

**THE EFFECT OF USING READ, ASK QUESTIONS, AND PUT  
INTO YOUR OWN WORDS (RAP) STRATEGY TOWARD  
READING COMPREHENSION OF THE SECOND YEAR  
STUDENTS AT SENIOR HIGH SCHOOL  
YLPI PEKANBARU**



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PEKANBARU  
1435 H/2014 M**

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Thesis

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(S.Pd.)



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## ABSTRACT

**DAHLIA, (2013): The Effect of Using Read, Ask Questions, and Put into Your Own Words Strategy toward Reading Comprehension of the Second Year Students at Senior High School YLPI Pekanbaru**

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts in their text books at the school. This problem was caused by some factors. For example, some students had difficulties in identifying main idea from the reading text, and had difficulties in comprehending the reading text. So, the writer was interested in carrying out the research about this problem.

The research was administered at Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru. The subject of the research was the second year students of Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru, and the object of this research was the effect of using Read, Ask question, and Put into your own word strategy. The population of this research was all of the second year students of Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru. The total number of population was 114 students. The writer took only two classes as the sample by using cluster sampling; class XI IPA 1, consisted of 35 students as experimental class, and class XI IPA 2, consisted of 35 students as control class, so the numbers of sample from two classes were 70 students.

The design used in this research was quasi-experimental research that was non-equivalent control group design. In collecting data, the writer used test, it was used in order to collect data of reading comprehension. The test consisted of two tests; pre-test was used to determine students' reading comprehension before getting the treatment and post-test was used to determine students' reading comprehension after getting the treatment. By the gathering data pre-test and post-test from both experiment and control class, the effect of treatment was analyzed with independent T-test formula.

From the research findings, the score of  $t_o$  was higher than  $t_{table}$ , therefore,  $h_o$  was rejected and  $h_a$  was accepted, where  $t_{observed}$  shows 7.180 at significant level of 5%,  $t_{table}$  shows 2.00, and at level of 1%,  $t_{table}$  shows 2.65. Thus, Null Hypothesis ( $H_o$ ) is Rejected, and Alternative Hypothesis ( $H_a$ ) is Accepted, which shows  $2.00 < 7.180 > 2.65$ . It can be concluded that students' reading comprehension after being taught by using Read, Ask question, and Put into your own word strategy was better than students' reading comprehension before being taught by using Read, Ask questions, and Put into your own words strategy.

## ABSTRAK

**DAHLIA, (2013): Pengaruh dari Penggunaan Strategi *Read, Ask Questions, and Put into Your Own Words* terhadap Pemahaman Membaca Siswa Tahun Kedua di Sekolah Menengah Atas YLPI Pekanbaru**

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa memiliki kesulitan dalam mengidentifikasi ide pokok dari teks bacaan dan memiliki kesulitan dalam memahami teks bacaan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di Sekolah Menengah Atas Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru. Subjek dari penelitian ini adalah siswa tahun kedua Sekolah Menengah Atas Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru, dan objek dari penelitian ini adalah pengaruh dari penggunaan strategi *Read, Ask Questions, and Put into Your Own Words*. Populasi dari penelitian ini adalah seluruh siswa tahun kedua Sekolah Menengah Atas Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru, jumlah dari seluruh populasi adalah 114 siswa. Penulis hanya mengambil dua kelas sebagai sampel dengan menggunakan *Cluster Sampling*; kelas XI IPA 1 yang terdiri dari 35 siswa sebagai kelas eksperimen dan kelas XI IPA 2 yang terdiri dari 35 siswa sebagai kelas kontrol. Jadi, jumlah sampel dari dua kelas tersebut adalah 70 siswa.

