

ABSTRACT

Pertiwi, Hajizatul Citra Putri. 2019. *The Effect of using (Read, Ask, Paraphrase) RAP Strategy at the Tenth Grade Students' Reading Comprehension in SMK Zainul Hasan Balung in 2019/2020 Academic Year*. Thesis. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember.

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Key Words: Reading Comprehension, RAP strategy.

This research aimed to find the effect of using RAP strategy on students' reading comprehension at SMK Zainul Hasan Balung of the tenth grade students who are taught using RAP strategy. The design of this research is quasi experimental research. The subjects of this study were 48 of the tenth grade at SMK Zainul Hasan Balung consist of 24 of X PBS 1 and 24 students of X TKJ 1. Class PBS was chosen as experimental group which was taught using RAP strategy while X TKJ 1 was chosen as control group which was taught using Grammar Translation method.

In the beginning of the research, both of experimental and control class were given a pre-test to measure the students' reading comprehension in the form of a test consist of 50 questions and a post-test after the treatment. The hypothesis was tested using independent sample test. It is used the computer program SPSS 21 version.

The use of RAP strategy could make students active in reading by finding main idea and supporting details on paragraph and putting the information by paraphrasing and students more active when joining teaching learning process. Those caused the result of post-test experimental group achieve. It is seen from the mean of score, in pre-test the mean is 60,54 increased to 78,58 in post-test. Then, the mean of score pre-test control class who taught using Grammar Translation method is 57,58 and in post-test increased to 71,50.

Based on the result, it can be concluded that there is a significant effect in the students' reading comprehension of the students' who are taught using RAP strategy and who are taught using Grammar Translation method. It means that, the use of RAP strategy has significant effect on the students' reading comprehension.