

## CHAPTER II

### REVIEWING OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading Comprehension

###### a. The Nature of Reading

Reading is one of the four language skills (listening, speaking, reading, and writing). Reading is the process to get, to understand, to catch the content of the reading. Reading is also a process to understand a written text which means extracting the required information from it as efficient as possible. Reading is an interactive processing that goes on the reader and the text, resulting in comprehension<sup>1</sup>. According to Kristin Lems, reading is an interactive process that takes places between the text and the readers processing strategies and background knowledge<sup>2</sup>. In addition, Kalayo Hasibuan says that the text presents letters, words, sentences, and paragraphs that encode meaning.

The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader's knowledge, skills, and strategies include<sup>3</sup>:

- 1) Linguistics competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.

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<sup>1</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: UIN SUSKA Press, 2007) p. 114.

<sup>2</sup>Kristin Lems, *Teaching Reading to English Language Learner*, (New York: The Guildford Press, 2010) p. 33

<sup>3</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari., *Op. cit*, p. 115

- 2) Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.
- 3) Sociolinguistic competence: knowledge about different types of text and their usual structure and content.
- 4) Strategic competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up-strategy).

So, based on the opinion above the writer concludes that when a reader wants to determine what the meaning of the text is such should a skill or knowledge that includes linguistic competence when a reader writes a text.

#### **b. The Nature of Reading Comprehension**

Actually, reading and comprehension cannot be separated because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding is useless. According to Kalayo Hasibuan, the purpose (s) for reading and the type of the text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension<sup>4</sup>.

In reading activity, it is important to understand or comprehend the reading text, because one of the purposes of reading itself is get information of knowledge. According to Nunan, comprehension involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author purposes, making

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<sup>4</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari., *Loc. cit.*

judgment and evaluating<sup>5</sup>. In addition, Mark Sadoski says that comprehension is understanding something, getting its meaning<sup>6</sup>. So, the purpose in such reading is to dig out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

Reading with comprehension means to understand what has been read. Lems, et.al. state that reading comprehension is the ability to construct meaning from a given written text<sup>7</sup>. In other words, the success of reading comprehension is whenever the learner is able to identify the meaning and understand the content from the text.

According to King and Stanly in Kasnila, reading and vocabulary sections are approaches focusing our attention on important technique<sup>8</sup>. But in this research, the writer only discusses five components which are appropriate with the senior high school curriculum as follows:

- 1) Finding factual information. It requires readers to scan the specific details. Nunan says that while reading, the readers must be able to recognize the detail information such as person, places, events, and time.

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<sup>5</sup>David Nunan. *Language Teaching Methodology: a text book for teacher*. (New York: Prentice Hall, 1991) p. 82

<sup>6</sup>Mark Sadoski, *Conceptual Foundations of Teaching Reading*, (New York: The Guildford Press, 2004) p. 67

<sup>7</sup>Kristin Lems, Leah D. Miller and Tenena M. Soro, *Teaching Reading to English Language Learner*, (New York: The Guilford Press, 2012) p. 170

<sup>8</sup>Kasnila. *The Effect of the Teacher Modeling and Guided Repeated Reading (TMgRR) on Reading Comprehension of the Second Year at SMAN 01 Kubu Rokan Hilir* (Unpublished, 2009) p.14-15

The detail information questions are generally prepared to focus on wh-questions for obtaining information<sup>9</sup>.

- 2) Identifying main idea. The main idea is what the author wants you to know about the topic. Efficient readers understand not only the ideas, but also the relative significances as expressed by the writer. It is selected in beginning, middle, and at the end of paragraph. Sometimes, the main idea is not stated clearly<sup>10</sup>.
- 3) Locating the meaning and vocabulary in context. It means that the reader could develop his guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph.
- 4) Identifying references. In order to avoid repeated words or phrases, the authors use reference words. Nuttal says that recognizing reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passage<sup>11</sup>.
- 5) Making inference from reading text. Inference is a skill where the reader has to be able to read between the lines. Inference requires actively interacting with the words in a sentence and among sentence<sup>12</sup>.