Adapun jenis penelitiannya yang digunakan dalam penelitian ini adalah *Quasi-experiment* yaitu *non-equivalent control group design*. Dalam pengumpulan data, penulis menggunakan tes, tes digunakan untuk mengumpulkan data tentang pemahaman membaca siswa. Tes yang digunakan terdiri dari dua tes; pre-test digunakan untuk menentukan pemahaman membaca siswa sebelum mendapatkan perlakuan dan post-test digunakan untuk menentukan pemahaman membaca siswa setelah mendapatkan perlakuan. Dengan mengumpulkan data pre-test dan post-test dari kelompok eksperimen dan kontrol, dampak dari perlakuan dianalisis menggunakan rumus T-test.

Dari hasil penelitian, skor  $t_o$  lebih tinggi dari  $t_{tabel}$ , oleh karena itu,  $h_o$  ditolak dan  $h_a$  diterima, dimana  $t_{hitung}$  menunjukkan 7,180 pada level signifikan 5%  $t_{table}$  adalah 2.00, dan pada level 1%  $t_{table}$  adalah 2.65. Maka, Null Hipotesis ( $H_o$ ) ditolak, dan Alternative Hipotesis ( $H_a$ ) diterima, ditunjukkan dengan  $2.00 < 7.180 > 2.65$ . Dapat disimpulkan bahwa pemahaman membaca siswa diajarkan dengan menggunakan strategy *Read, Ask Questions, and Put into Your Own Words* lebih baik daripada pemahaman membaca siswa diajarkan dengan menggunakan konvensional strategi.

دهليا (2013): أثر استخدام استراتيجيات القراءة، وطرح أسئلة، ووضع الكلمات في الجملة على فهم القراءة الطلاب في السنة الثانية بالمدرسة العالية العامة YLPI باكنبارو

ولية التي ادتهاكاتبة  
الكتب المدرسية . هذه المشكلة . الطلاب لديهم . فهم في تحديد الفكرة الرئيسية بشأن هذه  
يجدون صعوبة في فهم . وهكذا، فإن مهتما

تنفيذ هذا البحث لعالي YLPI بيكانبارو. اما افراد من البحث من السنة الثانية الطلاب في المدرسة العالية العامة YLPI وكان ال . هذه ا . أثر .  
استراتيجي سكان هذه جميع  
الثانية بالمدرسة العالية العامة YLPI بارو، وكمية من مجموع السكان هو 114 طالب وطالبة .  
فنتين في العينة العينة العنقودية؛ XI IPA 1 يتكون من 35 . التجريبية  
XI IPA 2 الذي يتكون من 35 . وهكذا، فإن عدد العينات . الفنتين 70

المستخدمة في هذه ال هو شبه هو أن غير يعادل تصميم  
البيانات، والكتاب اختبار يستخدم لجمع بيانات عن القراءة والفهم .  
اختبارين، وكان يستخدم اختبار لتحديد" القراءة والفهم  
اختبار لتحديد القراءة والفهم . من خلال  
البيد التجريبية والضابطة، وقد تم تحليل .  
صيغة-T

To t-tabel Ho Ha. وهذا يعني أن هناك  
تأثير كبير استراتيجيات .  
الثانية في المدرسة الثانوية YLPI بيكانبارو، حيث t-observed أظهرت 7.180  
T-Table 5 هو 2:00 . T-Table 1 هو 2.65 . خالية الفرضية  
(Ho) هو والفرضية البديلة (Ha) يتم قبول، يظهر . 2.65 <7.180 < 2.00 . يمكن أن نخلص  
إلى أن استراتيجية القراءة والفهم لدى الطلاب تعلم باستخدام القراءة، وطرح الأسئلة، ودمجها في الكلمات  
الخاصة بك أفضل من القراءة والفهم من الطلاب تدرس باستخدام استراتيجية التقليدية.

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The title of this thesis is the effect of using read, ask question, and put into your own words strategy toward reading comprehension of the second year students at Senior High School YLPI Pekanbaru.

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed to improve this thesis.

May Allah Almighty, the lord of universe bless you all. *Amiin*.

Pekanbaru, September 2013

The writer

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