techniques that researchers use:

1. Observation

The goal of this observation is to learn more about the factors that contribute to student failure in reading comprehension teaching and learning activities. The researcher observed the teaching and learning process from the beginning to the end of the lesson. The researchers observed the following aspects: how the students responded to the subject matter, how the teacher delivered the subject matter, the material presented by the teacher, and the condition of the class, whether or not it was comfortable in the study room.

Table 3.1 The Observations Sheet

No.	The procedure for learning	Percentage
1.	The students focus on the writer's explanation of the descriptive text as well as the current assignment.	
2.	Students pay special attention to meaningful explanations and the steps of the RAP strategy.	
3.	The students get and read the teacher's descriptive text.	
4.	The students must determine the topic of the descriptive text.	
5.	The students get the levels of Reading Comprehension	

6.	The students ask for some unfamiliar words from the researcher.	
7.	Students use a dictionary to change some of the words in the text with synonyms.	
8.	The students inquire about how to identify the primary idea and supporting facts of each paragraph from the researcher.	
9.	Using a dictionary, the students determine the meaning and synonyms of keywords.	
10.	Students use the synonyms they learned earlier, then rephrase the gist concept and supporting facts of each paragraph and debate them with their classmates and the researcher.	
11.	The students presented their paraphrase results.	

3.3.2 Quantitative Data

To get quantitative data, the researcher gives the students test, namely the reading comprehension test. ″Quantitative research entails gathering information to quantify and statistically treat it to support or refute "alternative knowledge claims." (Creswell, 2003). The writer gives the students two kinds of tests, namely pre-test and post-test. This pre-test and post-test serve to determine the extent to which the progress and development of students' reading before and after the researcher applies the theories of the RAP Strategy.

The achievement test used by the writer consists of 20 multiple choice questions which include getting information and getting the main idea. The

pre-test is usually done at the beginning of the lesson to find out why students have low scores in reading comprehension. Meanwhile, the post-test is carried out at the end of the lesson which aims to evaluate and obtain an overview of the results achieved by students. Then the results achieved by the students in the pre-test and post-test were compared by the researchers. From the test results, in the end, the researchers found out whether the implementation of the RAP Strategy was successful or not in improving students' reading comprehension.

3.4 Sources of Data and Data

3.4.1 Sources of Data

The source of the data referred to in this study is where the data was obtained by the researcher. Usually, the data source is referred to as the respondent. Respondents are people who answer written or oral questions given by the researcher. According to Sugiyono research data sources are grouped into 2, namely primary data sources and secondary data sources.

1. Primary Data Source

The definition of primary data is a data source that directly provides data to data collectors ((Sugiyono, 2017:193). This means that the author immediately gets an answer or response from the source, either in the form of observations, diaries, or interviews. From this primary data source, the results obtained by the author usually reflect the truth or according to facts.

2. Secondary Data Source

Secondary data is a data source that indirectly provides data to the writer (Sugiyono, 2017; 193). That is, the writer obtains data from sources that have been collected by other people. To get the data, the writer can also visit the library to look for the data that has been archived. From the information above, the data source used by the author is the primary data source. The writer obtained data directly from class VII students of SMP Negeri 1 Parmonangan.

3.4.2 Data

According to Williams and Sawyer (2007: p25), data are facts and figures obtained by the writer from the results of reading texts, observations, and interviews and then processed into information. So, the data in this study are everything that is obtained from students during the teaching and learning process.

3.5 Procedure of the Research

This study makes use of classroom action research, with data gathered in two cycles. There are four stages in each cycle: planning, action, observation, and reflection.