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<sup>9</sup>David Nunan. *Language Teaching Methodology: A Text Book for Teachers*. (New Jersey: Prentice Hall, 1991) p.78

<sup>10</sup>Kathleen T. McWorther. *Guide to College Reading*. (Boston: Little, Brown Company, 1986) p. 76

<sup>11</sup>Christen Nuttal. *Teaching Reading Skills in a Foreign Language*. (London: Heineman Educational Book, 1982) p. 90

<sup>12</sup>Kristin Lems, Leah D. Miller and Tenena M Soro, *Teaching Reading to English Language Learne.*, (New York : The Guilford Press, 2012) p. 177

### c. The Nature of Narrative

There are various kinds of the texts learned by the students. One of them is narrative text. Langan states that narration is story telling whether relating a single story or several related ones. Through narrative, we make a clear statement by relating something in detail that happens to us<sup>13</sup>. Richards points out that narrative is the written or the oral account of a real or fiction story.<sup>14</sup>

Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and to entertain the readers. Narrative text tells about what is happening or what has happened. Narration is usually written in chronological sequence. A narrative text gives an account of one or more experiences. A narrative typically contains action, dialogue, elaborate details and humors. According to Syafi'i, narrative is story telling whether tells a true story or fiction. A narrative text gives an account of one or more experiences. It tells a story to make a point or explain an idea or event.<sup>15</sup>

The purpose of narrative is to amuse, to entertain and to deal with actual vicarious experiences in different ways.<sup>16</sup> Kalayo Hasibuan and Fauzan Ansyari also state that the purpose of narrative is to entertain,

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<sup>13</sup>John Langan. *College Writing Skill with Reading*. (New York: McGraw Hill, 2001.) p. 195

<sup>14</sup>John C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition (New York: Pearson Education, 2002) p. 349

<sup>15</sup>M. Syafi'i S. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007) p. 53

<sup>16</sup>Th. M. Sudarwati and Grace. *Look Ahead : An English Course for Senior High School Students Year XI*. (Jakarta : Erlangga, 2005) p. 72

create, stimulate emotions, motivate, guide and teach.<sup>17</sup> It is true because narrative text always contains various messages for the reader that may entertain or give education to the reader. The writer can conclude that narrative texts have several purposes such as; to entertain and to educate the readers. Examples of the narrative text are legend, fairy tales, science fiction, myths, and adventure stories.<sup>18</sup>

Narrative also has the generic structure of the story. There are three stages in narrative. They are as follows:

- 1) Orientation: the function of orientation is to set the scene, creating a visual picture of the setting, atmosphere and time of the story.
- 2) Complication: the function of complication is to revolve the around the conflicts or problems that affect the setting, time or characters.
- 3) Resolution: this part brings the series of events to a close and revolves the main problem, challenge or situation.

Besides, the language features of narrative are:

- 1) Using process verbs
- 2) Using temporal conjunction
- 3) Using Simple Past Tense

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<sup>17</sup>Kalayo Hasibuan and Muhammad Fauzan Anshari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: UIN SUSKA Press, 2007) p. 130

<sup>18</sup>Ibid

## 2. The Nature of Strategy

There are four things that the teacher should do to make good decisions concerning the choice of an approach, method, technique, or strategy.<sup>19</sup>

### a. Approach

Celce says that approach to language teaching refers to something that reflects a certain model or research paradigm. In short, approach is like a collection of theory, there is no procedure and it is still general.

### b. Method

Method is a set of procedures. Method is more specific than approach but less specific than technique. Method is typically compatible with one (or sometimes two) approach. Thus, method is about theory and also the procedure of theory. According to Kalayo method is an overall plan for the orderly presentation of language material-procedural-based on a selected approach.<sup>20</sup>

### c. Technique

Technique is very specific type of learning activity use in one or more methods. A technique is classroom device or activity and thus represents the narrowest of three concepts. Some techniques are widely used and found in many methods. Kalayo Hasibuan says technique is kinds of classroom activities based on certain methods such as drills, dialogues, role-play, senntence completion, etc.<sup>21</sup>

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<sup>19</sup>Marianne Celce, *Teaching English as Foreign Languge 3<sup>rd</sup> Ed.*, (London: Thomson Learning, Inc, 2001), p.9&90.