The following diagram depicts the steps taken in conducting this research:
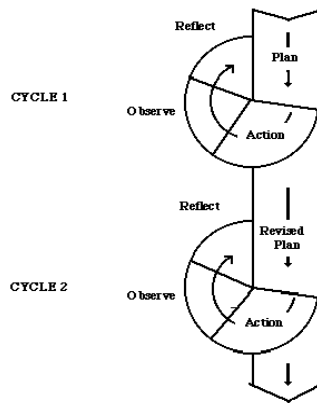
Figure 3 Simple Action Research Model

Source: Stephen Kemmis, 2014

3.5.1 Cycle I

The RAP strategy is used by the teacher to teach reading comprehension. The following is how to use it:

a. planning

Before starting the teaching-learning process, the first step is to develop a lesson plan. After compiling the lesson plan, the writer prepares the media that is used in delivering the material. The next step is to prepare teaching materials. But before making the material to be tested, the researcher prepared a checklist observation sheet and the last step is making test materials to be tested in cycle I.

b. Action

In the first step of this action, the teacher greets the students first and the teacher continues by explaining the material about the descriptive text. The teacher next introduces the RAP strategy to students and how this

strategy works in the teaching-learning process in reading comprehension. And the last the teacher forms students into several groups and asks them to read, ask questions, and put them according to the existing topic.

c. Observation

In this step, the writer makes observations to find out the activities carried out by students in reading texts. After that, the writer observes students' responses and enthusiasm during the teaching and learning process. Pay attention to the effect of using the RAP strategy.

d. Reflecting

This last step intends to analyze all activities that have been carried out in the room. Based on the data that has been collected, teachers and researchers discuss and evaluate the implementation of the next cycle.

3.5.2 Cycle II

The writer sees that the student's scores in the first cycle have increased from before. However, it is still necessary to continue the second cycle to achieve student scores by the KKM 75. In this cycle, the author will raise students' enthusiasm and focus on dealing with the difficulties faced by students. The author uses the same steps with cycle I.

a. Planning

The first step that the writer does is to identify the problem that students face in cycle I and after that create a solution for it. A writer makes a lesson plan which will be used in the teaching-learning process. Getting the

material's media ready and creating instructional materials is the next step in this cycle. Then, create a checklist observation to know how far the success of the applied RAP strategy in reading comprehension is. And the last step is to create the testing material.

b. Action

In this action, there are several steps that the teacher has done. In the first step of this action, the teacher greets the students first and the teacher continues by explaining the material about the descriptive text. The teacher next introduces the RAP strategy to students and how this strategy works in the teaching-learning process in reading comprehension. And the last the teacher forms students into several groups and asks them to read, ask questions, and put them according to the existing topic.

c. Observation

Observations have purposes to observe, namely making observations to find out the activities carried out by students in reading texts. After that, the writer observes students' responses and enthusiasm during the teaching and learning process. Pay attention to the effect of using the RAP strategy.

d. Reflecting

In reflection of cycle II, the writer concludes that the result of the second cycle has reached the goal determined because the students have understood and comprehended the text. Based on theory, there are three steps of the RAP strategy namely: Read the text silently, Ask yourself, Put down

the main idea in your own words. The writer keeps applying the steps in cycle II, but to improve the students' scores, understanding and comprehending the text, the writer improves her planning by explaining the steps clearly, changing materials, giving motivation, using the video as a media in the learning process and controlling the class better than in the first cycle.

The number of students in the second cycle test who scored up to 85 increased. This means that student scores have increased after the RAP (Read, Ask, and Put) strategy was implemented. So, if the average student's reading score is above the KKM (75) then the CAR is not continued to the next cycle. However, if the average reading score of students is below the KKM (75) then the CAR needs to be continued to the next cycle.

3.6 The Technique of Analysis Data

The writer collected data for this study using both quantitative and qualitative methods. Questionnaires will be used to collect qualitative data, which will be analyzed. Meanwhile, quantitative data from the reading test will be analyzed. The author used the following steps to analyze the data:

1. Examining student papers

2. Scores are tabulated from lowest to highest.

3. Examining student performance in cycles I and II

4. Determining the percentage of student grades

5. Reaching conclusions

After the teaching and learning process is complete, the writer assesses the results of the students' exams to find out how many results are obtained by students. Then, the writer sees how many students have low scores and how many students have high scores. In the third step, the writer compares the scores produced by the students in the first cycle and the second cycle. The fourth step is to calculate the percentage obtained by students to find out the results they achieve when using CAR in the teaching and learning process.

To scoring students' test the writer used:

$$S= -$$

Where:

S= The test result

R= The number of correct answers

N= Number test items

The writer used the following formula to determine the mean of the student's assessment scores:

$$-\text{x}100\%$$

Where :

X = the mean of the students' score

ΣX = the total score

N = the total number of students