<sup>20</sup>Kalayo Hasibuan, *Op.Cit.* p.4

<sup>21</sup>*Ibid*

#### d. Strategy

Strategy is the procedures used in learning and thinking which serve as a way of reaching a goal.<sup>22</sup> Strategy is also series of ordered steps that will allow a student to perform a task. The strategy serves to help structure the students' efforts and to remind the students what to do at each stage of the process. Thus, the strategy has the students to perform a few steps in learning process.

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self confidence.<sup>23</sup>

Oxford stated that the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into six groups. In Oxford's system, metacognitive strategies help learners regulate their learning. Affective strategies are concerned with the learner's emotional requirement such as confidence, while social strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage

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<sup>22</sup>Joan Rubin, *Review of Listening Comprehension Research, Modern Language Journal*. Wheaton-Chicago, Vol. 78, No 2, June 1994. P. 199

<sup>23</sup>Rebecca L. Oxford. *Language Learning Strategies: what every teacher should know*. (Boston: Heinle and Heinle Publisher, 1990), p. 1



of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication.<sup>24</sup>

Oxford's taxonomy of language learning strategies is shown in the following:<sup>25</sup>

#### 1) Direct Strategies

The first major class, direct strategies for dealing with the new language is like the performer in a stage play, working with the language itself in a variety of specific tasks and situation. Direct strategy is language learning strategies that directly involve the target language. The direct class is composed of memory strategies, cognitive strategies and comprehension strategies.

##### a) Memory Strategies

Memory strategies are used for remembering and retrieving new information such as grouping or using imagery. These strategies consist of creating mental linkages, applying images and sounds, reviewing well, and employing action.

##### b) Cognitive strategies

Cognitive strategies are used for understanding and producing the language such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. These strategies consist of practicing, receiving and sending message strategies, analyzing and reasoning and creating structure for

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<sup>24</sup>Murat Hismanoglu, *Language Learning Strategies in Foreign Language Learning and Teaching*, (the internet TESL Journal Vol. VI, No. 8, August 2000)

<sup>25</sup>Rebecca L, Oxford. *Op.Cit.*, pp.14-15

input and output. Thus, RAP Strategy is one of cognitive learning strategies in which provide the opportunity for students to understand the text they read by producing their own words. In this case RAP Strategy can be included into direct strategies especially cognitive strategy.

#### c) Compensation Strategies

Compensation strategies are used for using language despite knowledge gaps such as guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge. These strategies consist of guessing intelligently and overcoming limitations in speaking and writing.

### 2) Indirect Strategies

The second major strategy class indirect strategies for general management of learning can be linked to the director of play. This class is made up of metacognitive strategies, affective strategies and social strategies.

#### a) Metacognitive Strategies

Metacognitive strategies are used for coordinating the learning process. These strategies consist of centering the learning and planning the learning.

#### b) Affective Strategies

Affective strategies are used for regulating emotions. These strategies consist of lowering your anxiety, encouraging, yourself, and taking your emotional temperature.

#### c) Social Strategies

Social strategies are used for learning with others. These strategies consist of asking questions, cooperating with others and empathizing with others. In this case, many students outside of the language learning field have strongly demonstrated the utility of cooperative learning strategies. Cooperative learning consistently shows the following significant effect.

### **3. The Concept of Read, Ask Question, and Put into Your Own Words (RAP) Strategy**

#### **a. Definition of RAP Strategy**

RAP is a strategy that 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.<sup>26</sup>

This 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.

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<sup>26</sup>[Hagaman, Jessica L, Luschen, Kati, Reid, Robert.](#) 2010. *The "RAP" on Reading Comprehension Teaching Exceptional Children*. Retrieved from [digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1061&context=cehsdiss](http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1061&context=cehsdiss). on Sunday Mei 13 2012

RAP is a three-step strategy: Read a paragraph; ask yourself, “What are the main idea and two details?” and Put it into your own words.<sup>27</sup> RAP is a strategy that can help the students how to understand and remember what they have read.<sup>28</sup> It means that this strategy is used to help students understand and remember what they read and can help learning process in the classroom.

The RAP strategy is a reading comprehension strategy that asks students to find main ideas and details from each paragraph that is read and then to paraphrase orally that information. Joseph Boyle and David Scanlon state that the purpose of this strategy is to help students become actively engaged in reading through searching for main ideas and details in paragraph and then transforming that information through paraphrasing to make it personally meaningful.<sup>29</sup> Courtney Blume also states that the purpose of the RAP strategy is to aid reading comprehension by helping students find the most important information in a given reading selection.<sup>30</sup>

Schumaker et. al. reported that the students who were taught to use the RAP strategy increased their recall of text from 48% to 84%. In addition, many researchers also used the RAP strategy in teaching reading

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<sup>27</sup>Hagaman, Jessica L and Reid, Robert. *The Effects of the Paraphrasing Strategy on the Reading Comprehension of Middle School Students at Risk for Failure in Reading*. 2008. Retrieved from <http://www.uww.edu/coe/specialed/faculty/documents/Hagaman%20and%20Reid.pdf> on Sunday Mei 13 2012

<sup>28</sup>\_\_\_\_\_. *Paraphrasing strategy RAP (Read, Ask, Put)*. Retrieved from [http://www.elemedu.ccs.k12.nc.us/Task\\_Analyses/English\\_Language\\_Arts/Fifth%20Grade/5-2009/Attachments-2009/Attachment%20E-Paraphrasing%20Strategy.pdf](http://www.elemedu.ccs.k12.nc.us/Task_Analyses/English_Language_Arts/Fifth%20Grade/5-2009/Attachments-2009/Attachment%20E-Paraphrasing%20Strategy.pdf). Sunday Mei 13 2012

<sup>29</sup>Joseph Boyle and David Scanlon, *Methods and Strategies for Teaching Students with Mild Disabilities: A Case based Approach*, (Canada : Wadsworth Cengage Learning, 2010) p. 207

<sup>30</sup>CourtneyBlume, A Thesis: *RAP: A Reading Comprehension Strategy for Students with Learning Disabilities*. (Lincoln: University of Nabraska, 2010) p. 5

found that they get good result of their research, for example; Ellis and Graves used the RAP strategy with 47 middle school students with Learning Disabilities (LD) to access its effects on students' ability to find the main idea of stories. Result of multiple-choice tests showed that compared to control students, students given the RAP strategy could identify significantly more main ideas from passages than control students<sup>31</sup>.

#### **b. The Benefit of RAP Strategy**

- 1) Providing opportunity for individual work or collaborative effort
- 2) Encouraging attention to detail and student engagement
- 3) Taking little teacher preparation
- 4) Being straight forward and easy to explain and understand

#### **c. The Procedure of RAP Strategy**

RAP is a three-step strategy: Read a paragraph; ask yourself, "What are the main idea and two details?" and Put it into your own words.<sup>32</sup>

In teaching reading, this strategy has three steps. They are as follows:<sup>33</sup>

- 1) *Read a paragraph.*

Read the paragraph silently. As you read, be sure to think what the words mean.

- 2) *Ask yourself, "What were the main ideas and details of this paragraph?"*

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<sup>31</sup>Hagaman, Jessica L and Reid, Robert. *Op. Cit.*

<sup>32</sup>Hagaman, Jessica L and Reid, Robert. *Ibid.*

<sup>33</sup>\_\_\_\_\_ *Intervention for Reading Comprehension : Paraphrasing Strategy* Retrieved from [https://www.msu.edu/course/cep/886/Reading%20Comprehension/9Learn\\_Serv\\_Proj\\_Paraphrasing.html](https://www.msu.edu/course/cep/886/Reading%20Comprehension/9Learn_Serv_Proj_Paraphrasing.html) on Sunday Mei 13, 2012

After reading the paragraph, ask yourself, "What were the main ideas and details?" This question helps you to think about what you just read. You can also look quickly back over the paragraph to help you find the main idea and the details related to the main idea.

3) *Put the main idea and details in your own words.*

Now put the main idea and details into your own words. This will help you remember the information. Try to give at least two details related to the main idea.

Based on the description above, the students will be asked to read each word-processed passage and they are allowed to ask for the teacher on unknown words, but the students did not receive additional support or assistance from the teacher. They can take notes while reading the passage to help them remember what they have read.

## **B. The Teaching Procedures**

RAP is a strategy that can improve the reading comprehension of students with and without disabilities and is extremely flexible. It can help the students how to understand and remember what they have read.<sup>34</sup> The procedures of this research are decided into two phases:

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<sup>34</sup> \_\_\_\_\_ . *Paraphrasing strategy RAP (Read, Ask, Put)*.Retrived from [http://www.elemedu.ccs.k12.nc.us/Task\\_Analyses/English\\_Language\\_Arts/Fifth%20Grade/5-2009/Attachments-2009/Attachment%20E-Paraphrasing%20Strategy.pdf](http://www.elemedu.ccs.k12.nc.us/Task_Analyses/English_Language_Arts/Fifth%20Grade/5-2009/Attachments-2009/Attachment%20E-Paraphrasing%20Strategy.pdf). Sunday Mei 13 2012

## 1. The procedures of Experimental Class

### a. Pre-test

The pre-test is carried out to determine the ability of students selected as the sample. Items used for pre-test consist of 25 items. The test is about reading comprehension which is appropriate with their curriculum. The test consists of five passages that have five questions for each.

The researcher will give pre-test as the first greeting for the students, the researcher explains what is going to do, and the researcher begins testing the students.

### b. Treatment

The treatment was conducted for experimental class only. The treatment was using Read, Ask question, and Put into your own words (RAP) strategy in teaching reading comprehension. The length of time to apply the strategy was about ten meetings focused on the topic of reading text. The first meeting used to conduct pre-questionnaire in form reading comprehension for both classes. The second to ninth meeting used to conduct the treatment for experimental class only.

This research was conducted in Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru. The participants of this research were the students of XI IPA 1 as the experimental class and XI IPA 2 as the control class which consisted of 70 respondents. The research was done from February 2013 up to March 2013. The purpose of this research was to find out the students' reading comprehension taught by using Read,

Ask question, and Put into your own words (RAP) strategy and those who were taught by using conventional technique and to find out the significant effect of using Read, Ask question, and Put into your own words (RAP) strategy toward students' reading comprehension.

In the treatment, the researcher greeted the students' especially for a warming up, the researcher introduced the Read, Ask question, and Put into your own words (RAP) strategy, the researcher taught the students theory and technique on reading.

c. Post-test

After ten meetings (include pre-test), the post-test was administrated. Result of the post-test for experimental class were analyzed and used as final data for this research.

The researcher gave the post-test that the researcher directly administered the post-test and the researcher ended the research program by giving test.

2. The procedures for control class

In applying conventional strategy, the teacher gave explanation about the teacher wants from the students in learning reading in class. The procedures of teaching reading by using conventional strategy was done as follows:

a. Pre-test

Goal, items, and procedures of test for control class were same as those conducted experimental class.



b. Conventional strategy

In this case, the teacher taught reading comprehension for control class by using conventional strategy or classical method. The strategy used in classroom was characterized as follows:

- 1) Teacher asked students to read the text loudly
- 2) Teacher asked the students to find out the meaning to the difficult words
- 3) Teacher asked the students to answer the questions related to the text
- 4) The students discuss the answer of the questions.

c. Post-test

Post-tests for both control class and experimental class were administrated after giving the treatment. The result of the post-test both control class and experimental class were analyzed and used as final data for this research.

### C. Relevant Research

According to Syafi'i, relevant research is required to observe some previous research conducted by other researchers in which they are relevant to our research<sup>35</sup>.

1. This is a research from Egis Fajruna El-Mubarak. He conducted a research entitled "The Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Ar-Royyan At-Taqwa Pekanbaru. From the research, he found that the second hypothesis

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<sup>35</sup>M. Syafi'I. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru : Lembaga Bimbingan Belajar Syaf Intensive/ LBSI, 2007) p. 122

was accepted because T-table at the 5% significance level refers to 2.01. While in the level of significance 1% is 2.68. Therefore, it can be analyzed that  $t_o$  is higher than T-table in either at 5% or 1% level of significance. It can be read that  $2.01 < 8.26 > 2.68$ , it means that there is significant effect of Pre-Question toward reading comprehension at the second year students at Integrated Islamic Junior High School Ar-Royyan At-Taqwa Pekanbaru. That means there is any significant different between using collaborative strategic reading for reading comprehension achievement<sup>36</sup>.

2. This research was conducted by Meri Gusti Ayu. She conducted research entitled “The Effect of Using Questioning the Author (QtA) Approach toward Students’ Ability in Reading Comprehension at Junior High School 1 Tambang.” From the research, she found that the second hypothesis was accepted because T-table at the 5% level of significance refers to 2.01. While in the level of significance 1% is 2.68. Therefore, it can be analyzed that  $t_o$  is higher than T-table in either at 5% or 1% level of significance. It can be read that  $2.01 < 8.26 > 2.68$ , it means that there is significant effect of Questioning the Author (QtA) Approach toward Students’ Ability in Reading Comprehension at Junior High School 1 Tambang. That means there is any significant different between using collaborative strategic reading for reading comprehension achievement<sup>37</sup>.

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<sup>36</sup>Egis fajruna El-Mubarak. *Effect of Pre-Question toward Students Reading Comprehension at the Second Year of Integrated Islamic Junior High School Ar-Royyan At-Taqwa Pekanbaru*. (Pekanbaru : Unpublished, 2009) p. i

<sup>37</sup>MeriGustiAyu, *The Effect of Using Questioning the Author (QtA) Approach toward Students’ Ability in Reading Comprehension at Junior High School 1 Tambang*. (pekanbaru : Unpublished, 2011) p. vi

#### **D. Operational Concept**

Operational concept is a concept used as guidance used to avoid misunderstanding and misinterpretation in the scientific research. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research. Variable X is Read, Ask question, and Put into your own words (RAP) strategy and variable Y is reading comprehension.

Variable X:

The indicators of Read, Ask questions, and Put into your own words (RAP) strategy are<sup>38</sup>:

1. *Read a paragraph.*
  - a. The teacher gives the text to the students.
  - b. The teacher asks the students to read the text silently.
2. *Ask yourself, "What were the main ideas and details of this paragraph?"*
  - a. The teacher asks the students to find the main ideas of the paragraph.
  - b. The teacher asks the students to find the details of the paragraph.
3. *Put the main idea and details in your own words.*
  - a. The teacher asks the students to put the main ideas of the paragraph in their own words.
  - b. The teacher asks the students to put the details of the paragraph in their own words.

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<sup>38</sup> \_\_\_\_\_ *Intervention for Reading Comprehension : Paraphrasing Strategy* Retrieved from [https://www.msu.edu/course/cep/886/Reading%20Comprehension/9Learn\\_Serv\\_Proj\\_Paraphrasing.html](https://www.msu.edu/course/cep/886/Reading%20Comprehension/9Learn_Serv_Proj_Paraphrasing.html) on Sunday Mei 13, 2012

Variable Y:

Indicators to measure students' reading comprehension are as follows:

1. Students are able to find the factual information.
2. Students are able to identify the main idea.
3. Students are able to locate the meaning of the vocabulary in context.
4. Students are able to identify the references.
5. Students are able to make inference from the reading text.

## **E. The Assumption and Hypothesis**

### **1. Assumption**

In this research, the writer assumes that:

- a. The students' reading comprehension taught by using RAP strategy is various.
- b. The students' reading comprehension taught by using conventional teaching method is various.
- c. The effect of using Read, Ask questions, and Put into your own words (RAP) strategy will be better for students' reading comprehension.

### **2. The Hypothesis**

Based on the assumption above, hypothesis of this study can be formulated as follows:

Ho: There is no significant effect of using Read, Ask question, and Put into your own words (RAP) strategy toward students' reading

comprehension at the second year students of SMA Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru.

Ha: There is a significant effect of using Read, Ask question, and Put into your own words (RAP) strategy toward students' reading comprehension at the second year students of SMA Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru.